



# Board of Education Meeting Agenda

**Tuesday, January 20, 2026   Closed: 3:30PM   Open: 6:00 PM**

699 Old Orchard Drive Danville, CA 94526, District Board Room

Live-streamed on our [YouTube channel](#) SRVUSDschools

Welcome to the San Ramon Valley Unified School District Board of Education meeting. During the meeting, members of the public can address the Board by submitting a speaker card and noting the item that they wish to address. Items that are on the agenda can be addressed when the item is introduced by the Board President. For items that are not on the agenda, comments can be made during *Public Comment for Non-Agendized Items*. By law, Board members can only take action or engage in dialogue for agendized items.

A time limit of three (3) minutes per speaker has been established and will be enforced. The Board reserves the right to decrease the amount of time allotted per speaker. Prior to the start of the public comment period, the President reserves the right to announce a last call for speaker card submissions.

Electronic submission of Public Comments can be done at [publiccomments@srvusd.net](mailto:publiccomments@srvusd.net). Emails will be automatically forwarded to each Board Member and will be entered into the official minutes but will not be read aloud during the meeting.

Closed session meetings are not open to the public. Action items are considered and voted on individually by the Board. Consent items are considered routine in nature and are approved by combining them into a single vote. A member of the Board of Education may request that a consent item be removed from the consent agenda and voted on separately. The public may comment on consent agenda but may not pull an item from the consent agenda (Board Bylaw 9322).

Copies of Board agenda backup and other informational materials provided to members of the Board of Education are available for review on the district website and in the Office of the Superintendent beginning at 4:00 PM on the last working day of the week preceding each meeting of the Board of Education.

In compliance with the Americans with Disabilities Act, the San Ramon Valley Unified School District will provide disability-related modification or accommodation upon request. If you need special assistance to participate in this meeting, please contact the Office of the Superintendent at (925) 552-5500. Notification 48 hours prior to the meeting will enable the Executive Assistant to make reasonable arrangements to ensure accessibility to this meeting. Parents/guardians may request directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. The request must be made in writing to the secretary or clerk of the Board.

- 1. Call to Order**
- 2. Attendance**
- 3. Acceptance of Closed Session Agenda and Public Comment**

**Adjournment to Closed Session**

**4. Closed Session Agenda**

- 4.1 Conference with Real Property Negotiators (Government Code 54956.8)  
Property: Portion - 2600 Camino Ramon, San Ramon, CA 94583  
Agency Negotiator(s): Daniel Hillman, Assistant Superintendent, Business Services  
Negotiating Parties: San Ramon Valley Unified School District and Sunset Development  
Under Negotiation: Lease Terms and Pricing
- 4.2 Rejection of Claim #665011
- 4.3 Employee Discipline, Dismissal, Release (Government Code Section 54957)
- 4.4 Conference with Labor Negotiators (Government Code Section 54957.6)  
District Designated Representatives(s): Melanie Jones  
Employee Organization(s): SRVEA, CSEA, SEIU, Unrepresented
- 4.5 Public Employee Performance Evaluation (Government Code Section 54957)  
a) Superintendent

**Adjournment**

- 5. Attendance / Pledge of Allegiance**
- 6. Student/Staff Recognition**


**7. Report of Actions Taken in Closed Session**

**8. Acceptance of Minutes**




- 8.1 Minutes of December 9, 2025 8 - 17  
[Regular Board of Education Meeting - December 09 2025 - Minutes](#) 


**9. Agenda Approval and Consent Action**

**10. Reports to the Board**

- 10.1 School Highlight - Monte Vista High School
- 10.2 Resolutions 18 - 23  
[-African American/Black History Month \(February\)](#)  
[-National School Counseling Week \(February 2-6\)](#)  
[-Career and Technical Education Month \(February\)](#)  
[-Words Matter Week \(February 2-6\)](#)  
[Presentation](#) 
- 10.3 Public Comment for Non-Agenda Item (Comments Limited to Three Minutes)
- 10.4 Association Presidents' Report
- 10.5 Student Board Member's Report
- 10.6 Superintendent's Report

**11. Action Items/Public Hearings**

- 11.1 [Consideration of Acceptance of the Independent Financial Audit for the 2024-25 Fiscal Year Ending June 30, 2025](#)  24 - 118  
[San Ramon Valley USD 2025 Audit Report – Final 1.20.2026](#) 
- 11.2 [Public Hearing for the Initial Proposal for Labor Negotiations from the California School Employees Association \(CSEA\), Chapter 65, Unit II and Unit III to the San Ramon Valley Unified School District for a Successor Agreement for the Period of July 1, 2025 through June 30, 2028](#)  119
- 11.3 [Consideration of Acceptance of the Initial Proposal for Labor](#) 120 - 124

[Negotiations from the California School Employees Association \(CSEA\), Chapter 65, Unit II and Unit III to the San Ramon Valley Unified School District for a Successor Agreement for the Period of July 1, 2025 through June 30, 2028](#) 

[65 San Ramon Unit II 25-28 Successor IP](#)  [65 San Ramon Unit III 25-28 Successor IP](#) 

- |      |   |           |
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| 11.4 | <a href="#"><u>Public Hearing for the Initial Proposal for Labor Negotiations from the San Ramon Valley Unified School District to the California School Employees Association (CSEA), Chapter 65, Unit II and Unit III for a Successor Agreement for the Period of July 1, 2025 through June 30, 2028</u></a>   | 125       |
| 11.5 | <a href="#"><u>Consideration of Acceptance of the Initial Proposal for Labor Negotiations from the San Ramon Valley Unified School District to the California School Employees Association (CSEA), Chapter 65, Unit II and Unit III for a Successor Agreement for the Period of July 1, 2025 through June 30, 2028</u></a> <br><a href="#"><u>Sunshine Proposal from SRVUSD to CSEA for 2025-28 Successor Agreement 1-12-26</u></a>   | 126 - 128 |
| 11.6 | <a href="#"><u>Consideration of Adoption of Resolution 55/25-26, Regarding Geographic Usage Restrictions for AB1290 Pass-Throughs to District</u></a> <br><a href="#"><u>Res 55 - Geographic Usage Restrictions AB1290 Pass-Throughs 1.20.2026</u></a>    | 129 - 131 |
| 11.7 | <a href="#"><u>Consideration of Approval of the Facilities Oversight and Advisory Committee Members (FOAC)</u></a> <br><a href="#"><u>2026-28 FOAC Members 1.20.2026</u></a>    | 132 - 133 |
| 11.8 | <a href="#"><u>Consideration of Approval of New Course Proposals</u></a>  <a href="#"><u>Presentation</u></a> <br><a href="#"><u>AP African American Studies</u></a> <br><a href="#"><u>Forensic Science 1</u></a> <br><a href="#"><u>Forensic Science 1, Honors: Criminal Investigation</u></a> <br><a href="#"><u>Forensic Science 2, Honors: Advanced Investigation and Legal Practices</u></a>  | 134 - 168 |

[Intermediate Ceramics 2](#) 




[Orchestra 2](#) 

[Strategies in Foundational Theatre](#) 

[Strategies in Shop Fundamentals](#) 

[Work Experience](#) 

[Yoga](#) 

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| 11.9  | <a href="#">Consideration of Adoption of Resolution No. 58/25-26 In Support of a State-Level Plan to Close the Achievement Gap Report and Resolution</a>   | 169 - 172 |
| 11.10 | <a href="#">Consideration of Approval of Addenda to Employment Agreement for Superintendent</a> <br><a href="#">Cammack Addendum</a>  | 173 - 174 |


## **12. Informational Items**

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|------|--|-----------|
| 12.1 | <a href="#">First Reading of Revisions to Board Policies and Administrative Regulations</a> <br><a href="#">BP 5113: Absences and Excuses</a> <br><a href="#">AR 5113: Absences and Excuses</a> <br><a href="#">AR 5113.11: Attendance Supervision</a> <br><a href="#">BP 5113.12: District School Attendance Review Board</a> <br><a href="#">AR 5113.12: District School Attendance Review Board</a> <br><a href="#">BP 5113.2: Work Permits</a> <br><a href="#">AR 5113.2: Work Permits</a> <br><a href="#">BP 5141.5: Mental Health</a> <br><a href="#">BP 6145.2: Athletic Competition</a> <br><a href="#">AR 6145.2: Athletic Competition</a>  | 175 - 202 |
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## **13. Consent Items**

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|------|---|-----------|
| 13.1 | <a href="#">Consideration of Approval of Certificated Personnel Changes</a> <br><a href="#">Certificated Board Report 01.20.26</a>  | 203 - 205 |
| 13.2 | <a href="#">Consideration of Approval of Classified Personnel Changes</a>    | 206 - 208 |

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| 13.3  | <a href="#">Consideration of Approval of Revised Miscellaneous Salary Schedule</a> <br><a href="#">2025-26 MISC Revised 1-20-26</a>    | 209 - 210 |
| 13.4  | <a href="#">Consideration of Approval of the Williams Complaint Quarterly Report</a> <br><a href="#">Quarterly Uniform Complaint Form 1-20-26</a>    | 211 - 212 |
| 13.5  | <a href="#">Consideration of Approval of Revisions to Board Policies and Administrative Regulations</a> <br><a href="#">Comparison BP 0410</a>  <a href="#">Comparison BP 4033</a>  <a href="#">Comparison BP 5145.3</a>  <a href="#">Comparison AR 5145.3</a>  <a href="#">Comparison BP 5145.7</a> <br><a href="#">Comparison AR 5145.7</a>  <a href="#">Comparison AR 5145.71</a>  <a href="#">Comparison E 5145.71</a>  <a href="#">Comparison BP 5146</a>  | 213 - 269 |
| 13.6  | <a href="#">Ratification of Warrants</a> <br><a href="#">Ratification of Warrants 1.20.2026</a>    | 270 - 271 |
| 13.7  | <a href="#">Declaration of Surplus Property</a> <br><a href="#">Surplus Property 1.20.2026</a>   | 272 - 273 |
| 13.8  | <a href="#">Consideration of Approval of Contracts/Purchases Over \$50,000</a> <br><a href="#">Over \$50k 1.20.2026</a>    | 274 - 275 |
| 13.9  | <a href="#">Consideration of Adoption of Resolution 56/25-26, Approving Routine Budget Revisions</a> <br><a href="#">Res 56 - Approving Budget Rev 1.20.2026</a>   | 276 - 288 |
| 13.10 | <a href="#">Consideration of Rejection of Claim #655356 Against the District</a>    | 289       |
| 13.11 | <a href="#">Consideration of Approval of the 2026-27 Budget Development Calendar</a> <br><a href="#">2026-27 LCAP Budget Dev Calendar 1.20.2026</a>   | 290 - 291 |
| 13.12 | <a href="#">Consideration of Adoption of Resolution 57/25-26, Accepting the Annual Developer Fee Report and Five-Year Findings For the Fiscal Year Ended June 30, 2025</a>    | 292 - 303 |

13.13	<a href="#">Consideration for Award of E-Rate Bids</a> 	304 - 306
	<a href="#">Bid #948 &amp; #949 Score Matrix</a> 	

13.14	<a href="#">Consideration of Approval of the 2025-26 School Accountability Report Cards (SARC)</a> 	307
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## **14. Administrative Matters**

### 14.1 Board Members' Reports

### **Adjournment**



## Regular Board of Education Meeting - December 09 2025 Minutes

Tuesday, December 9, 2025 at 6:00 PM

District Board Room

### 1. Call to Order

Board Vice President Ordway called the meeting to order at 4:05pm.

### 2. Attendance

Board Members Present: Susanna Ordway, Jesse vanZee, Rachel Hurd & Laura Bratt. Shelley Clark was absent

Staff Present: Superintendent CJ Cammack, Assistant Superintendents Christine Huajardo, Melanie Jones & Danny Hillman, Recording Secretary Cindy Fischer

Legal: Rachel Tillman F3 & Karina Samaniego DWK

### 3. Acceptance of Closed Session Agenda and Public Comment

*Moved by:* Laura Bratt

*Seconded by:* Jesse vanZee

**Aye**

Rachel Hurd, Laura Bratt, Susanna Ordway,  
and Jesse vanZee

**Carried 4-0**

### Adjournment to Closed Session

### 4. Closed Session Agenda

- 4.1 Consideration of Student Readmission Following Expulsion  
(Ed Code Section 48912  
a) One Case - 03/24-25
- 4.2 Conference with Real Property Negotiators (Government  
Code Section 54956.8  
Property: 3130 Crow Canyon Place, San Ramon  
Agency Negotiator: Daniel Hillman, Assistant Superintendent,  
Business Services  
Negotiating Parties: San Ramon Valley Unified School District  
and Canyon Commons SR LLP  
Under Negotiation: Price and Terms of Payment
- 4.3 Pursuant to Government Code Section 54957 (b), the  
Governing Board will decide whether to hear an appeal of  
Level 3 Complaint (PC-25-03) submitted in accordance with  
BP/AR 1312.1.
- 4.4 Public Employee Discipline/Dismissal/Release
- 4.5 Conference with Labor Negotiators  
(Government Code Section 54957.6)  
District Designated Representative(s): Melanie Jones  
Employee Organization(s): SRVEA, CSEA, SEIU, Unrepresented

### **Adjournment**

Board Vice President Ordway adjourned closed session at 5:58pm

## **5. Attendance / Pledge of Allegiance**

Board Vice President Ordway called the meeting to order at 6:02pm

Board Members Present: Susanna Ordway, Jesse vanZee, Rachel Hurd & Laura Bratt. Shelley Clark and Student Board Member Selma Bahrani were absent.

Staff Present: Superintendent CJ Cammack, Assistant Superintendents Christine Huajardo, Melanie Jones & Danny Hillman, Executive Directors Jon Campopiano, Katie Witt, Linda Rowley-Thom & Evan Miller, Directors Hong Nguyen, Annabel Hurlburt & Amy Capurro.

Community Attendance: 75 visitors

## **6. Student/Staff Recognition**

The Board recognized 2 students from Monte Vista who received the DreamMakers and RiskTakers Award from Innovation Tri-Valley Leadership Group. A student from California High who was honored with the 2025 Outstanding Teen Citizenship Award by the San Ramon Chamber of Commerce and 22 student leaders from Greenbrook Elementary who are members of the Social Emotional Action League (SEAL)

## **7. Report of Actions Taken in Closed Session**

The Board voted 4/0 to readmit student #03/24-25 following completion of the rehabilitation plan following expulsion.

In closed session, by unanimous vote, the Board of Education has taken action to:

1. Authorize and direct staff to proceed with all tasks and action items to close escrow on the acquisition of the property known as 3130 Crow Canyon Place in San Ramon, including executing all documents required by escrow including the Certificate of Acceptance pursuant to Section 10 (Deposit of Documents and Funds by Buyer) of the Purchase and Sale Agreement;
2. Approve the negotiation of a Reserve Amount to be credited back to the District, which lowers the Purchase Price for acquisition of the property pursuant to Sections 6.1.3 (Feasibility Approval) and 7.1 (Buyer's Conditions to Closing) of the Purchase and Sale Agreement;
3. Approve supplemental escrow instructions to adjust the target closing date, the Purchase Price, and the District's payment terms pursuant to Sections 4 (Closing) and 5 (Purchase Price) of the Purchase and Sale Agreement; and
4. Authorize and direct staff to execute all documents required under the California Environmental Quality Act including adoption of the findings in a Notice of Exemption pursuant to Section 7.1 (Buyer's Conditions to Closing).

## **8. Annual Organization of the Board**

- 8.1 [Annual Organization of the Board of Education](#)   
[26.27 Meeting Calendar](#) 

## 26.27 Committee Assignments

Nomination of President - Susanna Ordway

*Moved by:* Laura Bratt

*Seconded by:* Jesse vanZee

**Aye** Rachel Hurd, Laura Bratt, and Jesse vanZee

**Abstain** Susanna Ordway

**Carried 3-0**

Nomination of Vice President - Jesse vanZee

*Moved by:* Rachel Hurd

*Seconded by:* Laura Bratt

**Aye** Rachel Hurd, Laura Bratt, and Susanna Ordway

**Abstain** Jesse vanZee

**Carried 3-0**

Nomination of Clerk - Rachel Hurd

*Moved by:* Laura Bratt

*Seconded by:* Jesse vanZee

**Aye** Laura Bratt, Susanna Ordway, and Jesse vanZee

**Abstain** Rachel Hurd

**Carried 3-0**

2026/27 Board Meeting Calendar as revised

*Moved by:* Rachel Hurd

*Seconded by:* Jesse vanZee

**Aye** Rachel Hurd, Laura Bratt, Susanna Ordway,

and Jesse vanZee

**Carried 4-0**

2026/27 Committee Assignments - Revised - Susanna Ordway  
will sit on the SRVCPTA Leg Action Committee

*Moved by:* Rachel Hurd

*Seconded by:* Laura Bratt

**Aye** Rachel Hurd, Laura Bratt, Susanna Ordway,  
and Jesse vanZee

**Carried 4-0**

## **9. Acceptance of Minutes**

9.1 Minutes of November 18, 2025 as revised

[Electronically Submitted Public Comment](#) 

*Moved by:* Jesse vanZee

*Seconded by:* Rachel Hurd

**Aye** Rachel Hurd, Laura Bratt, Susanna Ordway,  
and Jesse vanZee

**Carried 4-0**

## **10. Agenda Approval and Consent Action**

Open Session Agenda

*Moved by:* Laura Bratt

*Seconded by:* Jesse vanZee

**Aye** Rachel Hurd, Laura Bratt, Susanna Ordway,  
and Jesse vanZee

**Carried 4-0**

Consent Agenda

Moved by: Rachel Hurd


Seconded by: Jesse vanZee

**Aye** Rachel Hurd, Laura Bratt, Susanna Ordway,  
and Jesse vanZee

**Carried 4-0**

## **11. Reports to the Board**

11.1 School Highlight - Quail Run Elementary  
Principal Abdelrahman shared the report

11.2 Resolution  
[-Inclusive Schools Week \(January 12-16\)](#)  
[Presentation](#) 

Director Amy Capurro presented the resolution.

11.3 Public Comment for Non-Agenda Item (Comments Limited to  
Three Minutes)  
Public Comment

Mike Arata

Exposed the unwise, counterproductive "grading for equity"  
background for SRVUSD's ill-advised but still-current grade  
reform maneuvers

11.4 Association Presidents' Report  
CSEA President Tami Castelluccio  
SRVEA President Laura Finco

11.5 Student Board Member's Report  
No report - Ms. Bahrani was absent

11.6 Superintendent's Report  
Superintendent Cammack shared that he appreciated the  
Boards' attendance at the CSBA Conference. He enjoyed  
serving on a panel with Board Member Hurd, John Gray

(School Services) and Namita Brown (F3) to discuss financial challenges for Districts. He enjoyed his site visit to Bella Vista Elementary and is looking forward to site visits at Diablo Vista Middle and Sycamore Elementary this week.

## 12. Action Items/Public Hearings

### 12.1 [Consideration of Adoption of Resolution #53/25-26, Approval of Provisional Internship Permit \(PIP\) Request\(s\)](#)

*Moved by:* Jesse vanZee

*Seconded by:* Laura Bratt

**Aye** Rachel Hurd, Laura Bratt, Susanna Ordway,  
and Jesse vanZee

**Carried 4-0**

### 12.2 [Consideration of Approval To Enter into Joint Use Agreements with Childcare Providers at Seven Sites](#)

*Moved by:* Rachel Hurd

*Seconded by:* Laura Bratt

**Aye** Rachel Hurd, Laura Bratt, Susanna Ordway,  
and Jesse vanZee

**Carried 4-0**

Public Comment

Ann Tancioco

### 12.3 [Consideration of Acceptance of the 2025-26 First Interim Financial Report](#)

[2025-26 First Interim Budget Report 12.9.2025](#) 

[2025-26 First Interim SACS Forms 12.9.2025](#) 

Danny Hillman reviewed the report.

*Moved by:* Rachel Hurd

*Seconded by:* Jesse vanZee

**Aye** Rachel Hurd, Laura Bratt, Susanna Ordway,  
and Jesse vanZee

**Carried 4-0**

12.4 [Consideration of Appointment of Delegate to California  
School Boards Association's Delegate Assembly](#) 

Board Member Hurd recommended the nomination of Mary  
Rocha (Antioch School Board Member)

*Moved by:* Rachel Hurd

*Seconded by:* Laura Bratt

**Aye** Rachel Hurd, Laura Bratt, Susanna Ordway,  
and Jesse vanZee

**Carried 4-0**

**13. Informational Items**

13.1 [Cellphone Policy Update](#)   
[Presentation](#) 

Executive Director Jon Campopiano and Director Annabel  
Hurlburt shared the update.

13.2 [Interdistrict and Intradistrict Transfers Update](#)   
[Presentation](#) 

Assistant Superintendent Christine Huajardo and Executive  
Director Jon Campopiano shared the update.

Public Comment

Susan Chiosso

Jamey Fedun

Advocate for guidelines on intra-district transfers

Kevin Michaelis

The following left comments but did not wish to speak

Katie Stratton  
Tyler Mihevc  
Michelle Mihevc  
Jackie Mulford  
Joseph Mulford  
Steve Peltz  
Carrie Collins  
Elaine Flynn

#### **14. Consent Items**

- 14.1 [Consideration of Approval of Certificated Personnel Changes](#)   
[Certificated Board Report 12-9-25](#) 
- 14.2 [Consideration of Approval of Classified Personnel Changes](#)   
[Classified Board Report 12.09.25](#) 
- 14.3 [Consideration of Adoption of Resolution #54/25-26, Student Teaching Agreements for the 2025-26 School Year](#)   
[Student Teacher Agreements RESOLUTION 12-9-25](#) 
- 14.4 [Declaration of Surplus Instructional Materials](#)   
[Surplus Instructional Materials 12.09.2025](#) 
- 14.5 [Ratification of Warrants](#)   
[Ratification of Warrants 12.09.2025](#) 
- 14.6 [Consideration of Approval of Contracts/Purchases Over \\$50,000](#)   
[Over \\$50k 12.09.2025](#) 
- 14.7 [Consideration of Approval of Certification of Signatures](#)   
[Auth Signatures 2025-26 12.9.2025](#) 

#### **15. Administrative Matters**

### 15.1 Board Members' Reports

Board Member Bratt noted the CSBA conference was great and the classes were interesting. She is looking forward to her site visit on Wednesday to Diablo Vista Middle.

Board Clerk Hurd acknowledged Los Cerros Middle for their basket brigade which provides Thanksgiving meals to the community. She enjoyed the CSBA conference and the workshops. The Governor candidate forum was a highlight. Ms. Hurd attended the Celebration of Christmas music event at the LDS Church with the SRVUSD high schools performing.

Board Vice President vanZee also attended the Christmas concert with his family. He thought the CSBA conference was great including the Governor's forum. He attended the Citizen's Core Council Policy Advice Committee where they review emergency preparedness.

Board President Ordway shared she had a great time at CSBA conference and unfortunately missed the San Ramon Chamber Community Awards where Principal Sandy Kontillas and a student from Cal High were honored. Along with Board Member Hurd she attended Congressman Mark Desaulnier's Town Hall at Live Oak Elementary where he discussed transportation and education.

### **Adjournment**

Board President Ordway adjourned the meeting at 9:14pm

# Board Resolutions

## February 2026

January 20, 2026



# African American/Black History Month

The 2026 Black History theme is ***A Century of Black History Commemorations***. For its 100th theme, the Association for the Study of African American Life and History (ASALH) invites the world to reflect on the power of remembrance and how Black history commemorations have transformed identity, inspired progress, and preserved truth against erasure.



# National School Counseling Week

February 2 - 6, 2026

School Counselors Amplify Success

Since the 1980s, the American School Counselor Association has promoted the work of school counselors in order to highlight their essential contribution within U.S. school systems and the tremendous impact they have in helping students achieve school success and plan for a career.

School Counselors help all students:

- Apply academic achievement strategies
- Manage emotions and apply interpersonal skills
- Plan for postsecondary options (higher education, military, work force)



# Career and Technical Education Month



CELEBRATE TODAY,  
OWN TOMORROW!

- Celebrated every February through a national campaign led by the Association for Career & Technical Education (ACTE) to raise awareness about the value of CTE and its role in preparing students for college, career, and life.
- CTE standards were developed by the California Department of Education (CDE) to meet the demands of the twenty-first-century workplace; help students make a smooth transition into colleges and universities; and prepare graduates to successfully compete in the global community.
- SRVUSD offers pathways in 10 of the 15 industry sectors.

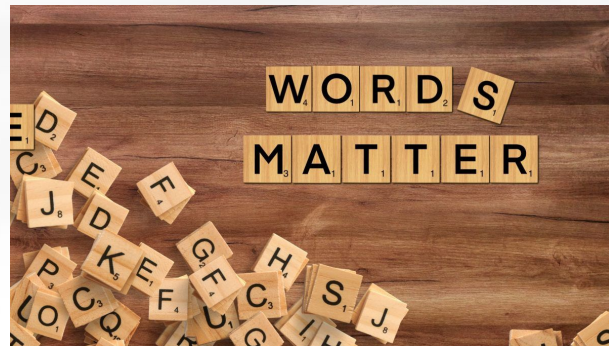
# Words Matter Week

February 2 - 6, 2026

**Words can:** Empower, Inspire, Motivate OR Frighten, Isolate, Sadden

Together, we can:

- Bring attention to name calling, hate speech, and verbal bullying of all kinds.
- Provide schools, students, and parents with tools and inspiration to launch ongoing dialogue about ways to eliminate these acts in our communities and our schools.
- Ensure that SRVUSD is a safe place for all learners.



# Thank you!

## Board Questions/Comments



**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF ACCEPTANCE OF THE INDEPENDENT FINANCIAL AUDIT  
FOR THE 2024-25 FISCAL YEAR ENDING JUNE 30, 2025

**SUBMITTED BY:** Daniel Hillman, Assistant Superintendent, Business Services

**PREPARED BY:** Evan Miller, Executive Director, Business Services

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**DISCUSSION:** In accordance with Education Code section 41020, the District has contracted with Crowe LLP, an accountancy corporation licensed by the State Board of Accountancy, for an audit of all funds of the school district, including all component units.

At the time of the board meeting, the auditor from Crowe LLP will present a brief, oral report of the audit. The 2024-25 audit had one deficiency finding; an understatement of Accounts Payable in the Building Fund of \$227,096 due to amounts that were not expensed or accrued as of June 30, 2025. Improved internal control processes have been implemented and additional training to ensure that all services performed but not yet paid are appropriately accrued at fiscal year end for all funds.

The Audit Report has been filed with the County Superintendent of Schools, the State Department of Education and the Office of the State Controller. Copies of the audit were distributed to Board members only. Interested parties may view the report on the District website under Business Services or may obtain a copy of the audit from the Office of the Assistant Superintendent, Business Operations, 699 Old Orchard Drive, Danville, CA 94526.

**RECOMMENDATION:** The administration recommends acceptance of the 2024-25 Annual Audit Report prepared by Crowe LLP.

**BUDGET IMPLICATION:** N/A

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
**FINANCIAL STATEMENTS**  
June 30, 2025

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

FINANCIAL STATEMENTS  
WITH SUPPLEMENTARY INFORMATION  
For the year ended June 30, 2025

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SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

FINANCIAL STATEMENTS  
WITH SUPPLEMENTARY INFORMATION  
For the year ended June 30, 2025

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## INDEPENDENT AUDITOR'S REPORT

Board of Education  
San Ramon Valley Unified School District  
Danville, California

**Report on the Audit of the Financial Statements*****Opinions***

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of San Ramon Valley Unified School District, as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise San Ramon Valley Unified School District's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of San Ramon Valley Unified School District, as of June 30, 2025, and the changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

***Basis for Opinions***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of San Ramon Valley Unified School District, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about San Ramon Valley Unified School District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

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(Continued)

## ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of San Ramon Valley Unified School District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about San Ramon Valley Unified School District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

## ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 4 to 13, and the General Fund Budgetary Comparison Schedule, the Schedule of Changes in the District's Net OPEB Liability, the Schedule of the District's Proportionate Share of the Net Pension Liability, and the Schedule of the District's Contributions on pages 55 to 60 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

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(Continued)

### **Supplementary Information**

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise San Ramon Valley Unified School District's basic financial statements. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and other supplementary information as listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and, except for that portion marked "unaudited," was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, that information is fairly stated in all material respects in relation to the financial statements as a whole. The information marked "unaudited" has not been subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

### **Other Information**

Management is responsible for the other information included in the financial statements. The other information comprises the Organization page but does not include the basic financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

### **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2025 on our consideration of San Ramon Valley Unified School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of San Ramon Valley Unified School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering San Ramon Valley Unified School District's internal control over financial reporting and compliance.

  
Crowe LLP

Sacramento, California  
December 15, 2025

This section of San Ramon Valley Unified School District's annual financial report presents our discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2025, with comparative information for the year ended June 30, 2024. Please read it in conjunction with the District's financial statements, which immediately follow this section.

## OVERVIEW OF THE FINANCIAL STATEMENTS

### The Financial Statements

The financial statements presented herein include all of the activities of the District and its component units using the integrated approach as prescribed by Governmental Accounting Standards Board (GASB) Statement No. 34.

The Government-Wide Financial Statements present the financial picture of the District from the economic resources measurement focus using the accrual basis of accounting. These statements include all assets of the District (including capital assets), deferred outflows of resources, as well as all liabilities (including long-term liabilities) and deferred inflows of resources. Additionally, certain eliminations have occurred as prescribed by the statement in regards to interfund activity, payables, and receivables.

The *Fund Financial Statements* include statements for each of the three categories of activities: governmental, proprietary, and fiduciary.

- The *Governmental Funds* are prepared using the current financial resources measurement focus and modified accrual basis of accounting.
- The *Proprietary Funds* are prepared using the economic resources measurement focus and the accrual basis of accounting.
- The *Fiduciary Funds* are prepared using the economic resources measurement focus and the accrual basis of accounting.

*Reconciliation of the Fund Financial Statements to the Government-Wide Financial Statements* is provided to explain the differences created by the integrated approach.

The Primary unit of the government is the San Ramon Valley Unified School District. The District also has three blended component units, the San Ramon Valley Unified School District Financing Corporation (Financing Corporation), the San Ramon Valley Unified School District Educational Facilities Corporation (Facilities Corporation) and the San Ramon Valley Unified School District Joint Powers Financing Authority. Both the Financing Corporation and the Facilities Corporation are inactive and have no assets or liabilities and no activity in the current financial statements.

## REPORTING THE DISTRICT AS A WHOLE

### The Statement of Net Position and the Statement of Activities

The *Statement of Net Position* and the *Statement of Activities* report information about the District as a whole and about its activities. These statements include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources of the District using the accrual basis of accounting, which is similar to the accounting used by most private-sector companies. All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid.

These two statements report the District's net position and changes in them. Net position is the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources, which is one way to measure the District's financial health, or financial position. Over time, increases or decreases in the District's net position will serve as a useful indicator of whether the financial position of the District is improving or deteriorating. Other factors to consider are changes in the District's property tax base and the condition of the District's facilities.

The relationship between revenues and expenses is the District's operating results. Since the governing board's responsibility is to provide services to our students and not to generate profit as commercial entities do, one must consider other factors when evaluating the overall health of the District. The quality of the education and the safety of our schools will likely be an important component in this evaluation.

In the *Statement of Net Position* and the *Statement of Activities*, we separate the District activities as follows:

**Governmental Activities** - Most of the District's services are reported in this category. This includes the education of kindergarten through grade twelve students, transition students, the operation of child development activities, and the on-going effort to improve and maintain buildings and sites. Property taxes, State income taxes, user fees, interest income, Federal, State, and local grants, as well as general obligation bonds, finance these activities.

## REPORTING THE DISTRICT'S MOST SIGNIFICANT FUNDS

### Fund Financial Statements

The fund financial statements provide detailed information about the most significant funds - not the District as a whole. Some funds are required to be established by State law and by bond covenants. However, management establishes many other funds to help it control and manage money for particular purposes or to show that it is meeting legal responsibilities for using certain taxes, grants, and other money that it receives from the U.S. Department of Education.

## REPORTING THE DISTRICT'S MOST SIGNIFICANT FUNDS (Continued)

**Governmental Funds** - Most of the District's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. The differences of results in the governmental fund financial statements to those in the government-wide financial statements are explained in a reconciliation following each governmental fund financial statement.

**Proprietary Funds** - When the District charges users for the services it provides, whether to outside customers or to other departments within the District, these services are generally reported in proprietary funds. Proprietary funds are reported in the same way that all activities are reported in the *Statement of Net Position* and the *Statement of Revenues, Expenses, and Changes in Fund Net Position*. We use internal service funds (the other component of proprietary funds) to report activities that provide supplies and services for the District's other programs and activities, such as the District's Self-Insurance Fund. The internal service funds are reported with governmental activities in the government-wide financial statements.

## THE DISTRICT AS A TRUSTEE

### Reporting the District's Fiduciary Responsibilities

The District is the trustee, or fiduciary, for funds held on behalf of others, such as funds designated for specific scholarship purposes in the Scholarship Trust Fund. The District's fiduciary activities are reported in the *Statements of Fiduciary Net Position*. We exclude these activities from the District's other financial statements because the District cannot use these assets to finance its operations. The District is responsible for ensuring that the assets reported in these funds are used for their intended purposes.

## FINANCIAL HIGHLIGHTS - GOVERNMENTAL ACTIVITIES

### Net Position

The District's net position was \$529,465,983 for the fiscal year ended June 30, 2025. Of this amount, \$(275,775,529) was unrestricted. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the School Board's ability to use the net position for day-to-day operations. Our analysis below focuses on the net position (Table 1) and change in net position (Table 2) of the District's governmental activities.

**Table 1**

	Governmental Activities	
	2025	2024
<b>Assets</b>		
Current and Other Assets	\$ 244,269,010	\$ 281,430,481
Capital Assets	917,384,170	951,000,982
<b>Total Assets</b>	<b>1,161,653,180</b>	<b>1,232,431,463</b>
<b>Deferred Outflows of Resources</b>	<b>157,764,163</b>	<b>168,334,912</b>
<b>Liabilities</b>		
Current Liabilities	33,028,048	46,991,803
Other Noncurrent	327,961,653	366,484,905
Aggregate Net Pension Liability	303,658,000	341,982,000
Other Post-employment Benefits Plan	68,847,152	64,591,271
<b>Total Liabilities</b>	<b>733,494,853</b>	<b>820,049,979</b>
<b>Deferred Inflows of Resources</b>	<b>56,456,507</b>	<b>49,752,719</b>
<b>Net Position</b>		
Net Investment in Capital Assets	679,862,932	676,499,407
Restricted	125,378,580	132,507,215
Unrestricted	(275,775,529)	(278,042,945)
<b>Total Net Position</b>	<b>\$ 529,465,983</b>	<b>\$ 530,963,677</b>

The \$(275,775,529) in unrestricted deficit net position of governmental activities represents the accumulated results of all past years' operations. Unrestricted net position – the part of net position that can be used to finance day-to-day operations without constraint established by debt covenants, enabling legislations, or other legal requirements – increased from \$(278,042,945).

**FINANCIAL HIGHLIGHTS - GOVERNMENTAL ACTIVITIES (Continued)**

**Changes in Net Position**

The results of this year's operations for the District as a whole are reported in the *Statement of Activities* on page 15. Table 2 takes the information from the Statement, rounds off the numbers, and rearranges them slightly so you can see our total revenues for the year.

**Table 2**

	Governmental Activities	
	2025	2024
Revenues		
Program Revenues		
Charges for Services	\$ 5,378,139	\$ 5,316,187
Operating Grants & Contributions	113,170,547	127,293,016
Capital Grants & Contributions	1,049,740	11,808,803
General Revenues		
Federal and State Aid Not Restricted	106,385,708	120,493,365
Property Taxes	283,588,430	276,959,631
Other General Revenues	8,711,005	9,515,790
Total Revenues	518,283,569	551,386,792
Expenditures		
Instruction-related	349,476,373	333,876,924
Pupil Services	62,079,773	58,476,271
Administration	29,293,111	29,822,726
Maintenance & Operations	54,693,879	48,542,099
All Other Services	24,238,127	27,800,615
Total Expenditures	519,781,263	498,518,635
Change in Net Position	\$ (1,497,694)	\$ 52,868,157

The cost of all of our governmental activities this year was \$519,781,263. However, the amount that our taxpayers ultimately financed for these activities through local property taxes was only \$283,588,430 because some costs were paid by those who benefited from the programs (\$5,378,139) or by other governments and organizations who subsidized certain programs with grants and contributions (\$114,220,287). We paid for the remaining "public benefit" portion of our governmental activities with \$106,385,708 of unrestricted Federal and State funds, and \$8,711,005 with other revenues, such as interest and general entitlements.

**San Ramon Valley Unified School District**

Management's Discussion and Analysis

June 30, 2025

**FINANCIAL HIGHLIGHTS - GOVERNMENTAL ACTIVITIES (Continued)**

In Table 3, we have presented the cost and net cost of each of the District's largest functions: Instruction-related (including special instruction programs and other instructional programs), pupil services, administration, plant services, and all other services. As discussed above, net cost shows the financial burden that was placed on the District's taxpayers by each of these functions. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits they believe are provided by that function.

**Table 3**

	Total Cost of Services		Net Cost of Services	
	2025	2024	2025	2024
Instruction-related	\$ 349,476,373	\$ 333,876,924	\$ 288,593,182	\$ 251,326,623
Pupil Services	62,079,773	58,476,271	36,725,853	30,511,991
Administration	29,293,111	29,822,726	27,961,983	28,775,032
Maintenance & Operations	54,693,879	48,542,099	52,680,272	46,081,934
All Other Services	24,238,127	27,800,615	(5,778,453)	(2,594,951)
Total	\$ 519,781,263	\$ 498,518,635	\$ 400,182,837	\$ 354,100,629

**THE DISTRICT'S GOVERNMENTAL FUNDS**

As the District completed the year, our governmental funds reported a combined fund balance of \$209,162,092, which is a net decrease of \$23,369,397 from last year (Table 4).

**Table 4**

Governmental Fund	Balances & Activity			
	June 30, 2024	Revenues & Other Financing Sources	Expenditures and Other Financing Uses	June 30, 2025
General	\$ 74,151,666	\$ 454,737,673	\$ 477,661,602	\$ 51,227,737
Student Activity	1,967,251	4,835,334	5,436,866	1,365,719
Cafeteria	7,688,705	15,618,600	14,503,486	8,803,819
Building	67,217,828	6,203,018	6,001,179	67,419,667
Capital Facilities	14,820,230	3,428,219	151,294	18,097,155
County School Facilities	-	1,049,740	1,049,740	-
Special Reserve for Capital Outlay Projects	11,153,324	3,266,450	3,420,840	10,998,934
Bond Interest & Redemption	55,532,485	38,348,081	42,631,505	51,249,061
Total	\$ 232,531,489	\$ 527,487,115	\$ 550,856,512	\$ 209,162,092

**THE DISTRICT'S GOVERNMENTAL FUNDS (Continued)**

The primary reasons for this decrease are:

- The fund balance in the General Fund decreased \$22.9 million. This was primarily due to a structural deficit in the unrestricted General Fund of \$17.8 million, which the District addressed by implementing approximately \$26.0 million in reductions for the 2025-26 fiscal year. The District also continued to spend down restricted, one-time revenues from the state.
- Cafeteria Fund increased approximately \$1.1 million. This was primarily due to the implementation of universal meals as well as the continued spend down of one-time grants.
- The Capital Facilities Fund increased \$3.3 million. This was primarily due to low expenditures as the District reviews long-term needs from residential and commercial development.
- The Bond Interest and Redemption Fund decreased \$4.3 million. The County Auditor-Controller collects revenue to meet general obligation bond debt service needs.
- Our other funds remained relatively stable.

**General Fund Budgetary Highlights**

Over the course of the year, the District revises its budget to reflect changes in planned revenues and expenditures. The final amendment to the budget was adopted on June 30, 2024.

A schedule showing the District's original and final budget amounts compared with amounts actually paid and received is provided in the Required Supplementary Information section of this report on page 55.

The District originally projected a decrease in general fund balance of \$24.8 million. This was later revised to a decrease of \$38.1 million, primarily due to higher projected revenues from state and local sources, offset by the addition of expenditures of those revenues as well as from funds carried over from the prior year. Comparing the actuals to the final revised budget, revenues were \$4.3 million lower than anticipated, and expenditures were \$19.5 million lower.

## CAPITAL ASSETS AND LONG-TERM LIABILITIES

### Capital Assets

As of June 30, 2025, the District had \$917,384,170 in a broad range of capital assets (net of depreciation), including land, buildings, furniture, and equipment. This amount represents a net decrease (including additions, deductions, and depreciation) of \$33,616,812, or 3.5%, from last year (Table 5).

**Table 5**

	Governmental Activities	
	2025	2024
Land and Construction in Progress	\$ 361,364,987	\$ 423,982,342
Buildings and Improvements	551,573,209	523,343,401
Furniture and Equipment	4,445,974	3,675,239
Total	<u>\$ 917,384,170</u>	<u>\$ 951,000,982</u>

This year's additions included completed kitchen and classroom modernization projects, play structure, shade structure, athletic facility, and road upgrades at several schools, as well as upgrades to the District's Service Center. The capital projects that are planned to continue in the 2025-26 year include modernization of school buildings and athletic facilities, ADA upgrades, play structures, and fencing. We present more detailed information about our capital assets in Note 4 to the financial statements.

### Long-Term Liabilities

At the end of this year, the District had \$700,466,805 in long-term liabilities outstanding versus \$773,058,176 last year, a decrease of 9.4 %. Those long-term liabilities consisted of:

**Table 6**

	Governmental Activities	
	2025	2024
Long-term Liabilities:		
General Obligation Bonds	\$ 310,930,000	\$ 347,840,000
Lease Revenue Bonds	3,445,000	5,135,000
Bond Premiums Unamortized	740,201	1,795,817
Compensated Absences	4,909,090	3,677,502
Other Long-term Liability	7,169,704	8,036,586
Net OPEB Liability	69,614,810	64,591,271
Net Pension Liability	303,658,000	341,982,000
Total	<u>\$ 700,466,805</u>	<u>\$ 773,058,176</u>

**CAPITAL ASSETS AND LONG-TERM LIABILITIES (Continued)**

The District's bond rating from Standard & Poor's is "AA+." The State limits the amount of general obligation debt that Districts can issue to 2.5% of the assessed value of all taxable property within the District's boundaries. The District's outstanding general obligation debt of \$310,930,000 is below this statutorily imposed limit.

At year-end, the District has a net pension liability of \$303,658,000 versus \$341,982,000 last year, a decrease of \$38,324,000, or 11.2%.

Other obligations include compensated absences payable, other post-employment benefits, and other long-term liabilities. We present more detailed information regarding our long-term liabilities in Note 6, Note 8, Note 9 and Note 10 of the financial statements.

**SIGNIFICANT ACCOMPLISHMENTS OF FISCAL YEAR 2023-24 ARE NOTED BELOW:**

For over two decades, the District has been granted additional revenues from a parcel tax. The current measure was originally passed in April 2009 and extended in May 2015 through this year. The tax is \$144 per parcel and generated approximately \$6.9 million in revenue for the 2024-25 school year and directly funds teacher salaries and benefits. The District is grateful that its community approved Measure Q in November 2024, extending the existing parcel tax through June 30, 2034.

**ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES**

The District continues to experience declining enrollment. While the distribution of Federal and State one-time dollars helped the District navigate its pandemic response, the District will continue to make decisions about which programs will continue and how they will be funded.

After many years of increasing revenues due to one-time pandemic response and historically high state revenues as the pandemic receded, the 2024-25 school year saw a significant decrease as both one-time and ongoing revenues fell dramatically. At the same time, districts across the state experience increasing operational costs such as pensions, healthcare, goods and services, and utilities. Due to the combined impact of decreasing revenues and increasing costs, the District faced many difficult choices in the past year, including planned reductions of approximately \$10 million in its Adopted Budget, an additional \$3.5 million in mid-year reductions, and another \$26.0 million in planned reductions for the 2025-26 school year. The continued slowing of state revenues and historically low cost of living adjustments will threaten school districts budgets in the near- and long-term. The District will continue to carefully monitor its ongoing commitments and will reduce expenditures accordingly.

In considering the District Budget for the 2025-26 year, the District Board and management used the following criteria:

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## ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES (Continued)

The key assumptions in our revenue projections were:

- LCFF statutory COLA of 2.30%
- 11.46% unduplicated pupil count
- \$7,367,520 in LCFF Supplemental funding
- Enrollment is projected to decline by approximately 750 students compared to the prior year
- Funded ADA is 27,830, calculated on the average of the three prior year's ADA
- Special Education funding assumes the COLA increase in the base rate to \$917
- Mandated Cost Block Grant funding (K-8, \$21, 9-12, \$58)
- Lottery revenue of \$190/ADA (unrestricted), \$82/ADA (restricted)
- The parcel tax provides the District with \$6.9 million in revenue
- Federal Categorical funding remained primarily flat from prior year amounts

Certificated staffing expenditures are based on the following ratios which exclude SDC classes, Del Amigo Continuation School and Venture Independent Study.

Grades transition kindergarten through third	24:1
(average) Grades four and five	29:1
Grades six through eight	29:1
Grades nine through twelve	29:1

The key assumptions in our expenditure forecast are:

- Health & Welfare insurance rates would increase 10% over the prior year.
- STRS employer rate of 19.10 (flat).
- PERS employer rate of 26.81% (-0.24%).
- Maintaining Routine Restricted Maintenance to 3% of expenditures.
- The 3% Reserve for Economic Uncertainties is maintained.
- Local Control and Accountability Plan (LCAP) action plans are funded in accordance with the 2023-24 updated LCAP.

## CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the Chief Business Officer at San Ramon Valley Unified School District, 699 Old Orchard Drive, Danville, California, 94526, or email [dhillman@srvusd.net](mailto:dhillman@srvusd.net).

## **BASIC FINANCIAL STATEMENTS**

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
STATEMENT OF NET POSITION  
June 30, 2025

	Governmental Activities
<b>ASSETS</b>	
Cash and investments (Note 2)	\$ 209,771,898
Receivables	32,114,551
Stores inventory	721,908
Prepaid expenses	1,660,653
Non-depreciable capital assets (Note 4)	361,364,987
Depreciable capital assets, net of accumulated depreciation (Note 4)	<u>556,019,183</u>
Total assets	<u>1,161,653,180</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	
Deferred outflows of resources - pensions (Notes 8 and 9)	116,151,472
Deferred outflows of resources - OPEB (Note 10)	24,268,691
Deferred outflows of resources - loss from refunding of debt	<u>17,344,000</u>
Total deferred outflows of resources	<u>157,764,163</u>
<b>LIABILITIES</b>	
Accounts payable	32,569,298
Unearned revenue	458,750
Long-term liabilities (Note 6):	
Due within one year	52,367,271
Due after one year	<u>648,099,534</u>
Total liabilities	<u>733,494,853</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>	
Deferred inflows of resources - pensions (Notes 8 and 9)	40,574,000
Deferred inflows of resources - OPEB (Note 10)	<u>15,882,507</u>
Total deferred inflows of resources	<u>56,456,507</u>
<b>NET POSITION</b>	
Net investment in capital assets	679,862,932
Restricted:	
Legally restricted programs	40,700,582
Capital projects	29,096,089
Debt service	51,249,061
Self-insurance	4,332,848
Unrestricted	<u>(275,775,529)</u>
Total net position	<u>\$ 529,465,983</u>

See accompanying notes to financial statements.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
STATEMENT OF ACTIVITIES  
For the year ended June 30, 2025

		Program Revenues			Net (Expense) Revenues and Change in Net Position
		Charges for Services and Sales	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities
	Expenses				
Governmental activities:					
Instruction	\$ 293,294,814	\$ 2,331,999	\$ 52,129,536	\$ 1,049,740	\$(237,783,539)
Instruction-related services:					
Supervision of instruction	13,919,363	101,236	3,563,321	-	(10,254,806)
Instructional library, media and technology	10,221,576	39,857	473,046	-	(9,708,673)
School site administration	32,040,620	78,368	1,116,088	-	(30,846,164)
Pupil services:					
Home-to-school transportation	11,225,233	-	3,321,734	-	(7,903,499)
Food services	15,513,373	1,629	15,614,186	-	102,442
All other pupil services	35,341,167	58,877	6,357,494	-	(28,924,796)
Administration:					
Data processing	6,227,263	606	16,791	-	(6,209,866)
All other general administration	23,065,848	17,447	1,296,284	-	(21,752,117)
Plant services	54,693,879	169,203	1,844,404	-	(52,680,272)
Ancillary and enterprise activities	11,658,043	199,898	6,630,649	-	(4,827,496)
Community services	3,132,148	-	39	-	(3,132,109)
Interest on long-term liabilities	8,801,993	-	-	-	(8,801,993)
Other outgo	645,943	2,379,019	20,806,975	-	22,540,051
Total governmental activities	<u>\$ 519,781,263</u>	<u>\$ 5,378,139</u>	<u>\$ 113,170,547</u>	<u>\$ 1,049,740</u>	<u>(400,182,837)</u>
General revenues:					
Taxes and subventions:					
Property taxes, levied for general purposes					238,293,832
Property taxes, levied for debt service					36,565,800
Taxes levied for other specific purposes					8,728,798
Federal and state aid not restricted to specific purposes					106,385,708
Interest and investment earnings					3,590,493
Interagency revenues					146,344
Miscellaneous					4,974,168
Total general revenues					<u>398,685,143</u>
Change in net position					(1,497,694)
Net position, July 1, 2024					<u>530,963,677</u>
Net position, June 30, 2025					<u>\$ 529,465,983</u>

See accompanying notes to financial statements.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
BALANCE SHEET  
GOVERNMENTAL FUNDS  
June 30, 2025

	General Fund	Building Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total Governmental Funds
<b>ASSETS</b>					
Cash and investments:					
Cash in County Treasury	\$ 49,240,200	\$ 66,821,173	\$ 51,035,567	\$ 35,636,037	\$202,732,977
Cash on hand and in banks	807,451	-	-	1,414,134	2,221,585
Cash in revolving fund	158,700	-	-	-	158,700
Investments	289,092	-	-	792	289,884
Receivables	29,567,152	-	213,494	1,977,812	31,758,458
Due from other funds	-	1,092,061	-	507,880	1,599,941
Stores inventory	211,903	-	-	510,005	721,908
Prepaid expenditures	1,649,837	-	-	10,816	1,660,653
Total assets	<u>\$ 81,924,335</u>	<u>\$ 67,913,234</u>	<u>\$ 51,249,061</u>	<u>\$ 40,057,476</u>	<u>\$241,144,106</u>
<b>LIABILITIES AND FUND BALANCES</b>					
Liabilities:					
Accounts payable	\$ 28,655,944	\$ 493,567	\$ -	\$ 709,648	\$ 29,859,159
Due to other funds	1,581,904	-	-	82,201	1,664,105
Unearned revenue	458,750	-	-	-	458,750
Total liabilities	<u>30,696,598</u>	<u>493,567</u>	<u>-</u>	<u>791,849</u>	<u>31,982,014</u>
Fund balances:					
Nonspendable	2,020,440	-	-	520,821	2,541,261
Restricted	30,531,044	67,419,667	51,249,061	38,744,806	187,944,578
Unassigned	18,676,253	-	-	-	18,676,253
Total fund balances	<u>51,227,737</u>	<u>67,419,667</u>	<u>51,249,061</u>	<u>39,265,627</u>	<u>209,162,092</u>
Total liabilities and fund balances	<u>\$ 81,924,335</u>	<u>\$ 67,913,234</u>	<u>\$ 51,249,061</u>	<u>\$ 40,057,476</u>	<u>\$241,144,106</u>

See accompanying notes to financial statements.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET  
TO THE STATEMENT OF NET POSITION  
June 30, 2025

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Total fund balances - Governmental Funds	\$ 209,162,092
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Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used for governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of the assets is \$1,596,340,076 and the accumulated depreciation is \$678,955,906 (Note 4).	917,384,170
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Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds. Long-term liabilities at June 30, 2025 consisted of (Note 6):

General Obligation Bonds	\$ (310,930,000)	
Unamortized bond premiums	(740,201)	
Lease revenue bonds	(3,445,000)	
Financed purchase	(7,169,704)	
Net pension liability (Notes 8 and 9)	(303,658,000)	
Net OPEB liability - District Plan (Note 10)	(68,847,152)	
Net OPEB liability - Medicare Premium Payment (MPP) Program	(767,658)	
Compensated absences	(4,909,090)	(700,466,805)

In governmental funds, losses on the refunding of debt are recognized as expenditure in the period they are incurred. In the government-wide statements, they are categorized as deferred outflows and are amortized over the shortened life of the refunded or refunding debt.	17,344,000
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In governmental funds, deferred outflows and inflows of resources relating to pensions and OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions and OPEB are reported (Notes 8, 9 and 10)

Deferred outflows of resources relating to pensions	116,151,472	
Deferred inflows of resources relating to pensions	(40,574,000)	
Deferred outflows of resources relating to OPEB	24,268,691	
Deferred inflows of resources relating to OPEB	(15,882,507)	83,963,656

Internal service funds are used to conduct certain activities or which costs are charged to other funds on a full cost recovery basis. Net position of Self-Insurance Fund not included in the governmental activities - statement of net position:	4,332,848
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In governmental funds, interest on long-term liabilities is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred.	(2,253,978)
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Total net position - governmental activities	\$ 529,465,983
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See accompanying notes to financial statements.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCES  
GOVERNMENTAL FUNDS  
For the year ended June 30, 2025

	General Fund	Building Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total Governmental Funds
Revenues:					
Local Control Funding Formula (LCFF):					
State apportionment	\$ 93,852,407	\$ -	\$ -	\$ -	\$ 93,852,407
Local sources	238,293,832	-	-	-	238,293,832
Total LCFF	332,146,239	-	-	-	332,146,239
Federal sources	7,124,682	-	-	2,998,182	10,122,864
Other state sources	73,807,756	-	103,650	13,387,011	87,298,417
Other local sources	41,658,996	5,153,278	38,244,431	9,478,376	94,535,081
Total revenues	454,737,673	5,153,278	38,348,081	25,863,569	524,102,601
Expenditures:					
Current:					
Certificated salaries	196,252,210	-	-	-	196,252,210
Classified salaries	72,119,329	664,104	-	4,698,901	77,482,334
Employee benefits	134,663,827	369,843	-	2,687,417	137,721,087
Books and supplies	11,509,709	433,850	-	11,881,160	23,824,719
Contract services and operating expenditures	58,564,880	295,576	-	616,385	59,476,841
Other outgo	645,943	-	-	-	645,943
Capital outlay	1,570,930	4,237,806	-	436,577	6,245,313
Debt service:					
Principal retirement	-	-	36,910,000	2,556,882	39,466,882
Interest	-	-	5,721,505	635,164	6,356,669
Total expenditures	475,326,828	6,001,179	42,631,505	23,512,486	547,471,998
(Deficiency) excess of revenues (under) over expenditures	(20,589,155)	(847,901)	(4,283,424)	2,351,083	(23,369,397)
Other financing (uses) sources:					
Transfers in	-	1,049,740	-	2,334,774	3,384,514
Transfers out	(2,334,774)	-	-	(1,049,740)	(3,384,514)
Total other financing (uses) sources	(2,334,774)	1,049,740	-	1,285,034	-
Net change in fund balances	(22,923,929)	201,839	(4,283,424)	3,636,117	(23,369,397)
Fund balances, July 1, 2024	74,151,666	67,217,828	55,532,485	35,629,510	232,531,489
Fund balances, June 30, 2025	\$ 51,227,737	\$ 67,419,667	\$ 51,249,061	\$ 39,265,627	\$ 209,162,092

See accompanying notes to financial statements.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES  
AND CHANGE IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES  
For the year ended June 30, 2025

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Net change in fund balances - Total Governmental Funds	\$ (23,369,397)
Amounts reported for governmental activities in the statement of activities are different because:	
Acquisition of capital assets is an expenditure in the governmental funds, but increases capital assets in the statement of net position (Note 4).	5,612,501
Depreciation of capital assets is an expense that is not recorded in governmental funds (Note 4).	(39,229,313)
In governmental funds, losses incurred through the refunding of debt are recognized as expenditure in the period incurred. In the government-wide statements, they are deferred and amortized over the shortened life of the refunded or refunding debt.	(3,744,000)
Repayment of principal on long-term liabilities is an expenditure in governmental funds, but decreases the long-term liabilities in the statement of net position (Note 6).	39,466,882
In governmental funds, premiums on debt issuance is recognized as revenue. In government-wide statements, premiums as reported as adjustments to the related debt (Note 6).	1,055,616
In governmental funds, pension costs are recognized when employer contributions are made. In the statement of activities pension costs are recognized on the accrual basis. The difference between accrual-basis pension costs and actual employer contributions was:	20,210,647
In governmental funds, expenses for OPEB are recognized when the employer contributions are made. In the statement of activities, OPEB expense (including the Medicare Premium Payment program) is recognized on the accrual basis of accounting.	(440,722)
Unmatured interest is not recognized until it is due and, therefore, is not accrued as a payable in governmental funds.	243,059
In the statement of activities, expenses related to compensated absences are measured by the amounts earned during the year. In governmental funds, expenditures are measured by the amount of financial resources used (Note 6).	(1,231,588)
The Self-Insurance Fund is used to conduct certain activities for the benefit of governmental activities for which costs are charged to other funds on a full cost-recovery basis. Self-Insurance Fund activities are reported with governmental activities in the statement of activities.	<u>(71,379)</u>
Change in net position of governmental activities	<u>\$ (1,497,694)</u>

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See accompanying notes to financial statements.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
STATEMENT OF NET POSITION  
PROPRIETARY FUND - SELF-INSURANCE FUND  
June 30, 2025

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**ASSETS**

Current assets:

Cash and investments (Note 2):

Cash in County Treasury	\$ 4,343,752
Cash with Fiscal Agent	25,000
Accounts receivable	356,093
Due from other funds	<u>51,332</u>

Total assets	<u>4,776,177</u>
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**LIABILITIES**

Current liabilities:

Claims reserve	443,131
Due to other funds	<u>198</u>

Total liabilities	<u>443,329</u>
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**NET POSITION**

Restricted for self-insured activities	<u><u>\$ 4,332,848</u></u>
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See accompanying notes to financial statements.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION  
PROPRIETARY FUND - SELF-INSURANCE FUND  
For the year ended June 30, 2025

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Operating revenues:	
In-district premiums	\$ 4,198,615
Other local sources	<u>139,716</u>
Total operating revenues	<u>4,338,331</u>
Operating expenses:	
Claims paid	4,150,947
Excess insurance premiums	<u>452,859</u>
Total operating expenses	<u>4,603,806</u>
Operating loss	<u>(265,475)</u>
Non-operating revenues:	
Interest income	169,579
Net change in fair value of investments	<u>24,517</u>
Total nonoperating revenues	<u>194,096</u>
Change in net position	(71,379)
Net position, July 1, 2024	<u>4,404,227</u>
Net position, June 30, 2025	<u><u>\$ 4,332,848</u></u>

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See accompanying notes to financial statements.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
STATEMENT OF CASH FLOWS  
PROPRIETARY FUND - SELF-INSURANCE FUND  
For the year ended June 30, 2025

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Cash flows from operating activities:	
Cash received from self-insurance premiums	\$ 4,026,893
Cash paid to others for claims and insurance premiums	(3,850,111)
Cash paid to suppliers for goods and services	<u>(452,859)</u>
Net cash used in operating activities	<u>(276,077)</u>
Cash flows from investing activities:	
Change in fair market value	24,517
Interest received	<u>169,579</u>
Net cash provided by investing activities	<u>194,096</u>
Change in cash and investments	(81,981)
Cash and cash equivalents, July 1, 2024	<u>4,450,733</u>
Cash and cash equivalents, June 30, 2025	<u><u>\$ 4,368,752</u></u>
Reconciliation of operating loss to net cash used in operating activities:	
Operating loss	\$ (265,475)
Adjustments to reconcile operating loss to net cash used in operating activities:	
(Increase) decrease in:	
Accounts receivable	(356,093)
Due from other funds	44,750
Increase (decrease) in:	
Accounts payable	300,836
Due to other funds	<u>(95)</u>
Total adjustments	<u>(10,602)</u>
Net cash used in operating activities	<u><u>\$ (276,077)</u></u>

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See accompanying notes to financial statements.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
STATEMENT OF FIDUCIARY NET POSITION  
TRUST FUND  
June 30, 2025

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	Scholarship <u>Trust Fund</u>
<b>ASSETS</b>	
Cash and investments (Note 2):	
Cash in County Treasury	\$ 1,031,775
Due from other funds	<u>13,030</u>
 Total assets	 <u>1,044,805</u>
 <b>NET POSITION</b>	
Restricted for scholarships	 <u><u>\$ 1,044,805</u></u>

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See accompanying notes to financial statements.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
STATEMENT OF CHANGE IN FIDUCIARY NET POSITION  
TRUST FUND  
For the Year Ended June 30, 2025

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	Scholarship Trust Fund
Additions:	
Interest income	\$      49,623
Deductions:	
Scholarships	<u>22,500</u>
Change in net position	27,123
Net position, July 1, 2024	<u>1,017,682</u>
Net position, June 30, 2025	<u><u>\$    1,044,805</u></u>

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See accompanying notes to financial statements.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

San Ramon Valley Unified School District (the "District") was organized on July 1, 1965 under the laws of the State of California. The District accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's California School Accounting Manual, which conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant accounting policies of the District:

Reporting Entity: The Board of Education is the level of government which has governance responsibilities over all activities related to public school education in the District. The Board is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board since Board members have decision-making authority, the power to designate management, the responsibility to significantly influence operations and primary accountability for fiscal matters.

The District, the San Ramon Valley Unified School District Financing Corporation (the "Financing Corporation"), the San Ramon Valley Unified School District Educational Facilities Corporation (the "Educational Facilities Corporation"), and the San Ramon Valley Unified School District Joint Powers Financing Authority (the "Authority") have a financial and operational relationship which meet the reporting entity definition criteria of the *Codification of Governmental Accounting and Financial Reporting Standards*, Section 2100, for inclusion of the Financing Corporation, the Educational Facilities Corporation, and the Authority as component units of the District. The financial activities of these entities are included in the basic financial statements of the District as blended component units. However, for the year ended June 30, 2025, the Financing Corporation and the Educational Facilities Corporation are inactive and have no assets or liabilities, and no activity in the District's financial statements.

The following are those aspects of the relationship between the District, the Financing Corporation, the Educational Facilities Corporation and the Authority which satisfy *Codification of Governmental Accounting and Financial Reporting Standards*, Section 2100, criteria:

A - Manifestations of Oversight

1. The Financing Corporation, the Educational Facilities Corporation and Authority's Boards of Directors were appointed by the District's Board of Education.
2. The Financing Corporation, Educational Facilities Corporation and the Authority have no employees. The District's Superintendent and Chief Business Officer function as agents of the Financing Corporation, the Educational Facilities Corporation and the Authority. Neither individual received additional compensation for work performed in this capacity.
3. The District exercises significant influence over operations of the Financing Corporation, Educational Facilities Corporation and the Authority.

B - Accounting for Fiscal Matters

1. All major financing arrangements, contracts, and other transactions of the Financing Corporation, Educational Facilities Corporation and the Authority must have the consent of the District.
2. Any deficits incurred by the Financing Corporation, Educational Facilities Corporation and the Authority will be reflected as expenditures of the District, as they provide services entirely to the District.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

3. The District has assumed a “moral obligation,” and potentially a legal obligation, for any debt incurred by the Financing Corporation, Educational Facilities Corporation and the Authority.

C - Scope of Public Service and Financial Presentation

1. The Financing Corporation, Educational Facilities Corporation and the Authority were created for the sole purpose of financially assisting the District.
2. The Financing Corporation and Educational Facilities Corporation are nonprofit, public benefit corporations formed under the laws of the State of California and recorded by the Secretary of State. The Authority was created pursuant to a joint powers agreement, dated November 1, 2009, between the District and the California Municipal Finance Authority (the “CMFA”), pursuant to the California Government Code. The Authority was formed to provide financing assistance to the District for the issuance of bonds for any purpose or activity permitted under Articles 1, 2 and 4 of Chapter 5 of Division 7 of Title I of the Government Code of the State of California, or any other applicable law, for the benefit of the District.
3. The financial activity of the Financing Corporation, Educational Facilities Corporation and the Authority are presented in the governmental fund financial statements of the District. Lease Revenue Bonds and Financed Purchase borrowing arrangements entered into by the Authority have been included in the government-wide financial statements of the District.

Basis of Presentation - Government-Wide Financial Statements: The Statement of Net Position and the Statement of Activities displays information about the reporting government as a whole, and are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets and liabilities resulting from nonexchange transactions are recognized in accordance with the requirements of Governmental Accounting Standards Board Codification Section (GASB Cod. Sec.) N50.118-.121.

*Program revenues:* Program revenues included in the Statement of Activities derive directly from the program itself or from parties outside the District’s taxpayers or citizenry, as a whole; program revenues reduce the cost of the function to be financed from the District’s general revenues.

*Allocation of indirect expenses:* The District reports all direct expenses by function in the Statement of Activities. Direct expenses are those that are clearly identifiable with a function. Depreciation expense is specifically identified by function and is included in the direct expense of the respective function. Interest on general long-term liabilities is considered an indirect expense and is reported separately on the Statement of Activities.

Basis of Presentation - Fund Accounting: The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

A - Major Funds

*General Fund* - The General Fund is the primary operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund, are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund. The District's Special Reserve for Other than Capital Outlay Projects Fund is included with the General Fund for financial reporting purposes, because it does not meet the definition of a special revenue fund under accounting principles generally accepted in the United States of America.

*Building Fund* - The Building Fund is a capital project fund used to account for resources used for the acquisition of capital facilities by the District.

*Bond Interest and Redemption Fund* - The Bond Interest and Redemption Fund is a debt service fund used to account for resources used for the payment of general long-term liabilities principal, interest and related costs.

B - Other Funds

*Special Revenue Funds* - Special Revenue funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes. This classification includes the Student Activity and Cafeteria Funds.

*Capital Project Funds* - Capital Project funds are used to account for resources used for the acquisition of capital facilities by the District. This includes the Capital Facilities, County School Facilities, and Special Reserve for Capital Outlay Projects Funds.

*Proprietary Fund* - Proprietary funds are used to account for activities that are more business-like than government-like in nature. Proprietary funds are generally intended to be self-supporting and are classified as enterprise or internal service. The District operates one proprietary fund, the Self-Insurance Fund, which is accounted for as an internal service fund.

*Scholarship Trust Fund* - Trust funds are used to account for resources held by the District under a trust agreement. The District operates one Trust fund to account for scholarship funds for District students.

Basis of Accounting: Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the basic financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

Accrual: The governmental activities in the government-wide financial statements and the proprietary and fiduciary fund financial statements are presented on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

Modified Accrual: The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual; i.e., both measurable and available. "Available" means collectible within the current period or within 60 days after year end. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred. The exception to this general rule is that principal and interest on general obligation long-term liabilities, if any, is recognized when due.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Budgets and Budgetary Accounting: By state law, the Board of Education must adopt a final budget by July 1. A public hearing is conducted to receive comments prior to adoption. The Board of Education complied with these requirements.

Operating Revenues: Operating revenues are those revenues that are generated directly from the primary activity of the District's proprietary fund, the Self-Insurance Fund. This includes Insurance Premiums recorded on a cost-reimbursement basis from other funds of the District. All revenues not meeting this definition within the internal service fund are reported as non-operating revenues.

Receivables: Receivables are made up principally of amounts due from the State of California and categorical programs. The District has determined that no allowance for doubtful accounts was required as of June 30, 2025.

Stores Inventory: Inventories in the General and Cafeteria Funds are valued at average cost. Inventory consists mainly of school supplies and other consumable supplies. Inventories are recorded as an expenditure at the time the individual inventory items are transferred from the warehouse to schools and offices.

Capital Assets: Capital assets purchased or acquired, with an original cost of \$20,000 or more, are recorded at historical cost or estimated historical cost. Contributed assets are reported at acquisition value for the contributed asset. Additions, improvements and other capital outlay that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Capital assets are depreciated using the straight-line method over 2 - 50 years depending on asset types.

Interfund Activity: Interfund activity is reported as either loans, services provided, reimbursements or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers between governmental or proprietary funds are netted as part of the reconciliation to the government-wide financial statements.

Deferred Outflows/Inflows of Resources: In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to future periods, and as such will not be recognized as an outflow of resources (expense/expenditures) until then. The District has recognized a deferred loss on refunding reported in the Statement of Net Position. A deferred loss on refunding results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter life of the refunded or refunding debt. Additionally, the District has recognized deferred outflows of resources related to the net pension liability and net OPEB liability.

In addition to liabilities, the statement of net position includes a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to future periods and as such, will not be recognized as an inflow of resources (revenue) until that time. The District has recognized deferred inflows of resources related to the net pension liability and net OPEB liability.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Pensions: For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the State Teachers' Retirement Plan (STRP) and Public Employers Retirement Fund B (PERF B) and additions to/deductions from STRP's and PERF's fiduciary net position have been determined on the same basis as they are reported by STRP and PERF B. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Certain investments are reported at fair value.

	<u>STRP</u>	<u>PERF B</u>	<u>Total</u>
Deferred outflows of resources	\$ 82,364,500	\$ 33,786,972	\$ 116,151,472
Deferred inflows of resources	\$ 33,233,000	\$ 7,341,000	\$ 40,574,000
Net pension liability	\$ 193,644,000	\$ 110,014,000	\$ 303,658,000
Pension expense	\$ 29,326,018	\$ 16,708,373	\$ 46,034,391

Compensated Absences: Compensated absences totaling \$4,909,090 are recorded as a long-term liability of the District. The liability represents earned but unused vacation and other leave balances which are more likely than not to be paid or used. In accordance with the provisions of both STRP and PERF B, when an employee retires, all unused sick leave is added to the creditable service period for the calculation of the employee's retirement benefits.

Unearned Revenue: Revenue from federal, state, and local special projects and programs is recognized when qualified expenditures have been incurred. Funds received but not earned are recorded as unearned revenue until earned.

Net Position: Net position represents the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources, and is displayed in three components, as follows:

1. Net Investment in Capital Assets - Consists of capital assets including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances (excluding unspent bond proceeds) of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets.
2. Restricted Net Position - Restrictions of the ending net position indicate the portions of net position not appropriable for expenditure or amounts legally segregated for a specific future use. The restriction for legally restricted programs represents the portion of net position restricted to specific program expenditures. The restriction for capital projects represents the portion of net position restricted for capital projects. The restriction for debt service repayments represents the portion of net position which the District plans to expend on debt repayment in the ensuing year. The restriction for self-insurance represents the portion of net position restricted for self-insured programs and activities. The restriction for scholarships represents the portion of net position to be used to provide financial assistance to students of the District. It is the District's policy to first use restricted net position when allowable expenditures are incurred.
3. Unrestricted Net Position - All other net position that does not meet the definitions of "restricted" or "net investment in capital assets".

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Fund Balance Classifications: Governmental Accounting Standards Board Codification Sections 1300 and 1800, Fund Balance Reporting and Governmental Fund Type Definitions (GASB Cod. Sec. 1300 and 1800) implements a five-tier fund balance classification hierarchy that depicts the extent to which a government is bound by spending constraints imposed on the use of its resources. The five classifications, discussed in more detail below, are nonspendable, restricted, committed, assigned and unassigned.

*A - Nonspendable Fund Balance:* The nonspendable fund balance classification reflects amounts that are not in spendable form, such as revolving fund cash, store's inventory and prepaid expenditures.

*B - Restricted Fund Balance:* The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation. These are the same restrictions used to determine restricted net position as reported in the government-wide and fiduciary trust fund statements.

*C - Committed Fund Balance:* The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Board of Education. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. Formal action by the Board of Education is required to remove any commitment from any fund balance. At June 30, 2025, the District had no committed fund balances.

*D - Assigned Fund Balance:* The assigned fund balance classification reflects amounts that the District's Board of Education has approved to be used for specific purposes, based on the District's intent related to those specific purposes. The Board of Education can designate personnel with the authority to assign fund balances, however, as of June 30, 2025, no such designation has occurred. At June 30, 2025, the District had no assigned fund balances.

*E - Unassigned Fund Balance:* In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes.

In any fund other than the General Fund, a positive unassigned fund balance is never reported because amounts in any other fund are assumed to have been assigned, at least, to the purpose of that fund. However, deficits in any fund, including the General Fund, that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Fund Balance Policy: The District has an expenditure policy relating to fund balances. For purposes of fund balance classifications, expenditures are to be spent from restricted fund balances first, followed in order by committed fund balances (if any), assigned fund balances and lastly unassigned fund balances.

While GASB Cod. Sec. 1300 and 1800 do not require Districts to establish a minimum fund balance policy or a stabilization arrangement, GASB Cod. Sec. 1300 and 1800 do require the disclosure of a minimum fund balance policy and stabilization arrangements, if they have been adopted by the Board of Education. At June 30, 2025, the District has not established a stabilization arrangement, however, the Board of Education adopted a minimum fund balance policy for the General Fund in order to protect the District against revenue shortfalls or unpredicted one-time expenditures. The policy requires a Reserve for Economic Uncertainties consisting of unassigned amounts equal to no less than 2% of General Fund expenditures and other financing uses.

Property Taxes: Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County of Contra Costa bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

Encumbrances: Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. All encumbrances are liquidated as of June 30.

Eliminations and Reclassifications: In the process of aggregating data for the Statement of Net Position and the Statement of Activities, some amounts reported as interfund activity and balances in the funds were eliminated or reclassified. Interfund receivables and payables were eliminated to minimize the "grossing up" effect on assets and liabilities within the governmental activities column.

Estimates: The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

New Accounting Pronouncements: In June 2022, the GASB issued GASB Statement No. 101, Compensated Absences, effective for fiscal years beginning after December 15, 2023. GASB Statement No. 101 requires recognition of a liability for leave when earned if it is attributable to services already rendered and is expected to be paid. The liability includes vacation, sick leave, and other forms of paid time off that accumulate and vest or are expected to be used in future periods. Implementation of GASB Statement No. 101, was not material to the District's governmental activities beginning net position or its beginning long-term liabilities.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

**NOTE 2 - CASH AND INVESTMENTS**

Summary of Cash and Investments: Cash and investments as of June 30, 2025, are classified in the accompanying financial statements as follows:

	Governmental Activities			Fiduciary Activities
	Governmental Funds	Proprietary Fund	Total	
Pooled funds:				
Cash in County Treasury	\$ 202,732,977	\$ 4,343,752	\$ 207,076,729	\$ 1,031,775
Deposits:				
Cash on hand and in banks	2,221,585	-	2,221,585	-
Cash in revolving	158,700	-	158,700	-
Cash with Fiscal Agent	-	25,000	25,000	-
Investments	289,884	-	289,884	-
Total cash and investments	<u>\$ 205,403,146</u>	<u>\$ 4,368,752</u>	<u>\$ 209,771,898</u>	<u>\$ 1,031,775</u>

Pooled Funds: In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the interest-bearing Contra Costa County Treasurer's Pooled Investment Fund. The District is an involuntary participant in an external investment pool. The fair value of the District's investment pool is reported in the financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the Contra Costa County Treasurer, which is recorded on the amortized cost basis.

Because the District's deposits are maintained in a recognized pooled investment fund under the care of a third party and the District's share of the pool does not consist of specific, identifiable investment securities owned by the District, no disclosure of the individual deposits and investments or related custodial credit risk classifications is required.

In accordance with applicable state laws, the Contra Costa County Treasurer may invest in derivative securities with the State of California. However, at June 30, 2025, the Contra Costa County Treasurer has represented that the Pooled Investment Fund contained no derivatives or other investments with similar risk profiles.

Deposits - Custodial Credit Risk: The District limits custodial credit risk by ensuring uninsured balances are collateralized by the respective financial institution. Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC) and are collateralized by the respective financial institution. At June 30, 2025, the carrying amount of the District's accounts was \$2,380,285 and the bank balances were \$2,406,024. \$250,000 of the bank balances was FDIC insured and \$2,156,024 was uninsured, but collateralized.

(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 2 - CASH AND INVESTMENTS (Continued)**

Deposits - Interest Rate Risk: The District does not have a formal investment policy that limits cash and investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2025, the District had no significant interest rate risk related to cash and investments held.

Deposits - Credit Risk: The District does not have a formal investment policy that limits its investment choices other than the limitations of state law.

Deposits - Concentration of Credit Risk: The District does not place limits on the amount it may invest in any one issuer. At June 30, 2025, the District had no concentration of credit risk.

Cash with Fiscal Agent: Cash with Fiscal Agent held in the Self-Insurance Fund represents funds held as required by the District's third-party insurance provider.

Investments: The District is a voluntary participant in the Local Agency Investment Fund (LAIF), which is regulated by California government code Section 16429 under the oversight of the Treasurer of the State of California. The funds are pooled with those of other governmental agencies in the State, and invested. The amortized cost of the District's investment in the pool is reported in the financial statements based on the District's pro-rata share of the entire LAIF portfolio. The funds are not subject to categorization by risk category, and the balance available for withdrawal is based on the accounting records maintained by LAIF, which are reported on an amortized cost basis. Funds may be withdrawn at any time up to the total amount on deposit with LAIF. Most withdrawals are accessible and transferable to the District's master account on the same day as the request, except for amounts greater than \$10,000,000, which require at least twenty-four hours' advance notice. LAIF's investment portfolio includes collateralized mortgage obligations, mortgage-backed securities, other asset-backed securities, and floating rate securities issued by Federal agencies, government-sponsored enterprises or corporations. As of June 30, 2025, this fund was yielding approximately 4.34% interest annually. LAIF investments are audited annually by the Pooled Money Investment Board and the State Controller's Office. Copies of this audit may be obtained from the State Treasurer's Office: 915 Capitol Mall; Sacramento, California 95814. The Pooled Money Investment Board has established policies, goals, and objectives to make certain that their goal of safety, liquidity and yield are not jeopardized.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

**NOTE 3 - INTERFUND TRANSACTIONS**

Interfund Activity: Transactions between funds of the District are recorded as transfers, except for the Self-Insurance Fund activity which are recorded as income and expenditures. The unpaid balances at year end, as a result of such transactions, are shown as due to and due from other funds.

Interfund Receivables/Payables: Individual receivable and payable balances at June 30, 2025, were as follows:

<u>Fund</u>	<u>Interfund Receivables</u>	<u>Interfund Payables</u>
Major Funds:		
General	\$ -	\$ 1,581,904
Building	1,092,061	-
Non-Major Funds:		
Cafeteria	68,285	2,018
Capital Facilities	209,514	80,183
Special Reserve for Capital Outlay Projects	230,081	-
Proprietary Fund:		
Self-Insurance	51,332	198
Fiduciary Fund:		
Private Purpose Trust Fund	13,030	-
Totals	<u>\$ 1,664,303</u>	<u>\$ 1,664,303</u>

Transfers: Transfers consist of transfers from funds receiving revenue to funds through which the resources are to be expended. Transfers for the year ended June 30, 2025, were as follows:

Transfer from the County School Facilities Fund to the Building Fund for OPSC reimbursements.	\$ 1,049,740
Transfer from the General Fund to the Special Reserve for Capital Outlay Projects Fund to provide for debt service requirements of the Qualified School Construction Bonds and Clean Renewable Energy Bonds.	2,334,239
Transfer from the General Fund to the Cafeteria Fund to reimburse the fund.	535
Total	<u>\$ 3,384,514</u>

(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

**NOTE 4 - CAPITAL ASSETS**

A schedule of changes in capital assets for the year ended June 30, 2025 is shown below:

	Balance July 1, 2024	Additions and Transfers	Deletions and Transfers	Balance June 30, 2025
<u>Governmental activities</u>				
Non-depreciable:				
Land	\$ 336,607,628	\$ -	\$ -	\$ 336,607,628
Work-in-process	87,374,714	3,123,368	(65,740,723)	24,757,359
Depreciable:				
Land improvements	85,764,195	6,546,877	-	92,311,072
Buildings and improvements	1,058,736,779	60,465,458	-	1,119,202,237
Furniture and equipment	<u>22,244,259</u>	<u>1,217,521</u>	<u>-</u>	<u>23,461,780</u>
Totals, at cost	<u>1,590,727,575</u>	<u>71,353,224</u>	<u>(65,740,723)</u>	<u>1,596,340,076</u>
Less accumulated depreciation:				
Land improvements	(61,364,583)	(3,117,638)	-	(64,482,221)
Buildings and improvements	(559,792,990)	(35,664,889)	-	(595,457,879)
Furniture and equipment	<u>(18,569,020)</u>	<u>(446,786)</u>	<u>-</u>	<u>(19,015,806)</u>
Total accumulated depreciation	<u>(639,726,593)</u>	<u>(39,229,313)</u>	<u>-</u>	<u>(678,955,906)</u>
Capital assets, net	<u>\$ 951,000,982</u>	<u>\$ 32,123,911</u>	<u>\$ (65,740,723)</u>	<u>\$ 917,384,170</u>

Depreciation expense was charged to governmental activities for the year ended June 30, 2025, as follows:

Governmental activities	
Instruction	\$ 22,405,249
Supervision of instruction	1,470,680
Instructional library, media, and technology	689,397
School site administration	2,395,980
Home-to-school transportation	765,846
Food services	982,110
All other pupil services	2,621,382
Data processing	504,415
All other administration	1,641,051
Plant services	4,528,716
Ancillary services	1,124,541
Community services	<u>99,946</u>
Total depreciation expenses governmental activities	<u>\$ 39,229,313</u>

(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 5 - RISK MANAGEMENT**

Claims Liabilities: An estimated liability is recognized for potential indemnity torts and other claims against the District, as well as for dental and vision claims which have not cleared at year-end. Claims liabilities are based on estimates of the ultimate cost of reported claims (including future claim adjustment expenses), and an estimate for claims incurred, but not reported based on historical experience. The self-insurance fund presents liability for both reported and unreported events, which includes estimates of both future payments of losses and related claims adjustment expenses. The following represents the changes in approximate aggregate liabilities for the District from July 1, 2023 to June 30, 2025:

	<u>Dental and Vision</u>	<u>Property and Liability</u>	<u>Total</u>
Liability balance, July 1, 2023	\$ 97,762	\$ 49,465	\$ 147,227
Claims and changes in estimates	3,481,257	342,967	3,824,224
Claims payments	<u>(3,484,532)</u>	<u>(344,624)</u>	<u>(3,829,156)</u>
Liability balance, June 30, 2024	94,487	47,808	142,295
Claims and changes in estimates	3,977,124	474,659	4,451,783
Claims payments	<u>(3,777,362)</u>	<u>(373,585)</u>	<u>(4,150,947)</u>
Liability balance, June 30, 2025	<u>\$ 294,249</u>	<u>\$ 148,882</u>	<u>\$ 443,131</u>

**NOTE 6 - LONG-TERM LIABILITIES**

General Obligation Bonds: On April 20, 2015, the District issued Election 2012, Series 2015 General Obligation Bonds totaling \$125,000,000. The Series 2015 bonds bear interest ranging from 4.00% to 5.00% and were originally scheduled to mature through 2040. Portions of the Series 2015 General Obligation bonds were refunded by the Series 2021 General Obligation Refunding Bonds and now mature through August 2026.

On December 8, 2018, the District issued Election 2012, Series 2018 General Obligation Bonds totaling \$60,005,000. The Series 2018 bonds bear interest ranging from 4.00% to 5.00% and mature through August 2027.

On October 1, 2020, the District issued General Obligation Refunding Bonds, Series 2020 totaling \$105,165,000. The Series 2020 bonds bear interest ranging from 0.259% to 1.18% and mature through August 2027. The refunding bonds refunded portions of the Series 2012 refunding bonds.

On October 14, 2021, the District issued General Obligation Refunding Bonds, Series 2021 totaling \$256,330,000. The Series 2021 bonds bear interest ranging from 0.202% to 2.014% and mature through August 2031. The refunding bonds refunded portions of 2013 General Obligation Bonds and 2015 General Obligation bonds. All remaining maturities of the 2015 General Obligation Bonds were defeased.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

**NOTE 6 - LONG-TERM LIABILITIES (Continued)**

A summary of General Obligation Bonds payable as of June 30, 2025 follows:

<u>Issue Date</u>	<u>Maturity Year</u>	<u>Interest Rate %</u>	<u>Original Issue</u>	<u>Outstanding July 1, 2024</u>	<u>Issued</u>	<u>Redeemed</u>	<u>Outstanding June 30, 2025</u>
04/20/15	2026	4.00% - 5.00%	125,000,000	\$ 1,810,000	\$ -	\$ 875,000	\$ 935,000
12/08/18	2027	4.00% - 5.00%	60,005,000	22,065,000	-	7,300,000	14,765,000
10/01/20	2027	0.259% - 1.18%	105,165,000	80,065,000	-	18,450,000	61,615,000
10/14/21	2031	0.202% - 2.014%	256,330,000	243,900,000	-	10,285,000	233,615,000
				<u>\$ 347,840,000</u>	<u>\$ -</u>	<u>\$ 36,910,000</u>	<u>\$ 310,930,000</u>

The annual requirements to amortize the General Obligation Bonds payable and outstanding as of June 30, 2025 are as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2026	\$ 39,230,000	\$ 5,089,117	\$ 44,319,117
2027	41,685,000	4,388,280	46,073,280
2028	44,210,000	3,736,269	47,946,269
2029	43,070,000	3,086,328	46,156,328
2030	45,845,000	2,315,465	48,160,465
2031-2032	<u>96,890,000</u>	<u>1,954,283</u>	<u>98,844,283</u>
	<u>\$ 310,930,000</u>	<u>\$ 20,569,742</u>	<u>\$ 331,499,742</u>

Lease Revenue Bonds: On July 20, 2010, the District issued \$25,000,000 Federally Taxable Lease Revenue Bonds with interest ranging from 2.397% to 6.254%. The bonds were issued to finance construction of solar panels at several school sites. Interest with respect to the Bonds is payable semi-annually on each November 1 and May 1.

The annual requirements to amortize the Lease Revenue Bonds as of June 30, 2025 are as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2026	\$ 1,710,000	\$ 229,230	\$ 1,939,230
2027	<u>1,735,000</u>	<u>115,447</u>	<u>1,850,447</u>
	<u>\$ 3,445,000</u>	<u>\$ 344,677</u>	<u>\$ 3,789,677</u>

(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

**NOTE 6 - LONG-TERM LIABILITIES (Continued)**

**Financed Purchase:** On December 1, 2015, the District and the San Ramon Valley Unified School District Joint Powers Financing Authority (the Authority) entered into a financing arrangement to acquire solar projects at fifteen school sites of the District. The terms of the agreement were a 25-year lease with an original principal amount of \$12,518,667 at 3.86% interest rate per annum.

The annual requirements to amortize the financed purchase payable and outstanding as of June 30, 2025 are as follows:

Year Ending June 30,	Principal	Interest	Total
2026	\$ 903,920	\$ 259,305	\$ 1,163,225
2027	942,070	223,678	1,165,748
2028	981,362	186,555	1,167,917
2029	1,021,829	147,893	1,169,722
2030	1,063,503	107,646	1,171,149
2031-2032	2,257,020	87,974	2,344,994
	<u>\$ 7,169,704</u>	<u>\$ 1,013,051</u>	<u>\$ 8,182,755</u>

**Schedule of Changes in Long-Term Liabilities:** A schedule of changes in long-term liabilities for the year ended June 30, 2025 is shown below:

<u>Governmental Activities</u>	<u>Balance July 1, 2024</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance June 30, 2025</u>	<u>Amounts Due Within One Year</u>
<i>Debt:</i>					
General obligation bonds	\$ 347,840,000	\$ -	\$ 36,910,000	\$ 310,930,000	\$ 39,230,000
Unamortized bond premiums	1,795,817	-	1,055,616	740,201	740,201
Lease revenue bonds	5,135,000	-	1,690,000	3,445,000	1,710,000
Financed purchase	8,036,586	-	866,882	7,169,704	903,920
<i>Other long-term liabilities:</i>					
Net pension liability (Notes 8 & 9)	341,982,000	-	38,324,000	303,658,000	-
Net OPEB liability - District Plan (Note 10)	63,708,269	5,138,883	-	68,847,152	4,874,060
Net OPEB liability - MPP program	883,002	-	115,344	767,658	-
Compensated absences	3,677,502	1,231,588	-	4,909,090	4,909,090
	<u>\$ 773,058,176</u>	<u>\$ 6,370,471</u>	<u>\$ 78,961,842</u>	<u>\$ 700,466,805</u>	<u>\$ 52,367,271</u>

Payments for the general obligation bonds are made by the Bond Interest and Redemption fund. Payments for the lease revenue bonds and financed purchase are made by the Special Reserve for Capital Outlay Projects Fund. Payments associated with the net pension liability, and net OPEB liabilities are made from the funds for which the employees worked.

(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

**NOTE 7 - FUND BALANCES**

Fund balances are composed of the following as of June 30, 2025:

	General Fund	Building Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total
<b>Nonspendable:</b>					
Revolving cash	\$ 158,700	\$ -	\$ -	\$ -	\$ 158,700
Stores inventory	211,903	-	-	510,005	721,908
Prepaid expenditures	1,649,837	-	-	10,816	1,660,653
Subtotal nonspendable	<u>2,020,440</u>	<u>-</u>	<u>-</u>	<u>520,821</u>	<u>2,541,261</u>
<b>Restricted:</b>					
Legally restricted:					
Grants	30,531,044	-	-	-	30,531,044
Student activities	-	-	-	1,365,719	1,365,719
Cafeteria programs	-	-	-	8,282,998	8,282,998
Capital projects	-	67,419,667	-	29,096,089	96,515,756
Debt service	-	-	51,249,061	-	51,249,061
Subtotal restricted	<u>30,531,044</u>	<u>67,419,667</u>	<u>51,249,061</u>	<u>38,744,806</u>	<u>187,944,578</u>
<b>Assigned:</b>					
Declining enrollment	4,294,587	-	-	-	4,294,587
Tech device repairs	37,579	-	-	-	37,579
Instructional materials	14,237	-	-	-	14,237
Subtotal assigned	<u>4,346,403</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4,346,403</u>
<b>Unassigned:</b>					
Reserve for economic uncertainties	14,329,850	-	-	-	14,329,850
Total fund balances	<u>\$ 51,227,737</u>	<u>\$ 67,419,667</u>	<u>\$ 51,249,061</u>	<u>\$ 39,265,627</u>	<u>\$ 209,162,092</u>

(Continued)

**NOTE 8 - NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN**

*General Information about the State Teachers' Retirement Plan*

Plan Description: Employees of the District performing creditable services are provided with pensions through the State Teachers' Retirement Plan (STRP) – a cost-sharing multiple-employer defined benefit pension plan administered by the California State Teachers' Retirement System (CalSTRS). Teachers' Retirement Law (California Education Code Section 22000 et seq.), as enacted and amended by the California Legislature, established this plan with CalSTRS as the administrator. The benefit terms of the plan may be amended through legislation. CalSTRS issues a publicly available financial report that can be obtained at CalSTRS' website.

Benefits Provided: The STRP Defined Benefit Program has two benefit formulas:

- CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS.
- CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS.

The Defined Benefit (DB) Program provides retirement benefits based on members' final compensation, age and years of service credit. In addition, the retirement program provides benefits to members upon disability and to survivors/beneficiaries upon the death of eligible members. There are several differences between the two benefit formulas which are noted below.

*CalSTRS 2% at 60* - CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to a factor of 2.0% of final compensation multiplied by the number of years of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to a maximum of 2.4% at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of 0.2% to the age factor, up to the 2.4% maximum.

CalSTRS calculates retirement benefits based on one-year final compensation for members with 25 or more years of credited service, or for classroom teachers with fewer than 25 years of credited service if the employer entered into, extended, renewed or amended an agreement prior to January 1, 2014, to elect to pay the additional benefit cost for all of its classroom teachers. One-year final compensation is the member's highest average annual compensation earnable for 12 consecutive months based on the creditable compensation that the member could earn in a school year while employed on a full-time basis. For most members with fewer than 25 years of credited service, final compensation is the highest average annual compensation earnable for any 36 consecutive months based on the creditable compensation that the member could earn in a school year while employed on a full-time basis.

*CalSTRS 2% at 62* - CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0% of final compensation multiplied by the number of years of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4% at age 65 or older.

All CalSTRS 2% at 62 members' final compensation is based on their highest average annual compensation earnable for 36 consecutive months based on the creditable compensation that the member could earn in a school year while employed on a full-time basis.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 8 - NET PENSION LIABILITY – STATE TEACHERS’ RETIREMENT PLAN** (Continued)

Contributions: Required member, employer and State contribution rates are set by the California Legislature and the Governor and detailed in Teachers' Retirement Law. Current contribution rates were established by California Assembly Bill 1469 (CalSTRS Funding Plan), which was passed into law in June 2014, and established a schedule of contribution rate increases shared among members, employers, and the State of California to bring CalSTRS toward full funding by 2046.

A summary of statutory contribution rates and other sources of contributions to the DB Program pursuant to the CalSTRS Funding Plan are as follows:

*Members* - Under CalSTRS 2% at 60, the member contribution rate was 10.250% of applicable member earnings for fiscal year 2023-24.

Under CalSTRS 2% at 62, members pay 9% toward the normal cost and an additional 1.205% as per the CalSTRS Funding Plan for a total member contribution rate of 10.205%. The contribution rate for CalSTRS 2% at 62 members is adjusted if the normal cost increases or decreases by more than 1% annually. Based on the June 30, 2023, actuarial valuation adopted by the CalSTRS Board in May 2024, the increase in normal cost was less than 1%. Therefore, the contribution rate for CalSTRS 2% at 62 members did not change effective July 1, 2024.

*Employers* - Employers are required to contribute a base contribution rate set in statute at 8.25%. Pursuant to the CalSTRS Funding Plan, employers also have a supplemental contribution rate to eliminate their share of the CalSTRS unfunded actuarial obligation by 2046. The CalSTRS Funding Plan authorizes the CalSTRS Board to adjust the employer supplemental contribution rate up or down by a maximum of 1% annually for a total rate of no higher than 20.25% and no lower than 8.25%. In May 2024, the CalSTRS Board voted to keep the employer supplemental contribution rate at 10.85% for fiscal year 2024 - 2025 for a total employer contribution rate of 19.10%.

The CalSTRS employer contribution rates effective for fiscal year 2024-25 through fiscal year 2046-47 are summarized in the table below:

<u>Effective Date</u>	<u>Base Rate</u>	<u>Supplemental Rate Per CalSTRS Funding Plan</u>	<u>Total</u>
July 1, 2024	8.250%	10.850%	19.100%
July 1, 2025 to			
June 30, 2046	8.250%	(1)	(1)
July 1, 2046	8.250%	AB1469 rate increase ends for 2046-47 and beyond	

(1) The CalSTRS Funding Plan authorizes the Board to adjust the employer contribution rate up or down by up to 1% each year, but no higher than 20.250% total and no lower than 8.250%.

The District contributed \$36,265,500 to the STRP during the fiscal year ended June 30, 2025.

*State* - The State is required to contribute 10.828% of the members' creditable compensation from the two fiscal years prior.

The State is required to contribute a base contribution rate set in statute at 2.017%. Pursuant to the CalSTRS Funding Plan, the State also has a supplemental contribution rate, which the Board can increase by no more than 0.5% each fiscal year to help eliminate the State's share of the CalSTRS unfunded actuarial obligation by 2046. In May 2024, the CalSTRS Board voted to keep the State supplemental contribution rate at 6.311% for fiscal year 2024–25.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 8 - NET PENSION LIABILITY – STATE TEACHERS’ RETIREMENT PLAN** (Continued)

The total State contribution rate also includes a portion to fund the Supplemental Benefit Maintenance Account (SBMA), which provides inflation protection to CalSTRS members whose current purchasing power has fallen below 85% of the purchasing power of their initial benefit. The SBMA is funded through a continuous appropriation from the State’s General Fund in an amount equal to 2.5% of the total creditable compensation of the fiscal year ended in the immediately preceding calendar year, reduced by \$72.0 million, pursuant to Education Code section 22954.

The CalSTRS State contribution rates effective for fiscal year 2024-25 and beyond are summarized in the table below:

<u>Effective Date</u>	<u>Base Rate</u>	<u>Supplemental Rate Per CalSTRS Funding Plan</u>	<u>SBMA Funding<sup>(1)</sup></u>	<u>Total</u>
July 01, 2024	2.017%	6.311%	2.50%	10.828%
July 01, 2025 to June 30, 2046	2.017%	(1)	2.50%	(1)
July 01, 2046	2.017%	(2)	2.50%	(2)

- (1) The CalSTRS Board has limited authority to adjust the State contribution rate annually through June 2046 to eliminate the remaining unfunded actuarial obligation. The CalSTRS Board cannot increase the supplemental rate by more than 0.5% in a fiscal year, and if there is no unfunded actuarial obligation, the supplemental contribution rate imposed would be reduced to 0%.
- (2) From July 1, 2046, and thereafter, the rates in effect prior to July 1, 2014, are reinstated, if necessary, to address any remaining unfunded actuarial obligation.

*Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions*

At June 30, 2025, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District’s proportionate share of the net pension liability	\$ 193,644,000
State’s proportionate share of the net pension liability associated with the District	<u>88,845,000</u>
Total	<u>\$ 282,489,000</u>

The net pension liability was measured as of June 30, 2024 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2023, updated and rolled forward to June 30, 2024. The District’s proportion of the net pension liability was based on the District’s share of contributions to the STRP relative to the contributions of all participating contributing employers and the State. At June 30, 2025, the District’s proportion was 0.288%, which was a decrease of 0.003% from its proportion at June 30, 2024.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 8 - NET PENSION LIABILITY – STATE TEACHERS’ RETIREMENT PLAN** (Continued)

For the year ended June 30, 2025, the District recognized pension expense of \$29,326,018 and revenue of \$12,120,566 for support provided by the State. At June 30, 2025, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 21,904,000	\$ 8,468,000
Changes of assumptions	848,000	13,225,000
Net differences between projected and actual earnings on investments	-	781,000
Changes in proportion and differences between District contributions and proportionate share of contributions	23,347,000	10,759,000
Contributions made subsequent to measurement date	<u>36,265,500</u>	<u>-</u>
Total	<u>\$ 82,364,500</u>	<u>\$ 33,233,000</u>

\$36,265,500 reported as deferred outflows of resources related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2026. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending <u>June 30,</u>	
2026	\$ (14,169,717)
2027	\$ 17,672,283
2028	\$ 1,486,284
2029	\$ 3,628,284
2030	\$ 5,510,533
2031	\$ (1,261,667)

Differences between expected and actual experience and changes in assumptions are amortized over a closed period equal to the average remaining service life of plan members, which is 7 years as of the June 30, 2024 measurement date. Deferred outflows and deferred inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 8 - NET PENSION LIABILITY – STATE TEACHERS’ RETIREMENT PLAN** (Continued)

Actuarial Methods and Assumptions: The total pension liability for the STRP was determined by applying update procedures to the actuarial valuation as of June 30, 2023, and rolling forward the total pension liability to June 30, 2024. The actuarial valuation as of June 30, 2023 used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2023
Experience Study	July 1, 2007 through June 30, 2022
Actuarial Cost Method	Entry age actuarial cost method
Investment Rate of Return	7.10%
Consumer Price Inflation	2.75%
Wage Growth	3.50%
Post-retirement Benefit Increases	2.00% simple for DB, maintain 85% purchasing power level for DB

Discount Rate: The discount rate used to measure the total pension liability was 7.10%, which was unchanged from the prior fiscal year. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per the CalSTRS Funding Plan. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return of 7.10% and assume that contributions, benefit payments, and administrative expense occur midyear.

Based on those assumptions, the STRP’s fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term expected rate of return on pension plan investments was calculated using a building-block approach. This method involves developing best-estimate ranges of 20- to 30-year geometrically linked expected future real rates of return for each major asset class. These expected returns are net of pension plan investment expenses and inflation. The best estimate ranges were created using capital market assumptions provided by CalSTRS investment staff and investment consultants.

The actuarial investment rate of return assumption was adopted by the CalSTRS Board in January 2024 in conjunction with the most recent experience study. For each current and future valuation, CalSTRS independent consulting actuary reviews the return assumption for reasonableness based on the most current capital market assumptions. The assumed asset allocation and best estimates of the expected rates of return for each major asset class/strategy as of June 30, 2024, are summarized in the following table:

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term* Expected Real Rate of Return</u>
Public Equity	38.0%	5.25%
Real Estate	15.0	4.05
Private Equity	14.0	6.75
Fixed Income	14.0	2.45
Risk Mitigating Strategies	10.0	2.25
Inflation Sensitive	7.0	3.65
Cash / Liquidity	2.0	0.05

\* 20- to 30-year geometric average

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
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**NOTE 8 - NET PENSION LIABILITY – STATE TEACHERS’ RETIREMENT PLAN** (Continued)

**Mortality:** CalSTRS uses a generational mortality assumption, which is based off generational mortality tables that reflect expected future improvements in mortality and includes a base table and a projection table. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among its members. The projection table reflects the expected annual reduction in mortality rates at each age. The current mortality assumption uses a base year of 2023, and projected improvement is based on the MP–2021 Ultimate Projection Scale issued by the Society of Actuaries.

**Sensitivity of the District’s Proportionate Share of the Net Pension Liability to Changes in the Discount Rate:** The following presents the District’s proportionate share of the net pension liability calculated using the discount rate of 7.10%, as well as what the District’s proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.10%) or 1-percentage-point higher (8.10%) than the current rate:

	1% Decrease (6.10%)	Current Discount Rate (7.10%)	1% Increase (8.10%)
District’s proportionate share of the net pension liability	\$ 344,429,000	\$ 193,644,000	\$ 67,732,000

**Pension Plan Fiduciary Net Position:** Detailed information about the pension plan’s fiduciary net position is available in the separately issued CalSTRS annual comprehensive financial report available at the CalSTRS website.

**NOTE 9 - NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B**

*General Information about the Public Employer’s Retirement Fund B*

**Plan Description:** The schools’ cost-sharing multiple-employer defined benefit pension plan Public Employer’s Retirement Fund B (PERF B) is administered by the California Public Employees’ Retirement System (CalPERS). Plan membership consists of non-teaching and non-certified employees of public schools (K-12), community college districts, offices of education, charter and private schools (elective) in the State of California.

The Plan was established to provide retirement, death and disability benefits to non-teaching and non-certified employees in schools. The benefit provisions for Plan employees are established by statute. CalPERS issues a publicly available financial report that can be obtained at CalPERS’ website.

**Benefits Provided:** The benefits for the defined benefit plan are based on members’ years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years (10 years for State Second Tier members) of credited service. All non-state Second Tier members are eligible to receive cost-of-living adjustments (COLA) up to a maximum of 2% compounded annually (up to 5% maximum as a contract option for retired members of local agencies). State Second Tier members are eligible for a COLA of 3 percent fixed compounded annually.

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(Continued)

**NOTE 9 - NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)**

Contributions: The benefits for the defined benefit pension plan are funded by contributions from members, employers, non-employers, and earnings from investments. Member and employer contributions are a percentage of applicable member compensation. Member contribution rates are defined by law and depend on the respective employer's benefit formulas. In some circumstances, contributions are made by the employer to satisfy member contribution requirements. Member and employer contribution rates are determined by periodic actuarial valuations or by State statute. Actuarial valuations are based on the benefit formulas and employee groups of each employer. Non-employer contributions are not expected each year, but when provided they are accrued for.

The required contribution rates of most active plan members are based on a percentage of salary in excess of a base compensation amount ranging from zero dollars to \$863 monthly.

The Public Employees’ Pension Reform Act of 2013 (PEPRA) became effective in January 2013, and changed how benefits are applied as well as placed compensation limits on certain members as listed below. Members which do not fall into the definitions below, are generally be considered “classic” members in PERF B:

- Members joining on or after January 1, 2013, with no prior membership in another California public retirement system.
- Members joining before January 1, 2013, who are hired by a different CalPERS employer after January 1, 2013, and have a break in service greater than six months.
- Members joining on or after January 1, 2013, who are ineligible for reciprocity with another California public retirement system.

Required contribution rates for active plan members and employers as a percentage of payroll for the year ended June 30, 2025 were as follows:

*Members* - The classic member contribution rate was 7.0% of applicable member earnings for fiscal year 2024-25. The PEPRA member contribution rate was 8.0% of applicable member earnings for fiscal year 2024-25.

*Employers* - The employer contribution rate was 27.05% of applicable member earnings for fiscal year 2024-25.

The District contributed \$17,858,972 to the plan for the fiscal year ended June 30, 2025.

*Pension Liabilities, Pension Expense, Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions*

At June 30, 2025, the District reported a liability of \$110,014,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2024 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2023, updated and rolled forward to June 30, 2024. The District's proportion of the net pension liability was based on the District's share of contributions to the PERF B plan relative to the contributions of all participating school districts. At June 30, 2025 the District's proportion was 0.308%, which was a decrease of 0.024% from its proportion at June 30, 2024.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 9 - NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)**

For the year ended June 30, 2025, the District recognized pension expense of \$16,708,373. At June 30, 2025, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 9,223,000	\$ 787,000
Changes of assumptions	2,432,000	-
Net differences between projected and actual earnings on investments	4,273,000	-
Changes in proportion and differences between District contributions and proportionate share of contributions	-	6,554,000
Contributions made subsequent to measurement date	17,858,972	-
Total	<u>\$ 33,786,972</u>	<u>\$ 7,341,000</u>

\$17,858,972 reported as deferred outflows of resources related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2026. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending <u>June 30,</u>	
2026	\$ 2,687,250
2027	\$ 7,843,250
2028	\$ (591,250)
2029	\$ (1,352,250)

Differences between expected and actual experience, changes in assumptions and changes in proportion and differences between District contributions and proportionate share of contributions are amortized over a closed period equal to the expected average remaining service life of plan members, which was 3.9 years in the June 30, 2024 measurement. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

**NOTE 9 - NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)**

**Actuarial Methods and Assumptions:** The total pension liability for the Plan was determined by applying update procedures to the actuarial valuation as of June 30, 2023 and rolling forward the total pension liability to June 30, 2024. The actuarial valuation as of June 30, 2023 used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2023
Experience Study	June 30, 2000 through June 30, 2019
Actuarial Cost Method	Entry age normal
Investment Rate of Return	6.90%
Consumer Price Inflation	2.30%
Wage Growth	Varies by entry age and service
Post-retirement Benefit Increases	2.00% until Purchasing Power Protection Allowance Floor on Purchasing Power Applies, 2.30% thereafter

The mortality table used was developed based on CalPERS-specific data. The table includes 15 years of mortality improvements using Society of Actuaries 80% of scale MP2020. For more details on this table, please refer to the 2021 experience study report.

All other actuarial assumptions used in the June 30, 2023 valuation were based on the results of an actuarial experience study for the period from 2000 to 2019, including updates to salary increase, mortality and retirement rates. Further details of the Experience Study can be found at CalPERS’ website.

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation.

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Expected Real Rates of Return Years 1-10 <sup>(1, 2)</sup></u>
Global Equity – cap-weighted	30.00%	4.54%
Global Equity non-cap-weighted	12.00%	3.84%
Private Equity	13.00%	7.28%
Treasury	5.00%	.27%
Mortgage-backed Securities	5.00%	.50%
Investment Grade Corporates	10.00%	1.56%
High Yield	5.00%	2.27%
Emerging Market Debt	5.00%	2.48%
Private Debt	5.00%	3.57%
Real Assets	15.00%	3.21%
Leverage	(5.00%)	(0.59%)

(1) An expected inflation rate of 2.30% used for this period

(2) Figures are based on the 2021-22 CalPERS Asset Liability Management Study

**Discount Rate:** The discount rate used to measure the total pension liability was 6.90 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Plan. The results of the crossover testing for the Plan are presented in a detailed report that can be obtained at CalPERS’ website.

(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
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**NOTE 9 - NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)**

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS considered long-term market return expectations as well as the expected pension fund cash flows. Projected returns for all asset classes are estimated and combined with risk estimates, are used to project compound (geometric) returns over the long term. The discount rate used to discount liabilities was informed by the long-term projected portfolio return.

Sensitivity of the District’s Proportionate Share of the Net Pension Liability to Changes in the Discount Rate:  
The following presents the District’s proportionate share of the net pension liability calculated using the discount rate of 6.90%, as well as what the District’s proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (5.90%) or 1-percentage-point higher (7.90%) than the current rate:

	1% Decrease (5.90%)	Current Discount Rate (6.90%)	1% Increase (7.90%)
District’s proportionate share of the net pension liability	\$ 163,427,000	\$ 110,014,000	\$ 65,891,000

Pension Plan Fiduciary Net Position: Detailed information about the pension plan’s fiduciary net position is available in the separately issued CalPERS financial report.

**NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS**

*General Information about the Other Postemployment Benefits (OPEB) Plan*

Plan Description: In addition to the pension benefits described in Notes 8 and 9, the District provides postemployment health care benefits to eligible employees and their dependents under a single employer defined benefit OPEB plan (the Plan). The Plan does not issue separate financial statements.

The District established an irrevocable trust under the California Employer’s Retiree Benefit Trust Program (CERBT) to prefund the costs of other postemployment benefits provided through the Plan. The funds in CERBT are held in trust and will be administered by the California Public Employees’ Retirement System (CalPERS) as an agent multiple-employer plan. Benefit provisions are established and may be amended by District labor agreements which are approved by the Board of Education. The District’s contributions to the irrevocable trust are included in the CERBT, which is included in the CalPERS’ Annual Comprehensive Financial Report (ACFR). Copies of CalPERS’ ACFR may be obtained at CalPERS’ website.

The CERBT fund, which is an Internal Revenue Code Section 115 Trust, was established for the purpose of (i) receiving employer contributions to prefund health and other post-employment benefits for retirees and their beneficiaries, (ii) investing contributed amounts and income therein, and (iii) disbursing contributed amounts and income therein, if any, to pay for costs of administration of the fund and for health care costs or other post-employment benefits in accordance with the terms of the Plan.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
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**NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS (Continued)**

**Benefits Provided:** Benefit terms vary depending on bargaining unit. In general, the Plan provides medical, dental, vision, and life insurance benefits to eligible retirees and their spouses upon retirement from the District with ten years of continual service immediately preceding retirement, and at age 55.

The following employee groups receive health and life coverage on a self-pay basis:

- Employee members of the California School Employees Association Unit II, hired from October 1, 2002
- All employee members of the California School Employees Association Unit III
- Management and Confidential employees hired on or after July 1, 2004

The District's Board of Education has the authority to establish and amend the benefit terms as contained within the negotiated labor agreements.

**Employees Covered by Benefit Terms:** The following is a table of plan participants as of the June 30, 2023 measurement date:

	<u>Number of Participants</u>
Inactive plan members, covered spouses, or beneficiaries currently receiving benefits	1,037
Active employees	<u>1,825</u>
Total	<u><u>2,862</u></u>

**Contributions:** California Government Code specifies that the District's contribution requirements for covered employees are established and may be amended by the Board of Education. District contributions to the Trust are voluntary. For the year period of June 30, 2025, the District contributed \$3,617,794 to the Plan, all of which was used for current premiums.

**OPEB Plan Investments:** The plan discount rate of 4.50% was determined using the following asset allocation and assumed rate of return included in CERBT's Strategy 1:

<u>Asset Class</u>	<u>Long-Term* Assumed Asset Allocation</u>	<u>Expected Real Rate of Return</u>
Equities	49.0%	7.25%
Fixed Income	23.0	4.25
Real Estate Investment Trusts	20.0	7.25
Treasury Inflation-Protected Securities (TIPS)	5.0	3.00
Commodities	3.0	7.25

\*Geometric average

Rolling periods of time for all asset classes were used to appropriately reflect the correlation between asset classes. Therefore, the average returns for any asset class do not necessarily reflect the averages over time individually, but reflect the return for the asset class for the portfolio average.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
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**NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS (Continued)**

Actuarial Assumptions: The District's net OPEB liability was measured as of June 30, 2024, and the total OPEB liability used to calculate the net OPEB liability, was determined by an actuarial valuation as of June 30, 2024.

Funding Method	Entry Age Cost Method
Valuation Date	June 30, 2024
Mortality Rates	2020 CalSTRS, 2021 CalPERS Mortality tables
Discount Rate	4.50%. Based on the long-term expected rate of return for assets
Salary Increases	2.75% per year
Retirement Rate	2020 CalSTRS, 2021 CalPERS retirement rates
Healthcare cost trend rate	4.00%
Turnover	2020 CalSTRS, 2021 CalPERS Turnover/ Termination rates.
Spouse Prevalence/Age	80% of retirees assumed to be married; adjusted to reflect mortality after retirement. Female spouses are assumed to be 3 years younger
Retiree Coverage Costs	\$7, 743 for SEIU members, \$4,073 all others
Participation Rate	90% expected to participate

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

**NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS (Continued)**

Discount Rate: The discount rate used to measure the total OPEB liability was 4.50 percent. The projection of cash flows used to determine the discount rate assumed that the District contributions will be made at rates equal to the actuarially determined contribution rates. Based on those assumptions, the OPEB plan's fiduciary net position was projected to be available to make all projected OPEB payments for current active and inactive employees. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

*Changes in the Net OPEB Liability*

	Total OPEB Liability (a)	Fiduciary Trust Net Position (b)	Net OPEB Liability (a) - (b)
Balance at July 1, 2024	\$ 95,790,182	\$ 32,081,913	\$ 63,708,269
Changes for the year:			
Service cost	3,429,518	-	3,429,518
Interest	4,363,314	-	4,363,314
Changes in assumptions	1,120,766	-	1,120,766
Experience Losses	4,406,132	-	4,406,132
Employer contributions	-	4,874,060	(4,874,060)
Net investment Income	-	3,316,880	(3,316,880)
Administrative expense	-	(10,093)	10,093
Benefit payments	(4,119,994)	(4,119,994)	-
Net change	9,199,736	4,060,853	5,138,883
Balance at June 30, 2025	\$ 104,989,918	\$ 36,142,766	\$ 68,847,152

Fiduciary Net Position as a % of the total OPEB liability, at June 30, 2024: 34%

The change of assumptions for the June 30, 2024 measurement included an update in the discount rate from 4.55%, to 4.50%.

Sensitivity of the Net OPEB Liability to Changes in the Discount Rate: The following presents the net OPEB liability of the District, as well as what the District's net OPEB liability would be if it were calculated using a discount rate that is one percentage-point lower or one percentage-point higher than the current discount rate:

	1% Decrease (3.50%)	Current Discount Rate (4.50%)	1% Increase (5.50%)
Net OPEB liability	\$ 84,335,198	\$ 68,847,152	\$ 56,168,670

(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

**NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS (Continued)**

Sensitivity of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates: The following presents the net OPEB liability of the District, as well as what the District's net OPEB liability would be if it were calculated using healthcare cost trend rates that are one percent lower or higher than the current healthcare costs trend rates:

	1% Decrease (3.00%)	Healthcare Cost Trend Rates Rate (4.00%)	1% Increase (5.00%)
Net OPEB liability	\$ 53,818,770	\$ 68,847,152	\$ 87,948,210

*OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to OPEB*

For the year ended June 30, 2025, the District recognized OPEB expense of \$5,494,735. At June 30, 2025, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Changes in assumptions	\$ 14,076,132	\$ 12,378,132
Differences between expected and actual experience	5,674,668	3,504,375
Differences between projected and actual earnings	900,097	-
Contributions subsequent to measurement date	3,617,794	-
Totals	<u>\$ 24,268,691</u>	<u>\$ 15,882,507</u>

The deferred outflows of resources for OPEB contributions subsequent to measurement date will be recognized as reduction of the net/total OPEB liability in the subsequent fiscal year. The remaining deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Years Ended <u>June 30,</u>	
2026	\$ (207,809)
2027	\$ 871,236
2028	\$ (500,652)
2029	\$ 1,536,047
2030	\$ 1,004,512
Thereafter	\$ 2,065,056

Changes in assumptions and differences between expected and actual experience are amortized over a closed 8.8-year period. Differences between expected and actual investment earnings are amortized over a closed 5-year period.

(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2025

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**NOTE 11 - JOINT POWERS AGREEMENTS**

The District is a member with other school districts in two Joint Powers Authorities: Contra Costa County School Insurance Group (CCCSIG) and Northern California Regional Excess Liability Fund (NCRLF). These are both classified as public entity risk pools which were formed to provide common risk management and insurance programs for various coverage types to local education agencies. CCCSIG and NCRLF are governed by Governing Boards consisting of representatives from each member district. The respective governing boards control the operations of each entity, including selections of management and approval of operating budgets. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. There have been no significant reductions in insurance coverage from coverage in the prior year.

Condensed audited financial information for CCCSIG and NCRLF is provided below for the year ended June 30, 2024 (most recent information available):

	<u>CCCSIG</u>	<u>NCRLF</u>
Total assets	\$ 161,911,641	\$ 60,197,497
Deferred outflows of resources	1,853,481	-
Total liabilities	94,744,362	33,663,136
Deferred inflows of resources	<u>524,361</u>	<u>-</u>
Total net position	<u>\$ 68,496,399</u>	<u>\$ 26,534,361</u>
Total revenues	\$ 75,634,023	\$ 100,718,874
Total expenditures	<u>62,135,423</u>	<u>105,532,291</u>
Change in net position	<u>\$ 13,498,600</u>	<u>\$ (4,813,417)</u>

**NOTE 12 - COMMITMENTS AND CONTINGENCIES**

The District is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position or results of operations of the District.

Also, the District has received state and federal funds for specific purposes that are subject to review or audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is management's opinion that any required reimbursements or future revenue offsets subsequently determined will not have a material effect on the financial position or results of operations of the District.

As of June 30, 2025, the District has approximately \$3.9 million in outstanding commitments on construction contracts.

## **REQUIRED SUPPLEMENTARY INFORMATION**

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
GENERAL FUND  
BUDGETARY COMPARISON SCHEDULE  
For the year ended June 30, 2025

	Budget			Variance
	Original	Final	Actual	Favorable (Unfavorable)
Revenues:				
Local Control Funding Formula (LCFF):				
State apportionment	\$ 99,410,674	\$ 91,793,523	\$ 93,852,407	\$ 2,058,884
Local sources	<u>232,290,843</u>	<u>240,335,425</u>	<u>238,293,832</u>	<u>(2,041,593)</u>
Total LCFF	<u>331,701,517</u>	<u>332,128,948</u>	<u>332,146,239</u>	<u>17,291</u>
Federal sources	7,286,602	7,533,867	7,124,682	(409,185)
Other State sources	69,939,082	78,512,764	73,807,756	(4,705,008)
Other local sources	<u>33,201,335</u>	<u>40,814,072</u>	<u>41,658,996</u>	<u>844,924</u>
Total revenues	<u>442,128,536</u>	<u>458,989,651</u>	<u>454,737,673</u>	<u>(4,251,978)</u>
Expenditures:				
Current:				
Certificated salaries	192,647,849	196,585,140	196,252,210	332,930
Classified salaries	74,058,321	72,335,040	72,119,329	215,711
Employee benefits	136,910,627	136,142,447	134,663,827	1,478,620
Books and supplies	12,243,236	20,326,684	11,509,709	8,816,975
Contract services and operating expenditures	47,222,521	67,021,953	58,564,880	8,457,073
Other outgo	521,552	671,552	645,943	25,609
Capital outlay	<u>408,175</u>	<u>1,735,782</u>	<u>1,570,930</u>	<u>164,852</u>
Total expenditures	<u>464,012,281</u>	<u>494,818,598</u>	<u>475,326,828</u>	<u>19,491,770</u>
Deficiency of revenues under expenditures	<u>(21,883,745)</u>	<u>(35,828,947)</u>	<u>(20,589,155)</u>	<u>15,239,792</u>
Other financing uses:				
Transfers out	<u>(2,888,021)</u>	<u>(2,314,500)</u>	<u>(2,334,774)</u>	<u>(20,274)</u>
Net change in fund balances	<u>(24,771,766)</u>	<u>(38,143,447)</u>	<u>(22,923,929)</u>	<u>15,219,518</u>
Fund balance, July 1, 2024	<u>74,151,666</u>	<u>74,151,666</u>	<u>74,151,666</u>	<u>-</u>
Fund balance, June 30, 2025	<u>\$ 49,379,900</u>	<u>\$ 36,008,219</u>	<u>\$ 51,227,737</u>	<u>\$ 15,219,518</u>

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
SCHEDULE OF CHANGES IN THE DISTRICT'S NET OPEB LIABILITY  
For the year ended June 30, 2025

	2018	2019	2020	2021	2022	2023	2024	2025
Total OPEB liability								
Service cost	\$ 3,783,579	\$ 4,072,668	\$ 3,467,506	\$ 2,489,543	\$ 3,140,792	\$ 3,227,164	\$ 3,230,382	\$ 3,429,518
Interest	3,274,173	3,439,513	3,859,600	3,791,693	3,712,288	3,650,961	4,298,911	4,363,314
Changes of assumptions	-	(7,858,440)	(11,057,393)	7,604,806	9,065,046	(13,188,370)	6,039,224	1,120,766
Differences between expected and actual experience	-	-	(7,681,948)	(793,720)	(1,063,734)	2,371,817	-	4,406,132
Benefit payments	(2,922,892)	(2,952,650)	(3,183,103)	(3,031,931)	(3,169,464)	(3,557,836)	(3,257,146)	(4,119,994)
Net change in total OPEB liability	4,134,860	(3,298,909)	(14,595,338)	10,060,391	11,684,928	(7,496,264)	10,311,371	9,199,736
Total OPEB liability, beginning of year	84,989,143	89,124,003	85,825,094	71,229,756	81,290,147	92,975,075	85,478,811	95,790,182
Total OPEB liability, end of year (a)	<u>\$ 89,124,003</u>	<u>\$ 85,825,094</u>	<u>\$ 71,229,756</u>	<u>\$ 81,290,147</u>	<u>\$ 92,975,075</u>	<u>\$ 85,478,811</u>	<u>\$ 95,790,182</u>	<u>\$ 104,989,918</u>
Fiduciary trust net position								
Contributions - employer	\$ 2,586,962	\$ 2,751,146	\$ 3,183,103	\$ 3,032,837	\$ 3,215,468	\$ 3,622,753	\$ 3,553,186	\$ 4,874,060
Net investment income	2,128,849	1,786,399	1,308,787	1,352,555	7,294,595	(4,515,161)	1,806,614	3,316,880
Administrative expense	-	(11,955)	(20,140)	(12,429)	(10,013)	(8,555)	(8,509)	(10,093)
Benefit payments	(2,922,892)	(2,952,650)	(3,183,103)	(3,031,931)	(3,169,464)	(3,557,836)	(3,257,146)	(4,119,994)
Other expense	(20,140)	(30,342)	115,763	-	-	-	-	-
Change in plan fiduciary net position	1,772,779	1,542,598	1,404,410	1,341,032	7,330,586	(4,458,799)	2,094,145	4,060,853
Fiduciary trust net position, beginning of year	21,055,162	22,827,941	24,370,539	25,774,949	27,115,981	34,446,567	29,987,768	32,081,913
Fiduciary trust net position, end of year (b)	<u>\$ 22,827,941</u>	<u>\$ 24,370,539</u>	<u>\$ 25,774,949</u>	<u>\$ 27,115,981</u>	<u>\$ 34,446,567</u>	<u>\$ 29,987,768</u>	<u>\$ 32,081,913</u>	<u>\$ 36,142,766</u>
Net OPEB liability - ending (a) - (b)	<u>\$ 66,296,062</u>	<u>\$ 61,454,555</u>	<u>\$ 45,454,807</u>	<u>\$ 54,174,166</u>	<u>\$ 58,528,508</u>	<u>\$ 55,491,043</u>	<u>\$ 63,708,269</u>	<u>\$ 68,847,152</u>
Plan fiduciary net position as a percentage of the total OPEB liability	25.61%	28.40%	36.19%	33.36%	37.05%	35.08%	33.49%	34.42%
Covered employee payroll	\$ 162,906,880	\$ 171,306,193	\$ 167,085,464	\$ 173,361,385	\$ 180,020,117	\$ 193,862,738	\$ 189,678,620	\$ 213,412,508
Net OPEB liability as a percentage of covered-employee payroll	40.70%	35.87%	27.20%	31.25%	32.51%	28.62%	33.59%	32.26%

*This is a 10-year schedule; however, the information in this schedule is not required to be presented retrospectively prior to the implementation of the applicable accounting standard. As a result, all years prior to 2018 are not available.*

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY  
For the year ended June 30, 2025

State Teachers' Retirement Plan  
Last 10 Fiscal Years

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>
District's proportion of the net pension liability	0.285%	0.287%	0.270%	0.287%	0.2660%	0.2750%	0.2910%	0.2880%	0.291%	0.288%
District's proportionate share of the net pension liability	\$ 192,063,676	\$ 232,086,252	\$ 249,500,993	\$ 263,362,593	\$ 132,533,466	\$ 266,431,851	\$ 132,533,466	\$ 199,795,010	\$ 221,848,000	\$ 193,644,000
District's proportionate share of the net pension liability associated with the District	<u>150,787,402</u>	<u>132,122,563</u>	<u>147,602,680</u>	<u>150,787,402</u>	<u>130,854,979</u>	<u>137,345,651</u>	<u>66,685,700</u>	<u>100,056,560</u>	<u>106,295,000</u>	<u>88,845,000</u>
Total net pension liability	<u>\$ 342,851,078</u>	<u>\$ 364,208,815</u>	<u>\$ 397,103,673</u>	<u>\$ 414,149,995</u>	<u>\$ 263,388,445</u>	<u>\$ 403,777,502</u>	<u>\$ 199,219,166</u>	<u>\$ 299,851,570</u>	<u>\$ 328,143,000</u>	<u>\$ 282,489,000</u>
District's covered payroll	\$ 130,188,756	\$ 138,557,027	\$ 146,357,051	\$ 143,753,881	\$ 147,536,511	\$ 163,527,450	\$ 98,114,093	\$ 165,267,104	\$ 151,623,476	\$ 234,186,000
District's proportionate share of the net pension liability as a percentage of its covered payroll	147.53%	167.50%	170.47%	183.20%	89.83%	162.93%	135.08%	120.89%	146.32%	82.69%
Plan fiduciary net position as a percentage of the total pension liability	74.02%	70.04%	69.46%	70.99%	72.56%	71.82%	87.12%	81.20%	80.62%	83.55%

(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY  
For the year ended June 30, 2025

Public Employer's Retirement Fund B  
Last 10 Fiscal Years

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>
District's proportion of the net pension liability	0.366%	0.364%	0.364%	0.365%	0.351%	0.352%	0.341%	0.339%	0.332%	0.308%
District's proportionate share of the net pension liability	\$ 53,926,804	\$ 71,903,017	\$ 86,784,137	\$ 97,205,339	\$ 69,330,647	\$ 108,125,899	\$ 69,330,647	\$ 116,712,637	\$ 120,134,000	\$ 110,014,000
District's covered payroll	\$ 39,866,072	\$ 43,183,886	\$ 45,778,024	\$ 45,247,672	\$ 49,126,786	\$ 61,117,585	\$ 17,082,382	\$ 52,610,210	\$ 57,749,440	\$ 64,196,000
District's proportionate share of the net pension liability as a percentage of its covered payroll	135.27%	166.50%	189.58%	214.83%	141.13%	176.91%	405.86%	221.84%	208.03%	171.37%
Plan fiduciary net position as a percentage of the total pension liability	79.43%	73.89%	71.87%	70.85%	70.05%	70.00%	80.97%	69.76%	69.96%	72.29%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT CONTRIBUTIONS  
For the year ended June 30, 2025

State Teachers' Retirement Plan  
Last 10 Fiscal Years

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>
Contractually required contribution	\$ 14,867,169	\$ 18,411,717	\$ 20,743,685	\$ 24,018,944	\$ 27,963,194	\$ 15,845,426	\$ 27,963,194	\$ 28,960,084	\$ 44,729,456	\$ 36,265,500
Contributions in relation to the contractually required contribution	<u>(14,867,169)</u>	<u>(18,411,717)</u>	<u>(20,743,685)</u>	<u>(24,018,944)</u>	<u>(27,963,194)</u>	<u>(15,845,426)</u>	<u>(27,963,194)</u>	<u>(28,960,084)</u>	<u>(44,729,456)</u>	<u>(36,265,500)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$138,557,027	\$146,357,051	\$143,753,881	\$147,536,511	\$163,527,450	\$ 98,114,093	\$165,267,104	\$151,623,476	\$234,186,000	\$189,872,000
Contributions as a percentage of covered payroll	10.73%	12.58%	14.43%	16.28%	17.10% *	16.15**	16.92%***	19.10%	19.10%	19.10%

\* This rate reflects the original employer contribution rate of 18.13 percent under AB1469, reduced for the 1.03 percentage points to be paid on behalf of employers pursuant to SB 90.

\*\* This rate reflects the original employer contribution rate of 19.10 percent under AB1469, reduced for the 2.95 percentage points to be paid on behalf of employers pursuant to SB 90.

\*\*\* This rate reflects the original employer contribution rate of 19.10 percent under AB1469, reduced for the 2.18 percentage points to be paid on behalf of employers pursuant to SB 90.

(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT CONTRIBUTIONS  
For the year ended June 30, 2025

Public Employer's Retirement Fund B  
Last 10 Fiscal Years

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>
Contractually required contribution	\$ 5,115,995	\$ 6,357,652	\$ 7,027,416	\$ 8,873,280	\$ 12,052,999	\$ 3,536,053	\$ 12,052,999	\$ 14,651,033	\$ 17,127,373	\$ 17,858,972
Contributions in relation to the contractually required contribution	<u>(5,115,995)</u>	<u>(6,357,652)</u>	<u>(7,027,416)</u>	<u>(8,873,280)</u>	<u>(12,052,999)</u>	<u>(3,536,053)</u>	<u>(12,052,999)</u>	<u>(14,651,033)</u>	<u>(17,127,373)</u>	<u>(17,858,972)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 43,183,886	\$ 45,778,024	\$ 45,247,672	\$ 49,126,786	\$ 61,117,585	\$ 17,082,382	\$ 52,610,210	\$ 57,749,440	\$ 64,196,000	\$ 66,022,000
Contributions as a percentage of covered payroll	11.85%	13.89%	15.53%	18.06%	19.72%	20.70%	22.91%	25.37%	26.68%	27.05%

See notes to required supplementary information.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION  
June 30, 2025

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**NOTE 1 - PURPOSE OF SCHEDULES**

Budgetary Comparison Schedule: The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Education to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. The originally adopted and final revised budgets for the General Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

Schedule of Changes in the District's Net OPEB Liability: The Schedule of Changes in Net OPEB liability is presented to illustrate the elements of the District's Net OPEB liability. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

Schedule of the District's Proportionate Share of the Net Pension Liability: The Schedule of the District's Proportionate Share of the Net Pension Liability is presented to illustrate the elements of the District's Net Pension Liability. There is a requirement to show information for 10 years.

Schedule of District Contributions: The Schedule of the District's Contributions is presented to illustrate the District's required contributions relating to the pensions. There is a requirement to show information for 10 years.

Changes of Benefit Terms: There are no changes in benefit terms reported in the Required Supplementary Information.

Changes of Assumptions: The discount rates used for the net OPEB liability were 3.75, 3.75, 5.25, 4.48, 3.93, 5.03, 4.55, and 4.50 percent at the June 30, 2017, 2018, 2019, 2020, 2021, 2022, 2023, and 2024 measurement periods, respectively.

The following are the assumptions for the Public Employer's Retirement Fund B (PERF B) Plan:

Assumption	Measurement Periods									
	As of June 30, 2024	As of June 30, 2023	As of June 30, 2022	As of June 30, 2021	As of June 30, 2020	As of June 30, 2019	As of June 30, 2018	As of June 30, 2017	As of June 30, 2016	As of June 30, 2015
Inflation rate	2.30%	2.30%	2.30%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%
Discount rate	4.50%	6.90%	6.90%	7.15%	7.15%	7.15%	7.15%	7.65%	7.65%	7.50%

The following are the assumptions for the State Teachers' Retirement Plan:

Assumption	Measurement Periods									
	As of June 30, 2024	As of June 30, 2023	As of June 30, 2022	As of June 30, 2021	As of June 30, 2020	As of June 30, 2019	As of June 30, 2018	As of June 30, 2017	As of June 30, 2016	As of June 30, 2015
Consumer price Inflation	2.75%	2.75%	2.75%	2.75%	2.75%	2.75%	2.75%	2.75%	3.00%	3.00%
Investment rate of return	6.75%	7.10%	7.10%	7.10%	7.10%	7.10%	7.10%	7.10%	7.60%	7.60%
Wage growth	2.75%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.75%	3.75%	3.75%

## **SUPPLEMENTARY INFORMATION**

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
COMBINING BALANCE SHEET  
ALL NON-MAJOR FUNDS  
June 30, 2025

	Student Activity Fund	Cafeteria Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve for Capital Outlay Projects Fund	Total
<b>ASSETS</b>						
Cash and investments:						
Cash in County Treasury	\$ -	\$ 6,949,970	\$ 17,918,006	\$ -	\$ 10,768,061	\$ 35,636,037
Cash on hand and in banks	1,365,719	44,662	3,753	-	-	1,414,134
Investments	-	-	-	-	792	792
Receivables	-	1,926,147	51,665	-	-	1,977,812
Due from other funds	-	68,285	209,514	-	230,081	507,880
Prepaid expenditures	-	10,816	-	-	-	10,816
Stores inventory	-	510,005	-	-	-	510,005
	<u>-</u>	<u>510,005</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>510,005</u>
Total assets	<u>\$ 1,365,719</u>	<u>\$ 9,509,885</u>	<u>\$ 18,182,938</u>	<u>\$ -</u>	<u>\$ 10,998,934</u>	<u>\$ 40,057,476</u>
<b>LIABILITIES AND FUND BALANCES</b>						
Liabilities:						
Accounts payable	\$ -	\$ 704,048	\$ 5,600	\$ -	\$ -	\$ 709,648
Due to other funds	-	2,018	80,183	-	-	82,201
	<u>-</u>	<u>2,018</u>	<u>80,183</u>	<u>-</u>	<u>-</u>	<u>82,201</u>
Total liabilities	<u>-</u>	<u>706,066</u>	<u>85,783</u>	<u>-</u>	<u>-</u>	<u>791,849</u>
Fund balances:						
Nonspendable	-	520,821	-	-	-	520,821
Restricted	1,365,719	8,282,998	18,097,155	-	10,998,934	38,744,806
	<u>1,365,719</u>	<u>8,282,998</u>	<u>18,097,155</u>	<u>-</u>	<u>10,998,934</u>	<u>38,744,806</u>
Total fund balances	<u>1,365,719</u>	<u>8,803,819</u>	<u>18,097,155</u>	<u>-</u>	<u>10,998,934</u>	<u>39,265,627</u>
Total liabilities and fund balances	<u>\$ 1,365,719</u>	<u>\$ 9,509,885</u>	<u>\$ 18,182,938</u>	<u>\$ -</u>	<u>\$ 10,998,934</u>	<u>\$ 40,057,476</u>

See accompanying notes to supplementary information

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES  
ALL NON-MAJOR FUNDS  
For the year ended June 30, 2025

	Student Activity Fund	Cafeteria Fund	Capital Facilities Fund	County School Facilities Fund	Reserve for Capital Outlay Projects Fund	Total
Revenues:						
Federal sources	\$ -	\$ 2,998,182	\$ -	\$ -	\$ -	\$ 2,998,182
Other state sources	-	12,337,271	-	1,049,740	-	13,387,011
Other local sources	<u>4,835,334</u>	<u>282,612</u>	<u>3,428,219</u>	<u>-</u>	<u>932,211</u>	<u>9,478,376</u>
Total revenues	<u>4,835,334</u>	<u>15,618,065</u>	<u>3,428,219</u>	<u>1,049,740</u>	<u>932,211</u>	<u>25,863,569</u>
Expenditures:						
Current:						
Classified salaries	-	4,698,901	-	-	-	4,698,901
Employee benefits	-	2,687,417	-	-	-	2,687,417
Books and supplies	5,436,866	6,415,335	28,959	-	-	11,881,160
Contract services and operating expenditures	-	487,700	122,335	-	6,350	616,385
Capital outlay	-	214,133	-	-	222,444	436,577
Debt service:						
Principal retirement	-	-	-	-	2,556,882	2,556,882
Interest	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>635,164</u>	<u>635,164</u>
Total expenditures	<u>5,436,866</u>	<u>14,503,486</u>	<u>151,294</u>	<u>-</u>	<u>3,420,840</u>	<u>23,512,486</u>
(Deficiency) excess of revenues (under) over expenditures	<u>(601,532)</u>	<u>1,114,579</u>	<u>3,276,925</u>	<u>1,049,740</u>	<u>(2,488,629)</u>	<u>2,351,083</u>
Other financing sources (uses):						
Transfers in	-	535	-	-	2,334,239	2,334,774
Transfers out	<u>-</u>	<u>-</u>	<u>-</u>	<u>(1,049,740)</u>	<u>-</u>	<u>(1,049,740)</u>
Total other financing sources (uses)	<u>-</u>	<u>535</u>	<u>-</u>	<u>(1,049,740)</u>	<u>2,334,239</u>	<u>1,285,034</u>
Net change in fund balances	(601,532)	1,115,114	3,276,925	-	(154,390)	3,636,117
Fund balances, July 1, 2024	<u>1,967,251</u>	<u>7,688,705</u>	<u>14,820,230</u>	<u>-</u>	<u>11,153,324</u>	<u>35,629,510</u>
Fund balances, June 30, 2025	<u>\$ 1,365,719</u>	<u>\$ 8,803,819</u>	<u>\$ 18,097,155</u>	<u>\$ -</u>	<u>\$ 10,998,934</u>	<u>\$ 39,265,627</u>

See accompanying notes to supplementary information

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AVERAGE DAILY ATTENDANCE  
June 30, 2025

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	Second Period <u>Report</u>	Audited* Second Period <u>Report</u>	Annual <u>Report</u>
Certificate Number:	7ADE9D77	A99EFDDC	33372E45
Elementary:			
Transitional Kindergarten through Third	7,386	7,387	7,393
Fourth through Sixth	5,929	5,930	5,927
Seventh and Eighth	4,419	4,420	4,414
Special Education	<u>41</u>	<u>41</u>	<u>45</u>
Subtotal Elementary	<u>17,775</u>	<u>17,778</u>	<u>17,779</u>
Secondary:			
Ninth through Twelfth	9,620	9,620	9,591
Special Education	<u>39</u>	<u>39</u>	<u>39</u>
Subtotal Secondary	<u>9,659</u>	<u>9,659</u>	<u>9,630</u>
District Total	<u><u>27,434</u></u>	<u><u>27,437</u></u>	<u><u>27,409</u></u>

\* The District revised their Second Period Report based on an internal review of records.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
SCHEDULE OF INSTRUCTIONAL TIME  
For the year ended June 30, 2025

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<u>Grade Level</u>	<u>Statutory Minutes Requirement</u>	<u>2024-2025 Actual Minutes</u>	<u>Number of Days</u>	<u>Status</u>
Kindergarten	36,000	37,140	180	In Compliance
Grade 1	50,400	50,460	180	In Compliance
Grade 2	50,400	54,270	180	In Compliance
Grade 3	50,400	54,270	180	In Compliance
Grade 4	54,000	55,755	180	In Compliance
Grade 5	54,000	55,755	180	In Compliance
Grade 6	54,000	55,300	180	In Compliance
Grade 7	54,000	55,300	180	In Compliance
Grade 8	54,000	55,300	180	In Compliance
Grade 9	64,800	65,494	180	In Compliance
Grade 10	64,800	65,494	180	In Compliance
Grade 11	64,800	65,494	180	In Compliance
Grade 12	64,800	65,494	180	In Compliance

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See accompanying notes to supplementary information

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
For the year ended June 30, 2025

Assistance Listing (AL) Number	Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Pass- Through Entity Identifying Number	Federal Expenditures
<u>U.S. Department of Education - Passed through California Department of Education</u>			
	Special Education Cluster:		
84.027	Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	13379	\$ 5,315,640
84.173	Special Ed: IDEA Preschool Grants, Part B, Sec 619	13431	194,964
84.027A	Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611	15197	353,825
84.173A	Special Ed: IDEA Preschool Staff Development, Part B, Sec 619	13430	1,016
84.027A	Special Ed: Alternate Dispute Resolution	13007	15,157
	Subtotal: Special Education Cluster		<u>5,880,602</u>
84.010	ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	14329	511,100
84.048	Strengthening Career and Technical Education for the 21st Century (Perkins V): Secondary, Section 131	14894	118,827
84.365	ESSA: Title III, English Learner Student Program	14346	106,762
84.126	Department of Rehab: Workability II, Transition Partnership	10006	50,817
84.181	Special Ed: IDEA Early Intervention Grants, Part C	23761	75,121
84.424	ESSA: Title IV, Part A, Student Support and Academic Enrichment Grants	15396	38,909
84.367	ESSA: Title II, Part A, Supporting Effective Instruction	14341	342,544
	Total U.S. Department of Education		<u>7,124,682</u>
<u>U.S. Department of Agriculture - Passed through California Department of Education</u>			
	Child Nutrition Cluster:		
10.555	Child Nutrition: School Lunch Programs	23165	2,851,766
10.555	Child Nutrition: Local Food for Schools	15708	146,416
	Subtotal Child Nutrition Cluster		<u>2,998,182</u>
	Total U.S. Department of Agriculture		<u>2,998,182</u>
	Total Federal Programs		<u>\$ 10,122,864</u>

See accompanying notes to supplementary information.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT  
WITH AUDITED FINANCIAL STATEMENTS  
For the year ended June 30, 2025

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	Building Fund
June 30, 2025 Annual Financial and Budget Report Ending Fund Balance	\$ 67,646,763
Accrual of accounts payable for expenditures paid after July 1, 2025 which relate to the fiscal year-ended June 30, 2025.	<u>(227,096)</u>
June 30, 2025 Audited Financial Statements Ending Fund Balance	<u>\$ 67,419,667</u>

There were no audit adjustments proposed to any other funds of the District.

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See accompanying notes to supplementary information.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS  
For the Year Ended June 30, 2025  
(UNAUDITED)

	(Budget) <u>2026</u>	<u>2025</u>	<u>2024</u>	<u>2023</u>
<u>General Fund</u>				
Revenues and other financing sources	\$ 442,913,272	\$ 454,737,673	\$ 471,548,418	\$ 465,063,071
Expenditures	446,179,722	475,326,828	480,760,472	438,961,732
Other uses and transfers out	2,367,808	2,334,774	3,302,956	2,897,985
Total outgo	448,547,530	477,661,602	484,063,428	441,859,717
Change in fund balance	\$ (5,634,258)	\$ (22,923,929)	\$ (12,515,010)	\$ 23,203,354
Ending fund balance	\$ 45,593,479	\$ 51,227,737	\$ 74,151,666	\$ 86,666,676
Available reserves	\$ 13,455,853	\$ 14,329,850	\$ 17,629,485	\$ 37,394,814
Designated for economic uncertainties	\$ 13,455,853	\$ 14,329,850	\$ 17,629,485	\$ 34,954,911
Undesignated fund balance	\$ -	\$ -	\$ -	\$ 2,439,903
Available reserves as percentages of total outgo	<u>3.00%</u>	<u>3.00%</u>	<u>3.64%</u>	<u>8.46%</u>
<u>All Funds</u>				
Total long-term liabilities	\$ 648,099,534	\$ 700,466,805	\$ 773,058,176	\$ 796,242,272
Average daily attendance at P-2	26,624	27,437	27,981	28,192

The fund balance of the General Fund has decreased by \$12,235,585 over the past three years. The fiscal year 2025-2026 budget projects a deficit of \$6,034,258. For a district this size, the State of California recommends available reserves of at least 3% of total General Fund expenditures, transfers out, and other uses be maintained. For the year ended June 30, 2025, the District has met this requirement.

The District has incurred operating deficits in two of the past three years, and anticipates an operating deficit for fiscal year ending June 30, 2026.

Total long-term liabilities have decreased by \$95,775,467 over the past two years.

Average daily attendance has decreased by 755 over the past two years. Additional decline of 813 ADA is anticipated for the 2025-2026 fiscal year.

See accompanying notes to supplementary information.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
SCHEDULE OF CHARTER SCHOOLS  
For the Year Ended June 30, 2025

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The District does not sponsor any charter schools.

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See accompanying notes to supplementary information.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
NOTES TO SUPPLEMENTARY INFORMATION  
For the Year Ended June 30, 2025

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**NOTE 1 - PURPOSE OF SCHEDULES**

Schedule of Average Daily Attendance: Average daily attendance is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time: The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the District, and whether the District complied with the provisions of Education Code Sections 46201 through 46206.

Schedule of Expenditures of Federal Awards: The Schedule of Expenditures of Federal Awards includes the federal award activity of San Ramon Valley Unified School District and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The District has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance. The District had no subrecipients.

Reconciliation of Annual Financial And Budget Report with Audited Financial Statements: This schedule provides the information necessary to reconcile the Annual Financial and Budget Report to the audited financial statements.

Schedule of Financial Trends and Analysis – Unaudited: This schedule provides information on the District's financial condition over the past three years and its anticipated condition for the 2025-26 fiscal year, as required by the State Controller's Office. The information in the schedule has been derived from audited information.

Schedule of Charter Schools: This schedule provides information for the California Department of Education to monitor financial reporting by charter schools.

**NOTE 2 - EARLY RETIREMENT INCENTIVE PROGRAM**

Education Code Section 14502 requires certain disclosure in the financial statements of districts which adopt Early Retirement Incentive Programs pursuant to Education Code Sections 22714 and 44929. For the fiscal year ended June 30, 2025, the District did not adopt this program.

## OTHER INFORMATION

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
ORGANIZATION  
June 30, 2025

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San Ramon Valley Unified School District was established on July 1, 1965 and consists of an area comprising approximately 104 square miles. The District operates twenty-two elementary schools, eight middle schools, four high schools, and one alternate education/continuation school. There were no boundary changes during the year.

**GOVERNING BOARD**

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Shelley Clark	President	2028
Susanna Ordway	Vice President	2026
Jesse VanZee	Clerk	2026
Rachel Hurd	Member	2026
Laura Bratt	Member	2028
Travis Hodges	Student Board Member	2025

**ADMINISTRATION**

CJ Cammack  
Superintendent

Daniel Hillman  
Assistant Superintendent, Business Services/  
Chief Business Officer

Christine Huajardo  
Assistant Superintendent, Educational Services

Melanie Jones  
Assistant Superintendent, Human Resources

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE AND ON  
INTERNAL CONTROL OVER COMPLIANCE FOR STATE PROGRAMS

Board of Education  
San Ramon Valley Unified School District  
Danville, California

**Report on Compliance*****Opinion on State Compliance***

We have audited San Ramon Valley Unified School District's (the District) compliance with the requirements specified in the State of California *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the District's state program requirements identified below for the year ended June 30, 2025.

In our opinion, San Ramon Valley Unified School District complied, in all material respects, with the compliance requirements that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2025.

***Basis for Opinion on State Compliance***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*), and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the District's compliance with the compliance requirements noted in the table below.

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements noted in the table below and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's state programs.

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(Continued)

## ***Auditor's Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements noted in the table below occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements noted in the table below is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements noted in the table below and performing such other procedures as we consider necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the District's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

<u>2024-25 K-12 Audit Guide Procedures</u>	<u>Procedures Performed</u>
<i>Local Education Agencies Other than Charter Schools:</i>	
A. Attendance	Yes
B. Teacher Certification and Misassignments	Yes
D. Independent Study	Yes
E. Continuation Education	N/A, see below
F. Instructional Time	Yes
G. Instructional Materials	Yes
H. Ratio of Administrative Employees to Teachers	Yes
I. Classroom Teacher Salaries	Yes
J. Early Retirement Incentive	N/A, see below
K. Gann Limit Calculation	Yes
L. School Accountability Report Card	Yes
M. Juvenile Court Schools	N/A, see below
N. Middle or Early College High Schools or Programs	N/A, see below
O. K-3 Grade Span Adjustment	Yes
Q. Apprenticeship: Related and Supplemental Instruction	N/A, see below
R. Comprehensive School Safety Plan	Yes
S. District of Choice	N/A, see below
TT. Home to School Transportation Reimbursement	Yes

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(Continued)

2024-25 K-12 Audit Guide Procedures (continued)

Procedures  
Performed

*School Districts, County Offices of Education, and Charter Schools:*

T. Proposition 28 Arts and Music In Schools	Yes
U. After/Before School Education and Safety Program	N/A, see below
V. Proper Expenditure of Education Protection Account Funds	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts	Yes
X. Local Control and Accountability Plan	Yes
Y. Independent Study – Course-Based	N/A, see below
Z. Immunizations	N/A, see below
AZ. Educator Effectiveness	Yes
BZ. Expanded Learning Opportunities Grant (ELO-G)	N/A, see below
CZ. Career Technical Education Incentive Grant	N/A, see below
DZ. Expanded Learning Opportunities Program	Yes
EZ. Transitional Kindergarten	Yes
FZ. Kindergarten Continuance	Yes

*Charter Schools:*

AA. Attendance	N/A, see below
BB. Mode of Instruction	N/A, see below
CC. Nonclassroom-Based Instruction/Independent Study	N/A, see below
DD. Determination of Funding for Nonclassroom-Based Instruction	N/A, see below
EE. Annual Instructional Minutes-Classroom Based	N/A, see below
FF. Charter School Facility Grant Program	N/A, see below

The ADA reported for Continuation Education in the current audit year was below the level requiring testing per the Audit Guide; therefore, we did not perform any procedures related to the program.

The District did not offer an Early Retirement Incentive in the current audit year; therefore, we did not perform any procedures related to the program.

The District did not operate any Juvenile Court Schools in the current audit year; therefore, we did not perform any procedures related to the program.

The District did not operate any Middle or Early College High Schools or Programs in the current audit year; therefore, we did not perform any procedures related to the program.

The District did not report qualifying attendance hours for Apprenticeship: Related and Supplemental Instruction in the current audit year; therefore, we did not perform any procedures related to the program.

The District is not classified as a District of Choice by the California Department of Education; therefore, we did not perform any procedures related to the program.

The District did not receive funding from After/Before School Education and Safety Program in the current audit year; therefore, we did not perform any procedures related to the program.

The District did not report any ADA from Independent Study-Course Based in the current audit year; therefore, we did not perform any procedures related to the program.

The District did not have any schools on the California Department of Public Health's of school sites requiring testing for Immunizations; therefore, we did not perform any procedures related to the program.

The District did not report any expenditures from the Expanded Learning Opportunities Grant (ELO-G) during the current audit year; therefore, we did not perform any procedures related to the program.

The District did not receive funding for the Career Technical Education Incentive Grant in the current audit year; therefore, we did not perform any procedures related to the program.

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(Continued)

The District does not operate any charter schools; therefore, we did not perform procedures related to sections AA through FF of the Audit Guide.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### ***Report on Internal Control over Compliance***

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

### **Purpose of this Report**

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

  
Crowe LLP

Sacramento, California  
December 15, 2025

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL  
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN  
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH  
GOVERNMENT AUDITING STANDARDS

Board of Education  
San Ramon Valley Unified School District  
Danville, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of San Ramon Valley Unified School District as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise San Ramon Valley Unified School District's basic financial statements, and have issued our report thereon dated December 15, 2025.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered San Ramon Valley Unified School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of San Ramon Valley Unified School District's internal control. Accordingly, we do not express an opinion on the effectiveness of San Ramon Valley Unified School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We did identify a deficiency in internal control, as described in the Schedule of Audit Findings and Questioned Costs as Finding 2025-001, that we consider to be a significant deficiency.

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(Continued)

## Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether San Ramon Valley Unified School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## San Ramon Valley Unified School District's Response to Finding

*Government Auditing Standards* requires the auditor to perform limited procedures on San Ramon Valley Unified School District's response to the findings identified in our audit and described in the accompanying Schedule of Audit Findings and Questioned Costs. San Ramon Valley Unified School District's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

## Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

  
Crowe LLP

Sacramento, California  
December 15, 2025

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR THE  
MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER  
COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Education  
San Ramon Valley Unified School District  
Danville, California

**Report on Compliance for the Major Federal Program**

***Opinion on the Major Federal Program***

We have audited San Ramon Valley Unified School District's compliance with the types of compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on San Ramon Valley Unified School District's major federal program for the year ended June 30, 2025. San Ramon Valley Unified School District's major federal program is identified in the summary of auditor's results section of the accompanying schedule of audit findings and questioned costs.

In our opinion, San Ramon Valley Unified School District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on the major federal program for the year ended June 30, 2025.

***Basis for Opinion on the Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of San Ramon Valley Unified School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of San Ramon Valley Unified School District's compliance with the compliance requirements referred to above.

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to San Ramon Valley Unified School District's federal programs.

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(Continued)

## ***Auditor's Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on San Ramon Valley Unified School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about San Ramon Valley Unified School District's compliance with the requirements of the major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding San Ramon Valley Unified School District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of San Ramon Valley Unified School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of San Ramon Valley Unified School District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### **Report on Internal Control over Compliance**

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

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(Continued)

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

  
Crowe LLP

Sacramento, California  
December 15, 2025

## **FINDINGS AND RECOMMENDATIONS**

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
For the year ended June 30, 2025

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SECTION I – SUMMARY OF AUDITOR'S RESULTS

**FINANCIAL STATEMENTS**

Type of auditors' report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified?	<u>          </u> Yes	<u>    X    </u> No
Significant deficiency(ies) identified not considered to be material weakness(es)?	<u>    X    </u> Yes	<u>          </u> None reported

Noncompliance material to financial statements noted?

<u>          </u> Yes	<u>    X    </u> No
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**FEDERAL AWARDS**

Internal control over major programs:

Material weakness(es) identified?	<u>          </u> Yes	<u>    X    </u> No
Significant deficiency(ies) identified not considered to be material weakness(es)?	<u>          </u> Yes	<u>    X    </u> None reported

Type of auditors' report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

<u>          </u> Yes	<u>    X    </u> No
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Identification of major programs:

<u>AL Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.027, 84.027A, 84.173, 84.173A	Special Education Cluster

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee?

<u>          </u> Yes	<u>    X    </u> No
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**STATE AWARDS**

Type of auditors' report issued on compliance for state programs: Unmodified

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
For the year ended June 30, 2025

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SECTION II – FINANCIAL STATEMENT FINDINGS

**2025-001 SIGNIFICANT DEFICIENCY – INTERNAL CONTROL – ACCOUNTS PAYABLE (30000)**

Criteria: Management of the District is responsible for establishing and maintaining effective internal control over financial reporting. The District is required to have proper internal controls in place, specifically with respect to for accruals and recording of transactions in the appropriate period.

Condition: Two invoices for construction related services paid subsequent to the fiscal year ended June 30, 2025, included services rendered prior to that date. Although the invoice included services performed prior to fiscal year-end, these amounts were not expensed and accrued in accounts payable for the District's Building Fund as of June 30, 2025.

Effect: The condition resulted in an understatement of accounts payable in the District's Building Fund as of June 30, 2025.

Cause: The District internal controls did not capture items paid after year-end in the accounts payable accruals as of June 30, 2025.

Fiscal Impact: The effect of the error is an understatement of accounts payable at fiscal year-end in the District's Building Fund, for the total amount of \$227,096.

Identification of Repeat Finding: Not applicable.

Recommendation: The District's management team should implement or update internal controls over financial reporting for accounts payable to ensure that all services performed but not yet paid are appropriately accrued at fiscal year-end, for all funds of the District.

Views of Responsible Officials and Planned Corrective Action: The District's management team is implementing additional training and improved internal controls over accounts payable and financial reporting to ensure all invoices for services rendered on or before June 30 are properly accrued in the correct fiscal year for all district funds.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
For the year ended June 30, 2025

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SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

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(Continued)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
For the year ended June 30, 2025

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SECTION IV – STATE AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

## **STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS**

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS  
For the year ended June 30, 2025

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**2024-001 - DEFICIENCY - STATE COMPLIANCE – SCHOOL ACCOUNTABILITY REPORT CARD (72000)**

Condition: At five of eight district sites sampled for testing, the school accountability report cards were not consistent with the supporting documentation provided by management, with respect to one or more of the following attributes: Restrooms/Fountains, Systems, Safety and/or Interior. The overall ratings for all sites tested were consistent with the supporting documentation.

Recommendation: Management should update or implement internal control processes to ensure that all sites' school accountability report cards are completed appropriately, and agree to the related supporting documentation for all reporting areas required by Ed Code 33126(b)(8).

Current Status: Implemented.

District Explanation if Not Implemented: Not Applicable.

**DATE:** January 20, 2026

**TOPIC:** PUBLIC HEARING FOR THE INITIAL PROPOSAL FOR LABOR NEGOTIATIONS FROM THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), CHAPTER 65, UNIT II AND UNIT III TO THE SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT FOR A SUCCESSOR AGREEMENT FOR THE PERIOD OF JULY 1, 2025 THROUGH JUNE 30, 2028

**SUBMITTED BY:** Melanie Jones, Assistant Superintendent, Human Resources

---

**DISCUSSION:** The California School Employees Association (CSEA), Chapter 65, Unit II and Unit III presents an initial proposal to the San Ramon Valley Unified School District for labor negotiations at the School Board meeting of January 20, 2026. The Educational Employment Relations Act requires that a public hearing on the proposal be held before the commencement of negotiations. The public is invited to comment on the proposal during the public hearing.

---

**RECOMMENDATION:** The Board of Education hold a public hearing on January 20, 2026 on the initial proposal from the California School Employees Association (CSEA), Chapter 65, Unit II and Unit III to the San Ramon Valley Unified School District for labor negotiations for a successor agreement for the period of July 1, 2025 through June 30, 2028.

**BUDGET IMPLICATION:** None at this time.

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF ACCEPTANCE OF THE INITIAL PROPOSAL FOR LABOR NEGOTIATIONS FROM THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), CHAPTER 65, UNIT II AND UNIT III TO THE SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT FOR A SUCCESSOR AGREEMENT FOR THE PERIOD OF JULY 1, 2025 THROUGH JUNE 30, 2028

**SUBMITTED BY:** Melanie Jones, Assistant Superintendent, Human Resources

---

**DISCUSSION:** Pursuant to the Educational Employment Relations Act, initial proposals for labor negotiations by school districts and labor unions must be submitted at a public meeting of the governing board. The initial proposal from the California School Employees Association (CSEA), Chapter 65, Unit II and Unit III to the San Ramon Valley Unified School District is attached hereto. A public hearing is also provided for as a separate agenda item at this January 20, 2026 Board meeting, at which time the public is allowed comment on this proposal.

---

**RECOMMENDATION:** Accept the initial proposal for labor negotiations from the California School Employees Association (CSEA), Chapter 65, Unit II and Unit III to the San Ramon Valley Unified School District for a successor agreement for the period of July 1, 2025 through June 30, 2028.

**BUDGET IMPLICATION:** None at this time.

**INITIAL PROPOSAL  
FROM THE  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS SAN RAMON CHAPTER #65,  
UNIT II,  
TO THE  
SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
REGARDING THE  
2025-2028 SUCCESSOR AGREEMENT**

December 16, 2025

Via email: [cjcammack@srvusd.net](mailto:cjcammack@srvusd.net)  
CJ Cammack, Superintendent  
San Ramon Valley Unified School District  
699 Old Orchard Dr  
Danville, CA 94526

RE: CSEA Initial Proposal for 2025-2028 Successor Contract

Dear Superintendent Cammack:

California School Employees Association and our San Ramon Chapter #65, Unit II, are pleased to provide our initial proposal for the 2025-2028 contract to be sunshined pursuant to Educational Employment Relations Act Article 8, Public Notice 3547.  
CSEA desires to amend the contract as follows:

**Article VII Leaves**

- Clarity around personal necessity usage for religious reasons

**Article VIII Transfers, Promotions, Demotions and Reinstatements**

- Adjust language around involuntary transfers

**Article XII Benefits**

- Add language related to early retirement incentive programs

**Article XIV Salaries/Working Out-of-Class/ Reclassification**

- CSEA seeks an equitable pay increase

**Article XV Grievances**

- Remove waiver related to restrictions to reasonable release time for grievance processing

**Article XVII Layoff**

- Remove waiver that automatically removes employees from re-employment list

**Article XIX Completion of Agreement – Savings Clause**

- Update dates as they relate to re-openers

**Article XX Term**

- Update the term of the contract

**New Article, Technology**

- CSEA intends to add a new article to the contract focused on technology implementation and the effects of artificial intelligence (AI) on bargaining unit work

We look forward to collaborative, meaningful negotiations.

Sincerely,  
James Ebben  
Labor Relations Representative  
California School Employees Association

**INITIAL PROPOSAL  
FROM THE  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS SAN RAMON CHAPTER #65,  
UNIT III,  
TO THE  
SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
REGARDING THE  
2025-2028 SUCCESSOR AGREEMENT**

December 16, 2025

Via email: [cjcammack@srvusd.net](mailto:cjcammack@srvusd.net)  
CJ Cammack, Superintendent  
San Ramon Valley Unified School District  
699 Old Orchard Dr  
Danville, CA 94526

RE: CSEA Initial Proposal for 2025-2028 Successor Contract

Dear Superintendent Cammack:

California School Employees Association and our San Ramon Chapter #65, Unit III, are pleased to provide our initial proposal for the 2025-2028 contract to be sunshined pursuant to Educational Employment Relations Act Article 8, Public Notice 3547.  
CSEA desires to amend the contract as follows:

**Article VII Leaves**

- Clarify language around use of personal necessity for religious reasons

**Article VIII Transfers, Promotions, Demotions and Reinstatements**

- Adjust language around involuntary transfers

**Article XII Benefits**

- Add language related to early retirement incentive programs
- Add language related to post retirement health benefits

**Article XIV Salaries/Working Out-of-Class/ Reclassification**

- CSEA seeks an equitable pay increase

**Article XV Grievances**

- Remove waiver related to restrictions to reasonable release time for grievance processing

**Article XVII Layoff**

- Remove waiver that automatically removes employees from re-employment list

**Article XIX Completion of Agreement – Savings Clause**

- Update dates as they relate to re-openers

#### **Article XX Term**

- Update the term of the contract

#### **New Article, Technology**

- CSEA intends to add a new article to the contract focused on technology implementation and the effects of artificial intelligence (AI) on bargaining unit work

#### **New Article, Special Services**

- CSEA seeks to address the unique needs of bargaining unit members who work in special services and address workload issues

We look forward to collaborative, meaningful negotiations.

Sincerely,  
James Ebben  
Labor Relations Representative  
California School Employees Association

**DATE:** January 20, 2026

**TOPIC:** PUBLIC HEARING FOR THE INITIAL PROPOSAL FOR LABOR NEGOTIATIONS FROM THE SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT TO THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), CHAPTER 65, UNIT II AND UNIT III FOR A SUCCESSOR AGREEMENT FOR THE PERIOD OF JULY 1, 2025 THROUGH JUNE 30, 2028

**SUBMITTED BY:** Melanie Jones, Assistant Superintendent, Human Resources

---

**DISCUSSION:** The San Ramon Valley Unified School District presents an initial proposal to the California School Employees Association (CSEA), Chapter 65, Unit II and Unit III for labor negotiations at the School Board meeting of January 20, 2026. The Educational Employment Relations Act requires that a public hearing on the proposal be held before the commencement of negotiations. The public is invited to comment on the proposal during the public hearing.

---

**RECOMMENDATION:** The Board of Education hold a public hearing on January 20, 2026 on the initial proposal from the San Ramon Valley Unified School District to the California School Employees Association (CSEA), Chapter 65, Unit II and Unit III for labor negotiations for a successor agreement for the period of July 1, 2025 through June 30, 2028.

**BUDGET IMPLICATION:** None at this time.

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF ACCEPTANCE OF THE INITIAL PROPOSAL FOR LABOR NEGOTIATIONS FROM THE SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT TO THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), CHAPTER 65, UNIT II AND UNIT III FOR A SUCCESSOR AGREEMENT FOR THE PERIOD OF JULY 1, 2025 THROUGH JUNE 30, 2028

**SUBMITTED BY:** Melanie Jones, Assistant Superintendent, Human Resources

---

**DISCUSSION:** Pursuant to the Educational Employment Relations Act, initial proposals for labor negotiations by school districts and labor unions must be submitted at a public meeting of the governing board. The initial proposal from the San Ramon Valley Unified School District to the California School Employees Association (CSEA), Chapter 65, Unit II and Unit III is attached hereto. A public hearing is also provided for as a separate agenda item at this January 20, 2026 Board meeting, at which time the public is allowed comment on this proposal.

---

**RECOMMENDATION:** Accept the initial proposal for labor negotiations from the San Ramon Valley Unified School District to the California School Employees Association (CSEA), Chapter 65, Unit II and Unit III for a successor agreement for the period of July 1, 2025 through June 30, 2028.

**BUDGET IMPLICATION:** None at this time.

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
**INITIAL PROPOSAL FOR ANNUAL REOPENER NEGOTIATIONS**  
**FROM**  
**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT (SRVUSD)**  
**TO**  
**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA),**  
**CHAPTER #65, UNIT II**

January 12, 2026

The San Ramon Valley Unified School District submits the following initial proposal for annual reopener negotiations with California School Employees Association, Chapter 65, Unit II for a 2025-28 successor agreement.

All terms and conditions of the existing collective bargaining agreement(s) between SRVUSD and CSEA, Chapter 65, Unit II will remain unchanged, except as modified through agreements reached during negotiations on the articles identified below. The District acknowledges that CSEA will present its own initial proposals through a separate sunshine process.

The District submits the following articles to re-open contract negotiations for a 2025-28 successor agreement:

Article XII	Employee Benefits
Article XIV	Completion of Agreement – Savings Clause
Article XX	Term

The parties reserve their individual, respective rights to create, add to, delete from, amend and modify their proposals and/or open articles of the contract during the negotiations process.

The District looks forward to meeting to address these topics and to achieving a settlement that supports the needs of students and staff while maintaining the fiscal health and long-term stability of the District.

  
\_\_\_\_\_  
Melanie Jones  
Assistant Superintendent, Human Resources

1/12/2026  
\_\_\_\_\_  
Date

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
**INITIAL PROPOSAL FOR ANNUAL REOPENER NEGOTIATIONS**  
**FROM**  
**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT (SRVUSD)**  
**TO**  
**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA),**  
**CHAPTER #65, UNIT III**

January 12, 2026

The San Ramon Valley Unified School District submits the following initial proposal for annual reopener negotiations with California School Employees Association, Chapter 65, Unit III for a 2025-28 successor agreement.

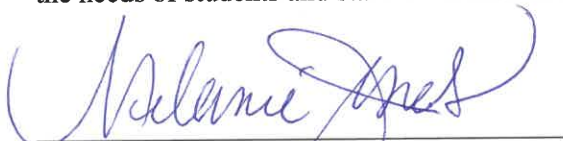
All terms and conditions of the existing collective bargaining agreement(s) between SRVUSD and CSEA, Chapter 65, Unit III will remain unchanged, except as modified through agreements reached during negotiations on the articles identified below. The District acknowledges that CSEA will present its own initial proposals through a separate sunshine process.

The District submits the following articles to re-open contract negotiations for a 2025-28 successor agreement:

Article XII	Employee Benefits
Article XX	Completion of Agreement – Savings Clause
Article XXI	Term

The parties reserve their individual, respective rights to create, add to, delete from, amend and modify their proposals and/or open articles of the contract during the negotiations process.

The District looks forward to meeting to address these topics and to achieving a settlement that supports the needs of students and staff while maintaining the fiscal health and long-term stability of the District.

  
\_\_\_\_\_  
Melanie Jones  
Assistant Superintendent, Human Resources

1/12/2026  
\_\_\_\_\_  
Date

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF ADOPTION OF RESOLUTION 55/25-26, REGARDING  
GEOGRAPHIC USAGE RESTRICTIONS FOR AB1290 PASS-THROUGHS TO  
DISTRICT

**SUBMITTED BY:** Daniel Hillman, Assistant Superintendent, Business Services

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**DISCUSSION:** Former redevelopment agencies (“RDAs”) were dissolved on February 1, 2012 pursuant to the provisions of ABX1 26 *et al* (“RDA Dissolution Law” or “RDL”). However, per the District’s redevelopment consultant, Public Economics, Inc. (“PEI”), the District is entitled to continue to receive three RDA “Pass-Throughs” from the County Auditor-Controller for two redevelopment project areas (“Project Areas,” e.g., estimated total of **\$1,654,331** received in FY 2024/25) of two former RDAs, which are *functionally restricted* by statute to educational facilities.

All three Pass-Throughs are projected to *continue in increasing amounts* until the successor agencies of the former RDAs have repaid all the indebtedness of the former (i) Danville RDA (1 Pass-Through for Danville Downtown Project Area, 9 future years); and (ii) San Ramon RDA (two Pass-Throughs for San Ramon Community Project Area, 12.5 future years).

One of the two San Ramon Pass-Throughs is a statutory Pass-Through per AB 1290. Per statute, 56.7% (“Facilities Share”) of AB 1290 Pass-Throughs (e.g., estimated **\$634,626** (38.36% of total received in FY 2024/25) is not only *functionally restricted* to educational facilities but also ***geographically restricted by statute***, to facilities located *inside the San Ramon Community Project Area or attended by students from the San Ramon Community Project Area or from affordable housing subsidized by the former San Ramon RDA, even though the San Ramon Community Project Area consists of only 5.25% of the total area of the District.*

However, PEI advises that per the same statute, an “**AB 1290 Compliance Resolution**” approved by the District’s Board of Trustees *making certain findings and determinations* will allow the Facilities Share of AB 1290 Pass-Throughs from the San Ramon Community Project Area to be used ***anywhere within the District without geographical restriction***. This Resolution also (i) affirms that permitted uses for the Facilities Share of AB 1290 Pass-Throughs include, among other things, land acquisition and hard and soft facilities costs, as well as operating lease and lease purchase payments and costs for restricted maintenance for benefit of the General Fund; and (ii) ratifies all prior uses of the Facilities Share of AB 1290 Pass-Throughs as being in compliance with the Resolution.

The two remaining Pass-Throughs (e.g., estimated **\$1,019,705** (61.64% of total received in FY 2024/25) represent two statutory inflationary (“2 Percent”) Pass-Throughs, which have no geographical restrictions and are not covered by Resolution No. 55/25-26.

**RECOMMENDATION:** Staff recommends adoption of Resolution No. 55/25-26, Regarding Geographic Usage Restrictions for AB 1290 Pass-Throughs to District.

**BUDGET IMPLICATIONS:** Resolution will facilitate issuance of new Certificates of Participation as well as comply with statutory requirements regarding geographical usage restrictions on AB 1290 Pass-Throughs, including ratification of past usage.

## RESOLUTION 55/25-26

### IN SUPPORT OF APPROVING GEOGRAPHIC USAGE RESTRICTIONS FOR RDA PASS-THROUGHS TO DISTRICT PER AB 1290

**WHEREAS**, former (Community) Redevelopment Agencies (“CRAs” or “RDAs”) were dissolved on February 1, 2012, pursuant to the provisions of ABX1 26 and subsequent clean-up legislation (“RDA Dissolution Law” or “RDL”) and replaced by corresponding successor agencies (“Successor Agencies”) charged with the wind-down of former RDA activities; and

**WHEREAS**, notwithstanding the dissolution of RDAs, the RDL requires that pass-through payments (“Pass-Throughs”) from redevelopment project areas or added areas (“Project Areas”) of former RDAs continue to be paid to affected taxing entities (“ATEs”), not by corresponding Successor Agencies, but by the County Auditor- Controller (“County A-C”); and

**WHEREAS**, prior to the RDA Dissolution Law the former RDAs for the Cities of Danville and San Ramon adopted and/or amended redevelopment plans for two redevelopment project areas (“Project Areas”) in a manner that requires annual Pass-Through payments to the District, including (i) two statutory inflationary (“2 Percent”) Pass-Throughs pursuant to former HSC Section 33676 for the Danville Downtown Project Area and for the San Ramon Community Project Area; and (ii) one statutory (“AB 1290”) Pass-Through pursuant to HSC 33607.7 for the same San Ramon Community Project Area;

**WHEREAS**, the San Ramon Community Project Area encompasses approximately of 605 acres of land or 5.25% of the 18 square mile total area of the District; and

**WHEREAS**, the redevelopment plan for the San Ramon Community Project Area was amended as referenced above on May 24, 2005 per ordinance no. 104; and

**WHEREAS**, the District’s AB 1290 Pass-Throughs owed from the San Ramon Community Project Area are subject to statutory geographical usage restrictions that do not apply to the District’s two 2 Percent Pass-Throughs, which have no geographical restrictions; and

**WHEREAS**, pursuant to HSC Section 33607.5(a)(4)(A), 43.3 percent (“Taxes Share”) of AB 1290 Pass-Throughs to K-12 districts “shall be considered to be property taxes” and 56.7 percent (“Facilities Share”) “shall be available to be used for educational facilities, including, land acquisition, facility construction, reconstruction, remodeling, maintenance, or deferred maintenance”; and

**WHEREAS**, pursuant to Education Code (“EC”) Section 42238(h)(6), the District is not required to report as property taxes for offset against State Aid the Facilities Share of AB 1290 Pass-Throughs, i.e., any amount of Pass-Throughs “received pursuant to **paragraph (4) of subdivision (a) of Section 33607.5, or Section 33607.7 of the Health and Safety Code** . . . that is used for land acquisition, facility construction, reconstruction, remodeling, maintenance, or deferred maintenance [or that is] allocated exclusively for educational facilities” (emphasis added); and

**WHEREAS**, the District is advised that (i) the cost of “educational facilities” may include capital outlay and other facilities costs, including specifically: site acquisition costs; hard costs of new construction, reconstruction, modernization, or deferred maintenance; soft costs (including facilities planning, design and engineering, consultant, legal, and related advocacy costs); costs of fixtures, furnishings, and equipment; related lease, lease purchase, or debt service payments; and/or costs funded from the restricted maintenance account (“RMA”); and

**WHEREAS**, pursuant to HSC Section 33607.5(a)(5) “local education agencies that use [the Facilities Share of AB 1290 Pass-Throughs] received pursuant to this section for school facilities shall spend these funds at schools that are: (A) within the Project area, (B) attended by students from the Project area [*even though the San Ramon Community Project Area consists of only 5.25% of the total area of the District*], (C) attended by students generated by projects that are assisted directly by the redevelopment agency, **or (D) determined by the governing board of a local education agency to be of benefit to the Project area**” (emphasis added); and

**WHEREAS**, for school facilities the geographic usage restrictions in HSC Section 33607.5(a)(5) constitute alternative requirements, including (D) in the previous recital, i.e., determination by the governing board that AB 1290 Pass-Throughs spent for school facilities are of benefit to the Project Area, even in the absence of compliance with (A), (B), or (C) in the previous recital; and

**WHEREAS**, the District currently operates 36 schools, including: (i) three schools in the community of Alamo (two K-5 elementary schools and one 6-8 middle school); (ii) 13 schools in the City of Danville (eight K-5 elementary schools, three 6-8 middle schools, and two high schools); and (iii) 20 schools in the City of San Ramon (12 K-5 elementary schools, four 6-8 middle schools, two 9-12 high schools, one 9-12 continuation high school, and one K-12 alternative school of choice), in addition to the District Office and related facilities in the City of Danville (collectively, "Existing Sites"); and

**WHEREAS**, the Existing District Sites serve about 32,000 students from the Cities of Danville and San Ramon, the communities of Blackhawk and Diablo, and most of the community of Alamo, whose families live, work, or live and work, throughout the District, not just in the San Ramon Community Project Area (in addition to interdistrict transfers from outside the District); and

**WHEREAS**, in the future the District may expand, construct, lease, acquire, and/or reopen additional educational facilities ("Future District Sites"), which will serve students and/or residents who live, work, or live and work throughout the District, not just in the San Ramon Community Project Area; and

**WHEREAS**, because Existing District Sites, plus any Future District Sites, are part of an integrated District master plan for educational facilities, improvements to Existing District Sites or Future District Sites will impact, directly or indirectly, all students and residents of the District, including the San Ramon Community Project Area that generates AB 1290 Pass-Throughs; and

**WHEREAS**, the District is advised that while geographic usage restrictions in HSC Section 33607.5(a)(5) apply to educational facilities that are school facilities attended by students, those geographic usage restrictions may also apply to educational facilities that are not attended by students; and

**WHEREAS**, the District wishes to comply with the geographic usage restrictions in HSC Section 33607.5(a)(5) with respect to AB 1290 Pass-Throughs from the San Ramon Community Project Area to which the District is entitled, and to all the educational facilities of the District.

**NOW, THEREFORE, BE IT RESOLVED THAT:**

**1. Recitals:** The forgoing recitals are true and correct.

**2. Use of AB 1290 Pass-Throughs Is of Benefit to the San Ramon Community Project Area:** Based on the forgoing recitals, it is hereby found that the Facilities Share of AB 1290 Pass-Throughs the District has been entitled to receive in the past and is entitled to receive in the future for the San Ramon Community Project Area that is used to pay for the cost of educational facilities at Existing District Sites or Future District Sites located anywhere within the District, whether or not attended by students, is of benefit to the San Ramon Community Project Area, consistent with the requirements of HSC Section 33607.5(a)(5) and EC Sections 42238(h)(6), 42238.02(j)(6), and 42238.03(c)(6).

**3. Ratification:** The above determination is intended (i) to ratify all prior decisions by the District regarding use of the Facilities Share of AB 1290 Pass-Throughs by the District as being in compliance with this AB 1290 Compliance Resolution, as well as (ii) to govern all current and future decisions regarding use of the Facilities Share of AB 1290 Pass-Throughs.

**4. Effectiveness:** This AB 1290 Compliance Resolution shall take effect immediately upon its adoption.

PASSED AND ADOPTED by the following vote on this 20th day of January, 2026.

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAINED:**

**DATE: January 20, 2026**

**TOPIC: CONSIDERATION OF APPROVAL OF THE FACILITIES OVERSIGHT AND ADVISORY COMMITTEE MEMBERS (FOAC)**

**SUBMITTED BY: Daniel Hillman, Assistant Superintendent, Business Services**

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**DISCUSSION:** The Facilities Oversight and Advisory Committee (FOAC) consist of volunteer community members who meet regularly throughout the year to review projects and expenditures as well as provide input in an advisory role to the Board of Education on the design development process of Measure D facilities projects. FOAC members are appointed by the Board of Education per the process that the Board approved on October 21, 2014, in accordance with Proposition 39 and Assembly Bill 1908 requirements.

The Committee shall consist of at least seven (7) members to serve for a term of two (2) years without compensation and for no more than three (3) consecutive terms.

The Committee must include:

- One member active in a business organization representing the business community located within the district
- One member active in a senior citizens' organization
- One member who is a parent/guardian of an enrolled child in the district
- One member who is a parent/guardian of an enrolled child and active in a parent/teacher organization such as PTA or school site council
- One member who is active in a bona fide taxpayers' organization

The Committee may not include any employee or official of the school district or any vendor, contractor or consultant of the school district.

Currently the FOAC has (6) members. Four (4) of the six members' terms are up and have reapplied. Two (2) members terms are not up until 2027.

Information regarding the application process for the vacant seat is made available via the District website, press release and SRVUSD social media.

It should be noted that the applicants as a group are very experienced in community service with many having specialized knowledge about construction, finance and/or school programs, academics, school construction, etc., though this background is not necessary to serve on this committee. The District greatly appreciates the citizens who volunteered to provide this service to the community.

The Superintendent and the Board liaisons to the FOAC reviewed the applications and will present a recommendation to the Board.

**RECOMMENDATION:** Staff recommends the Board approve the reappointment of the four (4) members to the Facilities Oversight and Advisory Committee as presented.

**BUDGET IMPLICATIONS:** Clerical costs necessary for the committee will be covered by existing Facilities' budgets.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
FACILITIES OVERSIGHT ADVISORY COMMITTEE APPLICANTS – 2026-28

APPLICANTS FOR APPROVAL	CURRENT MEMBER
Bette Felton	2 yr. term
Jane Joyce	2 yr. term
Kyle Levy	2 yr. term
Bridgit Pelley	2 yr. term

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF APPROVAL OF NEW COURSE PROPOSALS

**SUBMITTED BY:** Christine Huajardo, Assistant Superintendent, Educational Services

**PREPARED BY:** Jessica Coulson, Coordinator, Educational Services

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**DISCUSSION:**

**Process for the Adoption of New Courses:**

Each year, secondary teachers have the chance to submit proposals for new courses for the upcoming academic year. This process directly supports our strategic directions by creating more opportunities for students to engage in courses that align with their interests. The process for getting a new course approved is quite thorough. Teachers begin by developing a course idea and outline, which must then gain approval from several key partners at the site, including their department chair, the overseeing administrator, the principal, and the counseling department. Once these individuals give their approval, the proposal is submitted to the secondary principals for their consideration.

The proposals are reviewed by the Educational Services team, who evaluate the broader implications of adding these courses. Those that pass this review are then presented to the Superintendent's Cabinet for discussion before being sent to the Board for final approval.

**UC Approval:**

None of the proposed high school courses are approved yet by the UC system. If the courses get approved by the Board, we then send a detailed outline to the UC System in order to get their approval. Sometimes they approve it on the "first try" but they could also send it back for multiple revisions. Ultimately, if a course does not get UC approval, it could still go into our course catalog because the Board has adopted it. However, it would be clearly stated that the course is not UC approved and we would anticipate very few students, if any, signing up for the course.

**Costs:**

All of these new courses are cost-neutral, funded through Prop 28 or through individual school site budgets.

**Proposed Middle School Courses and Descriptions:**

**Yoga:** As part of the sixth-grade wheel, students will learn selected exercises from yoga techniques, which allow the student to increase his/her efficiency, and quality of living through mindfulness, improved breathing patterns, habits of relaxation, and posture that contribute to the development of strength, flexibility, balance, and coordination. The program may also include power walking.

**Proposed High School Courses and Descriptions:**

**AP African American Studies:** AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course is based on the diversity of Black communities in the United States.

**Forensic Science 1:** Name change to provide clarity during course selection.

**Forensic Science 1, Honors: Criminal Investigation:** Name change to provide clarity during course selection.

**Forensic Science 2, Honors: Advanced Investigation and Legal Practices:** Name change to provide clarity during course selection.

**Intermediate Ceramics 2:** This intermediate ceramics course is a continuation of the beginning ceramics course. In the ceramic studio, students will refine their hand-building skills (including pinch, slab, and coil techniques) and pottery wheel-throwing techniques while developing their own unique artistic style. The course also develops conceptual thinking, utilizing sculptural space as a means of expression, while offering an understanding of how objects convey stories through their physical qualities.

**Orchestra 2:** Similar to Symphonic Band for the Band classes, this class provides an intermediate step between first-year orchestra and Chamber Orchestra, providing a suitable challenge for those students who are not able to get into Chamber Orchestra but who have proven their understanding of the class content for first year orchestra.

**Strategies in Foundational Theatre:** This foundational theatre arts course is designed to be fully inclusive, uniting students with developmental and/or physical disabilities with students who serve as trained peer supports. The curriculum emphasizes teamwork and collaboration while meeting the California Theatre Arts Standards.

**Strategies in Shop Fundamentals:** This project-based, hands-on course uses the auto shop environment to teach foundational life skills. It is designed for students with diverse learning needs, focusing on building independence and confidence. Students will learn workshop safety, how to identify and use basic hand tools, and essential organization skills. Learning is applied through engaging, structured projects, including basic woodworking and simple maintenance tasks. The curriculum is specifically designed to be adapted to individual student needs and IEP goals, prioritizing problem-solving, and following multi-step instructions.

**Work Experience:** Work Experience is a class for high school juniors and seniors who work a part-time job and want to receive up to 20 elective credits for the year. Students attend class once a week and are expected to work at least 10 - 20 hours per week. Each week, in class, students complete assignments on job and career-related topics. The Work Experience coordinator visits their job site each term to give each student feedback on their job performance. Students are graded on their attendance in class and assignments completed. Credits are based on the number of hours worked.

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**RECOMMENDATION:** Administration recommends approval of new courses commending with the 2025-26 school year.

**BUDGET IMPLICATION:** None



# New Course Proposals 2026-2027

January 20, 2026

Presented by  
Jessica Coulson: Coordinator, Educational Services

# Guiding Principles

**Stewardship  
of  
Resources**



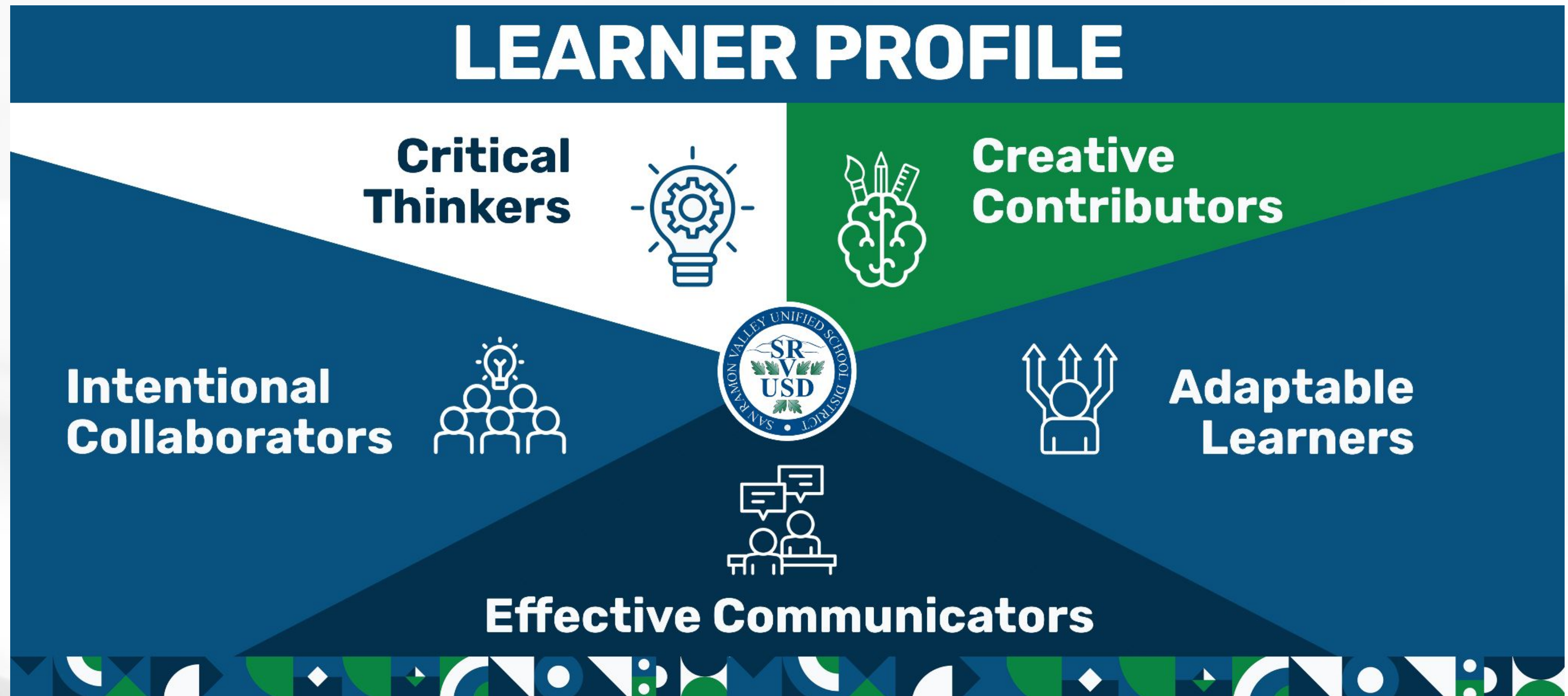
**Student  
Choice**



**Deep  
Learning &  
Innovation**



# Guiding Principles





# New Course Proposals



## Middle School

- **Yoga: Sixth Grade Wheel Option**

Students will learn selected exercises from yoga techniques, which allow the student to increase their efficiency, and quality of living through mindfulness, improved breathing patterns, habits of relaxation, and posture.





# New Course Proposals



## High School

### NAME CHANGES ONLY

- **NEW: Forensic Science 1**  
*Former: Forensic Science*
- **NEW: Forensic Science 1, Honors: Criminal Investigation**  
*Former: Forensic Science: Criminal Investigation, Honors*
- **NEW: Forensic Science 2, Honors: Advanced Investigation and Legal Practices**  
*Former: Forensic Science, Honors, Advanced Investigations and Legal Practices*



# New Course Proposals



## High School

- **AP African American Studies**

An interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills.

- **Intermediate Ceramics 2**

This intermediate ceramics course is a continuation of the beginning ceramics course. It provides an additional course prior to Advanced Ceramics 3.





# New Course Proposals

## High School

- **Orchestra 2**

This class provides an intermediate step between first-year orchestra and Chamber Orchestra, providing a suitable challenge for those students who have proven their understanding of the class content for first year orchestra.

- **Strategies in Foundational Theatre**

This foundational theatre arts course is designed to be fully inclusive, uniting students with developmental and/or physical disabilities with students who serve as trained peer supports.



# New Course Proposals



## High School

- **Strategies in Shop Fundamentals**

This project-based, hands-on course uses the auto shop environment to teach foundational life skills. It is designed for students with diverse learning needs, focusing on building independence and confidence.

- **Work Experience, UC a-g**

This class is for high school juniors and seniors who work a part-time job and want to earn elective credits for the year. Each week in class, students complete assignments on job and career-related topics.





# Thank you!



San Ramon Valley Unified School District  
New Course Proposal for High School Curriculum  
(Step 1 of New Course Proposal Process) - All fields required

☒ New Course ☐ Course Name Change Only (complete this page only)

Submitting School(s): California High

Submitted by: Hong Nguyen

New Course Title: African American Studies		<input type="checkbox"/> Honors <input checked="" type="checkbox"/> AP <input type="checkbox"/> ROP	
This course replaces course #:		Previous Course Title: N/A	
For School Year: 2026-2027	Grad requirement: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Weighted Grade: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
College Prep: <input type="checkbox"/> Yes <input type="checkbox"/> No	Course Length: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year	Credits: <input type="checkbox"/> 5 <input type="checkbox"/> 10	
Non Academic: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	CBEDS CTE: <input type="checkbox"/> Yes <input type="checkbox"/> No	NCAA: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Prerequisite(s) for this Course: None			
Co-Requisite(s) for this Course: None			
DEPARTMENT			
<input checked="" type="checkbox"/> English 010	<input type="checkbox"/> Science 040	<input type="checkbox"/> Fine Arts 070	<input type="checkbox"/> ROP 100
<input type="checkbox"/> Mathematics 020	<input type="checkbox"/> Physical Education 050	<input type="checkbox"/> World Language 080	
<input checked="" type="checkbox"/> Social Science 030	<input type="checkbox"/> Applied Arts 060	<input checked="" type="checkbox"/> Electives 090	
SUBJECT AREA			
<input type="checkbox"/> Language Arts A	<input type="checkbox"/> U.S. History D	<input type="checkbox"/> Life Science G	<input type="checkbox"/> Voc/Applied Arts J
<input type="checkbox"/> Mathematics B	<input type="checkbox"/> Civics E	<input type="checkbox"/> Physical Science H	<input type="checkbox"/> Fine Arts K
<input type="checkbox"/> World History C	<input type="checkbox"/> Economics F	<input type="checkbox"/> World Language I	<input type="checkbox"/> Physical Ed L
<input type="checkbox"/> Health M	<input checked="" type="checkbox"/> Electives N		
MEETS the following UC a-g REQUIREMENT			
<input type="checkbox"/> Social Studies (a)	<input type="checkbox"/> Mathematics (c)	<input type="checkbox"/> World Language (e)	<input checked="" type="checkbox"/> Electives (g)
<input type="checkbox"/> English (b)	<input type="checkbox"/> Lab Science (d)	<input type="checkbox"/> Visual/Performing Arts (f)	
COURSE FUNDING – Cost Neutral courses will be given priority			
Donations to be asked for course: <input type="checkbox"/> Yes <input type="checkbox"/> No		If Yes, how much: \$	
Start-up cost including books, materials, equipment: \$		Funding Source:	
Annual reoccurring costs for the course: \$		Funding Source:	

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Hong Nguyen	California High		11/07/2025
Department Chair:				
Counselor:				
Department Admin:				
Principal:				
List Other Schools' Department Chairs Who Have Been Contacted:	All High School Principals			

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

## New Course Proposal Course Outline - High School Curriculum

<b>COURSE TITLE:</b>
<b>NEEDS STATEMENT/NEEDS ASSESSMENT</b>
<p>a) What need does this course/program fulfill that cannot be met by existing courses/programs?</p> <p>Meets both the "A" requirement and California ethnic studies requirement. This course allows an opportunity for a broader array of students to access AP and earn college credits.</p>
<p>b) How was this need determined? (Include data and documentation collected.)</p> <p>A-G status confirmed through UCOP A-G course list. Ethnic Studies alignment was determined through alignment with 2021 CA AB 101 requirements specifically A-G status and alignment with California model curriculum.</p>
<b>EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM</b>
<p>a) What groups of students and how many will be impacted by the change?</p> <p>Based on the number of interested students.</p>
<p>b) What special skills, training, experience, and/or credential will be required of the instructor?</p> <p>Valid teaching credential.</p>
<p>c) What affect will this proposal have on staff assignments?</p> <p>One course taught for AP African American Studies per high school school site.</p>
<b>SUSTAINABILITY</b>
<p>a) How is this course sustainable over time?</p> <p>Based on the number of interested students.</p>
<b>COURSE/PROGRAM COST - Cost Neutral courses will be given priority</b>
<p>a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.)</p> <p>Credential teacher.</p>
<p>b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.)</p> <p>Curriculum provided by CollegeBoard.</p>
<p>c) Capital Outlay. (Include machines, computers, remodeling space, large items.)</p> <p>N/A</p>
<p>d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.)</p> <p>N/A</p>
<p>e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.)</p> <p>N/A</p>
<p>f) List funding sources that will be used to pay for the above costs.</p> <p>N/A</p>

## New Course Proposal Course Outline - High School Curriculum Continued

<b>Department:</b>	English, Social Science, Elective		
<b>Course Title:</b>	AP African American Studies		
<b>Grade Level:</b>	Grades 11-12, with staff permission for Grade 10		
<b>Course Length:</b>	Full Year		
<b>Credits:</b>	10		
<b>Prerequisites/Guidance Information:</b>	N/A		
<b>Graduation Requirement:</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
<b>UC/CSU Credit:</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
<b>Course Description: (As it would appear in the Course Catalog )</b>			
<p>AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course is based on diversity of Black communities in the United States.</p>			
<b>Major Instructional Objectives for the Course - On completion of the course, the student will be able to:</b>			
See attached pg. 6 of CED.			
<b>Instructional Materials/Resources:</b> Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: <b>Instructional Material Board Approval Request (Step 2)</b> must be submitted after course is approved. It does not happen automatically.			
Title:		Author:	
Publisher:		Copyright:	
Title:		Author:	
Publisher:		Copyright:	
<b>Supplemental Material:</b>			
Title:		Author:	
Publisher:		Copyright:	
<b>Basis for Student Evaluation/Grading:</b>			
<b>Compliance with District Mission/Goals: (Which ones, and in what way?)</b>			
<b>Compliance with State Framework(s): (Which ones, and in what way?)</b>			

### SIGNATURES

Prepared by: Hong Nguyen

Date: 11/07/2025

Principal Approval: \_\_\_\_\_

Date: \_\_\_\_\_



# San Ramon Valley Unified School District New Course Proposal for High School Curriculum

NOTE: Course name changes only require Page 1 to be completed

## Submitting School(s):

New Course Title:	<u>Forensics 1</u>	<input type="checkbox"/> Honors	<input type="checkbox"/> AP	<input type="checkbox"/> ROP
Previous Course Title:	<u>Forensic Science</u>	This course replaces course #:		
For School Year:	<u>2025/2026</u>	Grad requirement: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Weighted Grade:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	College Prep: <input type="checkbox"/> Yes <input type="checkbox"/> No		
Course Length:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year	Credits: <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10		
Non Academic:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	CBEDS CTE: <input type="checkbox"/> Yes <input type="checkbox"/> No		
Prerequisite(s) for this Course: Grades: 11-12 CSU/ UC: "d" This course is 3rd year elective in science				
Co-Requisite(s) for this Course: <u>Highly Recommend: Completion of Biology: The Living Earth, Chemistry in the Earth System and Algebra 1.</u>				

## DEPARTMENT

<input type="checkbox"/> English	010	<input checked="" type="checkbox"/> Science	040	<input type="checkbox"/> Fine Arts	070	<input type="checkbox"/> ROP	100
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Physical Education	050	<input type="checkbox"/> Foreign Language	080		
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Applied Arts	060	<input type="checkbox"/> Electives	090		

SUBJECT AREA				MEETS the following UC a-g REQUIREMENT	
<input type="checkbox"/> Language Arts	A	<input type="checkbox"/> Physical Science	H	<input type="checkbox"/> History	a
<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Foreign Lang.	I	<input type="checkbox"/> English	b
<input type="checkbox"/> World History	C	<input type="checkbox"/> Voc/Applied Arts	J	<input type="checkbox"/> Mathematics	c
<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Fine Arts	K	<input checked="" type="checkbox"/> Lab Science	d
<input type="checkbox"/> Civics	E	<input type="checkbox"/> Physical Ed	L	<input type="checkbox"/> Foreign Lang.	e
<input type="checkbox"/> Economics	F	<input type="checkbox"/> Health	M	<input type="checkbox"/> Elective	f
<input checked="" type="checkbox"/> Life Science	G	<input type="checkbox"/> Electives	N	<input type="checkbox"/> Visual/Performing Arts	g

Donations to be asked for course: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If Yes, how much?	\$ <u>50.</u>
Start-up cost including books, materials, equipment: \$	Funding Source:	
Annual reoccurring costs for the course: \$	Funding Source:	

## Name, signatures and date of interested parties:

NAME/SCHOOL	INITIALS	DATE
Proposed by: <u>Tracy Gilchrist / Monte Vista H.S.</u>	<u>TG</u>	<u>5/20/25</u>
Department Chair: <u>Alyssa / MVHS</u>	<u>A.M.</u>	<u>5/20/25</u>
Site Curriculum Admin: <u>Erin Cicatelli</u>	<u>@</u>	<u>5/20/25</u>
Site Counselor: <u>[Signature]</u>	<u>Jm</u>	<u>5/20/25</u>
Principal: <u>[Signature]</u>	<u>KA</u>	<u>5/20/25</u>
List Other Schools' Department Chairs Who Have Been Contacted:		
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:

<b>FOR DISTRICT OFFICE USE ONLY</b>		CRS #
Date CRS added to Course IC Directory:	By:	
Date CRS info reported to schools:	By:	



San Ramon Valley Unified School District  
New Course Proposal for High School Curriculum

NOTE: Course name changes only require Page 1 to be completed

Submitting School(s):

New Course Title:	Forensics I, Honors.	<input checked="" type="checkbox"/> Honors	<input type="checkbox"/> AP	<input type="checkbox"/> ROP
Previous Course Title:	Forensic Science: Criminal Investigation Honors	This course replaces course #:		
For School Year:	2025/25	Grad requirement:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Weighted Grade:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	College Prep:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Course Length:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year	Credits:	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 10
Non Academic:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	CBEDS CTE:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Prerequisite(s) for this Course: Grades: 11 – 12 CSU/ UC: "d" This course is 3rd year elective in science"				
Co-Requisite(s): Highly Recommend: Completion of Biology: The Living Earth, Chemistry in the Earth System, Geometry with a B or higher. Completion or concurrent enrollment in Algebra 2.				

DEPARTMENT							
<input type="checkbox"/> English	010	<input checked="" type="checkbox"/> Science	040	<input type="checkbox"/> Fine Arts	070	<input type="checkbox"/> ROP	100
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Physical Education	050	<input type="checkbox"/> Foreign Language	080		
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Applied Arts	060	<input type="checkbox"/> Electives	090		
SUBJECT AREA				MEETS the following UC a-g REQUIREMENT			
<input type="checkbox"/> Language Arts	A	<input type="checkbox"/> Physical Science	H	<input type="checkbox"/> History	a		
<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Foreign Lang.	I	<input type="checkbox"/> English	b		
<input type="checkbox"/> World History	C	<input type="checkbox"/> Voc/Applied Arts	J	<input type="checkbox"/> Mathematics	c		
<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Fine Arts	K	<input checked="" type="checkbox"/> Lab Science	d		
<input type="checkbox"/> Civics	E	<input type="checkbox"/> Physical Ed	L	<input type="checkbox"/> Foreign Lang.	e		
<input type="checkbox"/> Economics	F	<input type="checkbox"/> Health	M	<input type="checkbox"/> Elective	f		
<input checked="" type="checkbox"/> Life Science	G	<input type="checkbox"/> Electives	N	<input type="checkbox"/> Visual/Performing Arts	g		

Donations to be asked for course:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If Yes, how much?	\$ 50
Start-up cost including books, materials, equipment:	\$	Funding Source:	
Annual reoccurring costs for the course:	\$	Funding Source:	

Name, signatures and date of interested parties:

NAME/SCHOOL	INITIALS	DATE
Proposed by: Tracy Gilchrist / MVHS	J.A.	5/20/25
Department Chair: Ann V. / MVHS	A.M.	5/20/25
Site Curriculum Admin: Erin Cicatelli	@	5/20/25
Site Counselor: [Signature]	J.M.	5/20/25
Principal: [Signature]	W	5/20/25
List Other Schools' Department Chairs Who Have Been Contacted:		
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:

FOR DISTRICT OFFICE USE ONLY		CRS #
Date CRS added to Course IC Directory:	By:	
Date CRS info reported to schools:	By:	



# San Ramon Valley Unified School District New Course Proposal for High School Curriculum

NOTE: Course name changes only require Page 1 to be completed

Submitting School(s):

New Course Title: <u>Forensics 2, Honors</u>		<input checked="" type="checkbox"/> Honors	<input type="checkbox"/> AP	<input type="checkbox"/> ROP
Previous Course Title: <u>Forensic Science, Honors Advanced</u>		This course replaces course #:		
For School Year: <u>2025/26</u>	Investigations and Legal Practices	Grad requirement: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Weighted Grade: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		College Prep: <input type="checkbox"/> Yes <input type="checkbox"/> No		
Course Length: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year		Credits: <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10		
Non Academic: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		CBEDS CTE: <input type="checkbox"/> Yes <input type="checkbox"/> No		
Prerequisite(s) for this Course:				
Grades: 12 CSU/ UC: "d" This course is 3 <sup>rd</sup> or 4th year elective in science"				
Co-Requisite(s) for this				
Highly Recommend: Completion of Forensic Science with a C or higher. Completion or concurrent enrollment of Algebra II.				

DEPARTMENT							
<input type="checkbox"/> English	010	<input checked="" type="checkbox"/> Science	040	<input type="checkbox"/> Fine Arts	070	<input type="checkbox"/> ROP	100
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Physical Education	050	<input type="checkbox"/> Foreign Language	080		
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Applied Arts	060	<input type="checkbox"/> Electives	090		
SUBJECT AREA				MEETS the following UC a-g REQUIREMENT			
<input type="checkbox"/> Language Arts	A	<input type="checkbox"/> Physical Science	H	<input type="checkbox"/> History		a	
<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Foreign Lang.	I	<input type="checkbox"/> English		b	
<input type="checkbox"/> World History	C	<input type="checkbox"/> Voc/Applied Arts	J	<input type="checkbox"/> Mathematics		c	
<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Fine Arts	K	<input checked="" type="checkbox"/> Lab Science		d	
<input type="checkbox"/> Civics	E	<input type="checkbox"/> Physical Ed	L	<input type="checkbox"/> Foreign Lang.		e	
<input type="checkbox"/> Economics	F	<input type="checkbox"/> Health	M	<input type="checkbox"/> Elective		f	
<input checked="" type="checkbox"/> Life Science	G	<input type="checkbox"/> Electives	N	<input type="checkbox"/> Visual/Performing Arts		g	

Donations to be asked for course: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If Yes, how much? \$ <u>50</u>
Start-up cost including books, materials, equipment: \$	Funding Source:
Annual reoccurring costs for the course: \$	Funding Source:

Name, signatures and date of interested parties:

NAME/SCHOOL	INITIALS	DATE
Proposed by: <u>Tracy Gilchrist / MVHS.</u>	<u>T.G.</u>	<u>5/20/25</u>
Department Chair: <u>Ann H. / MVHS</u>	<u>A.H.</u>	<u>5/20/25</u>
Site Curriculum Admin: <u>Erin Cicatelle</u>	<u>@</u>	<u>5/20/25</u>
Site Counselor: <u>[Signature]</u>	<u>um</u>	<u>5/20/25</u>
Principal: <u>[Signature]</u>	<u>KA</u>	<u>5/20/25</u>
List Other Schools' Department Chairs Who Have Been Contacted:		
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:

<b>FOR DISTRICT OFFICE USE ONLY</b>		CRS #
Date CRS added to Course IC Directory:	By:	
Date CRS info reported to schools:	By:	



San Ramon Valley Unified School District  
New Course Proposal for High School Curriculum  
(Step 1 of New Course Proposal Process) - All fields required

☒ New Course ☐ Course Name Change Only (complete this page only)

Submitting School(s): Dougherty Valley High

Submitted by: Kimberly Tuohy

New Course Title:		Intermediate Ceramics 2		<input type="checkbox"/> Honors <input type="checkbox"/> AP <input type="checkbox"/> ROP	
This course replaces course #:				Previous Course Title:	
For School Year:		2026-2027		Grad requirement: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
College Prep:		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Weighted Grade: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Course Length:		<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year		Credits: <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10	
Non Academic:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		CBEDS CTE: <input type="checkbox"/> Yes <input type="checkbox"/> No	
NCAA:		<input type="checkbox"/> Yes <input type="checkbox"/> No			
Prerequisite(s) for this Course: Ceramics 1					
Co-Requisite(s) for this Course:					
DEPARTMENT					
<input type="checkbox"/> English	010	<input type="checkbox"/> Science	040	<input checked="" type="checkbox"/> Fine Arts	070
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Physical Education	050	<input type="checkbox"/> World Language	080
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Applied Arts	060	<input type="checkbox"/> Electives	090
SUBJECT AREA					
<input type="checkbox"/> Language Arts	A	<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Life Science	G
<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Civics	E	<input type="checkbox"/> Physical Science	H
<input type="checkbox"/> World History	C	<input type="checkbox"/> Economics	F	<input type="checkbox"/> World Language	I
MEETS the following UC a-g REQUIREMENT					
<input type="checkbox"/> Social Studies (a)	<input type="checkbox"/> Mathematics (c)		<input type="checkbox"/> World Language (e)		<input type="checkbox"/> Electives (g)
<input type="checkbox"/> English (b)	<input type="checkbox"/> Lab Science (d)		<input checked="" type="checkbox"/> Visual/Performing Arts (f)		
COURSE FUNDING – Cost Neutral courses will be given priority					
Donations to be asked for course: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			If Yes, how much: \$40.00 per student		
Start-up cost including books, materials, equipment: \$ N/A			Funding Source: N/A		
Annual reoccurring costs for the course: \$ 750			Funding Source: DVHS Ed Fund		

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Kimberly Tuohy	Dougherty Valley	<i>Kimberly Tuohy</i>	09/14/2025
Department Chair:				
Counselor:				
Department Admin:				
Principal:				
List Other Schools' Department Chairs Who Have Been Contacted:				

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

## New Course Proposal Course Outline - High School Curriculum

<b>COURSE TITLE:</b>
<b>NEEDS STATEMENT/NEEDS ASSESSMENT</b>
<p>a) What need does this course/program fulfill that cannot be met by existing courses/programs?</p> <p>Currently, the ceramic sequence of courses is Ceramics 1 to Advanced Ceramics. Many students want to continue ceramics but do not feel their skill level is high enough to take Advanced Ceramics.</p>
<p>b) How was this need determined? (Include data and documentation collected.)</p> <p>When I have spoken with my students about their course selections for the upcoming year, they tell me their hesitancy about taking Advanced Ceramics. My Advanced Ceramics students are disappointed that they can only take ceramics for two years. This would help both situations.</p>
<b>EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM</b>
<p>a) What groups of students and how many will be impacted by the change?</p> <p>Any student who wants to continue their ceramic journey and exploration.</p>
<p>b) What special skills, training, experience, and/or credential will be required of the instructor?</p> <p>The instructor would need a Visual Arts Credential. A plus would be that they have experience with ceramics.</p>
<p>c) What affect will this proposal have on staff assignments?</p> <p>It would not affect staff assignments.</p>
<b>SUSTAINABILITY</b>
<p>a) How is this course sustainable over time?</p> <p>This course fills a gap between Ceramics 1 and Advanced Ceramics.</p>
<b>COURSE/PROGRAM COST - Cost Neutral courses will be given priority</b>
<p>a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.)</p> <p>One teacher would be needed for the course.</p>
<p>b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.)</p> <p>The major supplies are clay, underglaze, and glaze.</p>
<p>c) Capital Outlay. (Include machines, computers, remodeling space, large items.)</p> <p>The tools/equipment are the same for Ceramics 1.</p>
<p>d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.)</p> <p>The tools/equipment are the same for Ceramics 1.</p>
<p>e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.)</p> <p>The recurring costs would be \$750.</p>
<p>f) List funding sources that will be used to pay for the above costs.</p> <p>The DVHS Ed Fund would help fund the course.</p>

## New Course Proposal Course Outline - High School Curriculum Continued

<b>Department:</b>	Art		
<b>Course Title:</b>	Intermediate Ceramics 2		
<b>Grade Level:</b>	10-12		
<b>Course Length:</b>	1 Year		
<b>Credits:</b>	10		
<b>Prerequisites/Guidance Information:</b>	Ceramics 1		
<b>Graduation Requirement:</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
<b>UC/CSU Credit:</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
<b>Course Description: (As it would appear in the Course Catalog )</b>			
<p>This intermediate ceramics course is a continuation of the beginning ceramics course. In the ceramic studio, students will refine their hand-building skills (including pinch, slab, and coil techniques) and pottery wheel-throwing techniques while developing their own unique artistic style. The course also develops conceptual thinking, utilizing sculptural space as a means of expression, while offering an understanding of how objects convey stories through their physical qualities.</p>			
<b>Major Instructional Objectives for the Course - On completion of the course, the student will be able to:</b>			
<ul style="list-style-type: none"> <li>-Research artists, materials, and techniques</li> <li>-Refine hand-building and pottery wheel skills</li> <li>-Develop a plan through research, sketches, and observation</li> <li>-Reflect on their projects and refine when needed</li> <li>-Analyze artwork (their own, peers, and established artists)</li> <li>-Develop their artistic style</li> </ul>			
<b>Instructional Materials/Resources:</b> Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: Instructional Material Board Approval Request (Step 2) must be submitted after course is approved. It does not happen automatically.			
Title:	Author:		
Publisher:	Copyright:		
Title:	Author:		
Publisher:	Copyright:		
<b>Supplemental Material:</b>			
Title:	Author:		
Publisher:	Copyright:		
<b>Basis for Student Evaluation/Grading:</b>			
The students will be evaluated using the national and state standards. Students are assessed on Creating, Presenting, Responding, and Connecting.			
<b>Compliance with District Mission/Goals: (Which ones, and in what way?)</b>			
Critical Thinkers: They will research, develop, create, and reflect on their projects in hopes of developing their own artistic style. Creative Contributors: The students will problem-solve to convey their messages in a meaningful way. Intentional Contributors: They will be helping each other through peer critiques. Adaptable Learners: When working with clay, they may occasionally need to adjust their plans due to the medium's unique properties. Effective Communicators: After having their work critiqued, they will understand the viewer's point of view and adjust their art pieces to make their message clearer.			
<b>Compliance with State Framework(s): (Which ones, and in what way?)</b>			
Acc.VA:Cr1.2: The students will view artists' works for ideas on methods and techniques to apply to their own artwork. Acc.VA:Cr2.1: They will be experimenting with different methods and techniques to show their knowledge of the subject. Acc. VA:Cr3: Weekly critiques will be conducted to reflect and refine their art pieces. Acc.VA:Pr4: They will compile a portfolio of work and reflect on it for their semester finals. Acc.VA:Re7.2: Weekly, they will critique artists' works and analyze the meaning of each piece. Acc.VA:Cn10: For every project, they will research, develop, create, and reflect.			

### SIGNATURES

Prepared by: Kimberly Tuohy

Date: 09/14/2025

Principal Approval: \_\_\_\_\_

Date: \_\_\_\_\_



San Ramon Valley Unified School District  
New Course Proposal for High School Curriculum  
(Step 1 of New Course Proposal Process) - All fields required

☐ New Course ☒ Course Name Change Only (complete this page only)

Submitting School(s): Dougherty Valley High

Submitted by: Paul Rhodes

New Course Title:		Orchestra 2		<input type="checkbox"/> Honors <input type="checkbox"/> AP <input type="checkbox"/> ROP	
This course replaces course #:		FAO-3		Previous Course Title: Orchestra	
For School Year:		2026-27		Grad requirement: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
College Prep:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Course Length: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year	
Non Academic:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		CBEDS CTE: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Credits:		<input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10		NCAA: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Prerequisite(s) for this Course: One year of FAO-1 Orchestra or FAO-2 Orchestra (one year of FAO-3 Orchestra 25-26 only)					
Co-Requisite(s) for this Course: 10th-12th Grade Class					
DEPARTMENT					
<input type="checkbox"/> English	010	<input type="checkbox"/> Science	040	<input checked="" type="checkbox"/> Fine Arts	070
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Physical Education	050	<input type="checkbox"/> World Language	080
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Applied Arts	060	<input type="checkbox"/> Electives	090
SUBJECT AREA					
<input type="checkbox"/> Language Arts	A	<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Life Science	G
<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Civics	E	<input type="checkbox"/> Physical Science	H
<input type="checkbox"/> World History	C	<input type="checkbox"/> Economics	F	<input type="checkbox"/> World Language	I
MEETS the following UC a-g REQUIREMENT					
<input type="checkbox"/> Social Studies (a)	<input type="checkbox"/> Mathematics (c)		<input type="checkbox"/> World Language (e)		<input type="checkbox"/> Electives (g)
<input type="checkbox"/> English (b)	<input type="checkbox"/> Lab Science (d)		<input checked="" type="checkbox"/> Visual/Performing Arts (f)		
COURSE FUNDING – Cost Neutral courses will be given priority					
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			If Yes, how much: \$		
Start-up cost including books, materials, equipment: \$ 0			Funding Source:		
Annual reoccurring costs for the course: \$ 0			Funding Source:		

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Paul Rhodes	Dougherty Valley	<i>Paul Rhodes</i>	11/05/2025
Department Chair:	Teri Musiel	Dougherty Valley High	<i>Teri Musiel</i>	11/05/2025
Counselor:				
Department Admin:				
Principal:				
List Other Schools' Department Chairs Who Have Been Contacted:				

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

## New Course Proposal Course Outline - High School Curriculum

<b>COURSE TITLE:</b>
<b>NEEDS STATEMENT/NEEDS ASSESSMENT</b>
<p>a) What need does this course/program fulfill that cannot be met by existing courses/programs?</p> <p>Like Symphonic Band for the Band classes, this class provides an intermediate step between first-year orchestra and Chamber Orchestra, providing a suitable challenge for those students who are not able to get into Chamber Orchestra but who have proven their understanding of the class content for first year orchestra</p>
<p>b) How was this need determined? (Include data and documentation collected.)</p> <p>I don't have concrete data for this-I only have years of seeing students needing a challenge, between that of these two classes, that will interest and stimulate them. An informal Google Form poll taken earlier this year (results available upon request) showed strong majority support from the constituency (this year's 9-11) that would be affected by this change.</p>
<b>EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM</b>
<p>a) What groups of students and how many will be impacted by the change?</p> <p>There would be two (predominantly) 9th grade orchestras, with a guesstimate of 30-40 per class. I could build on the skills they were developing as 8th Graders, without being concerned about stimulating the (est. 50-60) 10-12th Grade students, who would be in another class.</p>
<p>b) What special skills, training, experience, and/or credential will be required of the instructor?</p> <p>None, as the teacher of Chamber Orchestra, the orchestra teacher would already be teaching a more advanced class</p>
<p>c) What affect will this proposal have on staff assignments?</p> <p>None, as the class will be covered by the Orchestra Teacher</p>
<b>SUSTAINABILITY</b>
<p>a) How is this course sustainable over time?</p> <p>More 10-12 Grade students will want to stay in a more advanced orchestra. 9th Graders will get more specialized attention.</p>
<b>COURSE/PROGRAM COST - Cost Neutral courses will be given priority</b>
<p>a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.)</p> <p>The same costs that FAO-3 presently incurs. Neutral.</p>
<p>b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.)</p> <p>The same costs that FAO-3 presently incurs. Neutral.</p>
<p>c) Capital Outlay. (Include machines, computers, remodeling space, large items.)</p> <p>The same costs that FAO-3 presently incurs. Neutral.</p>
<p>d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.)</p> <p>The same costs that FAO-3 presently incurs. Neutral.</p>
<p>e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.)</p> <p>The same costs that FAO-3 presently incurs. Neutral.</p>
<p>f) List funding sources that will be used to pay for the above costs.</p> <p>No extra funding sources needed.</p>

## New Course Proposal Course Outline - High School Curriculum Continued

<b>Department:</b>	Visual & Performing Arts		
<b>Course Title:</b>	Orchestra 2		
<b>Grade Level:</b>	10-12		
<b>Course Length:</b>	Year		
<b>Credits:</b>	10		
<b>Prerequisites/Guidance Information:</b>		Open to 10-12 Grade Students	
<b>Graduation Requirement:</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
<b>UC/CSU Credit:</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
<b>Course Description: (As it would appear in the Course Catalog )</b>			
FASO-1 Symphony Orchestra-open to 10th-12th Grade Orchestra Students			
<b>Major Instructional Objectives for the Course - On completion of the course, the student will be able to:</b>			
<ul style="list-style-type: none"> <li>-Read music in all different keys</li> <li>-Read music in multiple clefs</li> <li>-Prepare Grade 4-5 music for public performance</li> <li>-Engage in more advanced string instrument techniques</li> </ul>			
<b>Instructional Materials/Resources:</b> Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: <b>Instructional Material Board Approval Request (Step 2)</b> must be submitted after course is approved. It does not happen automatically.			
Title:	Author:		
Publisher:	Copyright:		
Title:	Author:		
Publisher:	Copyright:		
<b>Supplemental Material:</b>			
Title:	Author:		
Publisher:	Copyright:		
<b>Basis for Student Evaluation/Grading:</b>			
<ul style="list-style-type: none"> <li>-Ability to perform more advanced music.</li> <li>-Ability to show, in written reflections during the year, a heightened understanding of the nuances of class content.</li> </ul>			
<b>Compliance with District Mission/Goals: (Which ones, and in what way?)</b>			
From the Core Missions and Goals: Academic excellence-To ensure all students thrive and succeed, with a strong reputation for academic achievement.			
<b>Compliance with State Framework(s): (Which ones, and in what way?)</b>			
California Arts Framework, Chapter 5 Performance Standard: 6.MU:Pr4.3 Perform a selected piece of music demonstrating how interpretations of the elements of music and the expressive qualities (such as articulation/style, and phrasing) convey intent.			

### SIGNATURES

Prepared by: Paul Rhodes Date: 11/05/2025

Principal Approval: \_\_\_\_\_ Date: \_\_\_\_\_



San Ramon Valley Unified School District  
New Course Proposal for High School Curriculum  
(Step 1 of New Course Proposal Process) - All fields required

☒ New Course ☐ Course Name Change Only (complete this page only)

Submitting School(s): San Ramon Valley High

Submitted by: Hayley Thirlwall

New Course Title:		Strategies in Foundational Theatre				<input type="checkbox"/> Honors <input type="checkbox"/> AP <input type="checkbox"/> ROP	
This course replaces course #:				Previous Course Title:			
For School Year:		2026-2027		Grad requirement:		<input type="checkbox"/> Yes <input type="checkbox"/> No	
College Prep:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Course Length:		<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year	
Non Academic:		<input type="checkbox"/> Yes <input type="checkbox"/> No		CBEDS CTE:		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Credits:		<input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10		NCAA:		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Prerequisite(s) for this Course: NA							
Co-Requisite(s) for this Course:							
DEPARTMENT							
<input type="checkbox"/> English	010	<input type="checkbox"/> Science	040	<input checked="" type="checkbox"/> Fine Arts	070	<input type="checkbox"/> ROP	100
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Physical Education	050	<input type="checkbox"/> World Language	080		
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Applied Arts	060	<input type="checkbox"/> Electives	090		
SUBJECT AREA							
<input type="checkbox"/> Language Arts	A	<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Life Science	G	<input type="checkbox"/> Voc/Applied Arts	J
<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Civics	E	<input type="checkbox"/> Physical Science	H	<input checked="" type="checkbox"/> Fine Arts	K
<input type="checkbox"/> World History	C	<input type="checkbox"/> Economics	F	<input type="checkbox"/> World Language	I	<input type="checkbox"/> Physical Ed	L
<input type="checkbox"/> Health	M	<input checked="" type="checkbox"/> Electives	N				
MEETS the following UC a-g REQUIREMENT							
<input type="checkbox"/> Social Studies (a)		<input type="checkbox"/> Mathematics (c)		<input type="checkbox"/> World Language (e)		<input type="checkbox"/> Electives (g)	
<input type="checkbox"/> English (b)		<input type="checkbox"/> Lab Science (d)		<input checked="" type="checkbox"/> Visual/Performing Arts (f)			
COURSE FUNDING – Cost Neutral courses will be given priority							
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				If Yes, how much: \$			
Start-up cost including books, materials, equipment: \$				Funding Source: Prop 28 Funds			
Annual reoccurring costs for the course: \$				Funding Source:			

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Hayley Thirlwall	San Ramon Valley High	Hayley Thirlwall	11/07/2025
Department Chair:	Brant Nishida	San Ramon Valley High	Brant Nishida	
Counselor:				
Department Admin:				
Principal:				
List Other Schools' Department Chairs Who Have Been Contacted:	Chris Connor, Paul Vega, Laura Woods (Theatre Arts Teachers)			

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

## New Course Proposal Course Outline - High School Curriculum

<b>COURSE TITLE:</b>
<b>NEEDS STATEMENT/NEEDS ASSESSMENT</b>
<p>a) What need does this course/program fulfill that cannot be met by existing courses/programs?</p> <p>The need of this class comes from promoting inclusion within the arts. It moves beyond mere "mainstreaming" by creating a truly integrated, collaborative environment where students of all abilities learn side-by-side. This class will provide differentiated access and offer a structured way for students with developmental and/or physical disabilities to access the California Theatre Arts Standards and curriculum, which they might otherwise be excluded from or unable to fully engage with in a traditional setting.</p>
<p>b) How was this need determined? (Include data and documentation collected.)</p> <p>After several meetings with site administrators and district theatre teachers, it was agreed that the current programming lacks a fully accessible performing arts platform designed for students receiving Special Day Class (SDC) services. The implementation of this course is seen as highly beneficial and necessary to ensure equitable access to a variety of arts instruction for students with special needs.</p>
<b>EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM</b>
<p>a) What groups of students and how many will be impacted by the change?</p> <p>Upon final approval, this course will be available to the entire student body. Based on preliminary discussions between the other high school theatre teachers, we anticipate an initial enrollment of 30+ students.</p>
<p>b) What special skills, training, experience, and/or credential will be required of the instructor?</p> <p>The California Theatre Arts Single Subject Credential, or an English Teaching Credential issued prior to January 1, 2022.</p>
<p>c) What affect will this proposal have on staff assignments?</p> <p>This proposal provides flexibility for course offerings in the Theatre department. It can be added to a teacher's current course load to increase FTE if students show interest during course registration.</p>
<b>SUSTAINABILITY</b>
<p>a) How is this course sustainable over time?</p> <p>To maintain long-term viability, the course structure supports repeat enrollment by SDC or general education students. This allows for a cyclical approach where participants continuously increase proficiency across successive years, aligning with the progression outlined in the California Arts State Standards.</p>
<b>COURSE/PROGRAM COST - Cost Neutral courses will be given priority</b>
<p>a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.)</p> <p>0.2 certificated Theatre FTE, for the teacher of record. Funds can be drawn from a sites Prop 28 allocation or general site section allocation. Student help is embedded into the course proposal as a key component to provide peer support for students to access the course material. Paraprofessionals who are specifically assigned to their respective Special Day Class (SDC) students, will continue to assist them during this course as they would any other course throughout their school day.</p>
<p>b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.)</p> <p>None</p>
<p>c) Capital Outlay. (Include machines, computers, remodeling space, large items.)</p> <p>None</p>
<p>d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.)</p> <p>\$0.00</p>
<p>e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.)</p> <p>The only reoccurring cost is the .2 FTE required to teach the class.</p>
<p>f) List funding sources that will be used to pay for the above costs.</p> <p>A combination between Prop 28 and/or site funds at the administrator discretion.</p>

## New Course Proposal Course Outline - High School Curriculum Continued

<b>Department:</b>	VAPA - Theatre Arts		
<b>Course Title:</b>	Strategies in Foundational Theatre		
<b>Grade Level:</b>	9-12		
<b>Course Length:</b>	Year Long		
<b>Credits:</b>	10		
<b>Prerequisites/Guidance Information:</b>	None		
<b>Graduation Requirement:</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
<b>UC/CSU Credit:</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
<b>Course Description: (As it would appear in the Course Catalog )</b>			
This foundational theatre arts course is designed to be fully inclusive, uniting students with developmental and/or physical disabilities with students who serve as trained peer supports. The curriculum emphasizes teamwork and collaboration while meeting the California Theatre Arts Standards.			
<b>Major Instructional Objectives for the Course - On completion of the course, the student will be able to:</b>			
Upon successful completion of this course, the student will be able to engage in the following: Full access to the SRVUSD Learner Profile and Creative Contributor: Generate and engage in imaginative play and theatre exercises with peers, utilizing fundamental drama concepts to develop original artistic ideas. Effective Communicator: Demonstrate basic proficiency in theatrical presentation and public speaking techniques, articulating ideas clearly to a range of purposes and audiences. Intentional Collaborator: Work collaboratively and inclusively within a group setting to achieve common performance goals, effectively integrating diverse perspectives and ideas.			
<b>Instructional Materials/Resources:</b> Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: Instructional Material Board Approval Request (Step 2) must be submitted after course is approved. It does not happen automatically.			
Title: NA	Author:		
Publisher:	Copyright:		
Title: NA	Author:		
Publisher:	Copyright:		
<b>Supplemental Material:</b>			
Title: NA	Author:		
Publisher:	Copyright:		
<b>Basis for Student Evaluation/Grading:</b>			
Student evaluation is determined by daily participation in a variety of theatre and public speaking activities.			
<b>Compliance with District Mission/Goals: (Which ones, and in what way?)</b>			
This course addresses each component of the SRVUSD strategic directions pyramid. Social emotional wellbeing is at the heart of this proposal as it provides students with an opportunity to access theatrical arts in a supportive, nonintimidating environment. While accessing theatre arts, students gain deeper connectedness to their school community. The creation of this course is a direct use of financial resources by utilizing Prop 28 site allocations to expand equitable access to the arts. The class is supportive to all class members by having peer supports for students with special need.			
<b>Compliance with State Framework(s): (Which ones, and in what way?)</b>			
CA ARTS STANDARDS: the course's alignment with the design principle of the entire set of California Arts Standards for Theatre, which is built on a framework of continuous, developmental learning through the four Artistic Processes: Creating, Performing, Responding, and Connecting.			

### SIGNATURES

Prepared by: Hayley Thirlwall

Date: 11/07/2025

Principal Approval: \_\_\_\_\_

Date: \_\_\_\_\_



San Ramon Valley Unified School District  
New Course Proposal for High School Curriculum  
(Step 1 of New Course Proposal Process) - All fields required

☐ New Course ☐ Course Name Change Only (complete this page only)

Submitting School(s): San Ramon Valley High

Submitted by: Wyatt Slanec

New Course Title:		Life Skills (Shop-Based, Hands-On) Strategies in Shop Fundamentals				<input type="checkbox"/> Honors <input type="checkbox"/> AP <input type="checkbox"/> ROP	
This course replaces course #:				Previous Course Title:			
For School Year:		2026-27		Grad requirement:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
College Prep:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Course Length:		<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year	
Non Academic:		<input type="checkbox"/> Yes <input type="checkbox"/> No		CBEDS CTE:		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Prerequisite(s) for this Course:		NA					
Co-Requisite(s) for this Course:		NA					
DEPARTMENT							
<input type="checkbox"/> English	010	<input type="checkbox"/> Science	040	<input type="checkbox"/> Fine Arts	070	<input checked="" type="checkbox"/> ROP	100
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Physical Education	050	<input type="checkbox"/> World Language	080		
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Applied Arts	060	<input type="checkbox"/> Electives	090		
SUBJECT AREA							
<input type="checkbox"/> Language Arts	A	<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Life Science	G	<input type="checkbox"/> Voc/Applied Arts	J
<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Civics	E	<input type="checkbox"/> Physical Science	H	<input type="checkbox"/> Fine Arts	K
<input type="checkbox"/> World History	C	<input type="checkbox"/> Economics	F	<input type="checkbox"/> World Language	I	<input type="checkbox"/> Physical Ed	L
<input type="checkbox"/> Health	M	<input type="checkbox"/> Electives	N				
MEETS the following UC a-g REQUIREMENT							
<input type="checkbox"/> Social Studies (a)		<input type="checkbox"/> Mathematics (c)		<input type="checkbox"/> World Language (e)		<input type="checkbox"/> Electives (g)	
<input type="checkbox"/> English (b)		<input type="checkbox"/> Lab Science (d)		<input type="checkbox"/> Visual/Performing Arts (f)			
COURSE FUNDING – Cost Neutral courses will be given priority							
Donations to be asked for course:				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Start-up cost including books, materials, equipment: \$				If Yes, how much: \$50			
Annual reoccurring costs for the course: \$ 1000				Funding Source:			

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Wyatt Slanec	San Ramon Valley High	Wyatt Slanec	11/04/2025
Department Chair:	Wyatt Slanec	San Ramon Valley High		
Counselor:	Rebecca Wiest	San Ramon Valley High	Rebecca Wiest	11/05/2025
Department Admin:	Charlie Litten	San Ramon Valley High	Charlie Litten	11/05/2025
Principal:	Charlie Litten	San Ramon Valley High	Charlie Litten	11/06/2025
List Other Schools' Department Chairs Who Have Been Contacted:	N/A, we are the only school in SRVUSD with an automotive technology pathway			

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

## New Course Proposal Course Outline - High School Curriculum

<b>COURSE TITLE:</b>
<b>NEEDS STATEMENT/NEEDS ASSESSMENT</b>
<p>a) What need does this course/program fulfill that cannot be met by existing courses/programs?</p> <p>This program fills a critical gap by providing a custom-built curriculum tailored to the unique learning profiles of SDC students, rather than attempting to modify an existing curriculum that was designed for a different purpose and audience. Existing automotive technology programs are typically vocationally-focused, designed to train future mechanics. This Workshop Life Skills course is different because it is process-oriented, not product-oriented. It uses the auto shop as a high-interest, hands-on learning laboratory to teach transferable life skills</p>
<p>b) How was this need determined? (Include data and documentation collected.)</p> <p>The need for this course was determined by a clear, observable gap in service and participation. It was noted that SDC students have historically had little to no participation in the existing automotive technology curriculum. This lack of participation indicates that the current program, even with accommodations, is not a "least restrictive environment" for this cohort. The existing curriculum's abstract nature, rapid pace, and focus on complex vocational outcomes create insurmountable barriers. This new course is a direct response to that need, being a different, specialized program for</p>
<b>EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM</b>
<p>a) What groups of students and how many will be impacted by the change?</p> <p>All SDC students will be encouraged to take this course at SRVHS.</p>
<p>b) What special skills, training, experience, and/or credential will be required of the instructor?</p> <p>None.</p>
<p>c) What affect will this proposal have on staff assignments?</p> <p>Extra assignment for myself.</p>
<b>SUSTAINABILITY</b>
<p>a) How is this course sustainable over time?</p> <p>If it is successful, it will continue to run.</p>
<b>COURSE/PROGRAM COST - Cost Neutral courses will be given priority</b>
<p>a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.)</p> <p>SDC population will attend with their existing paras. Will not cost extra besides cost of extra section.</p>
<p>b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.)</p> <p>We have the tools and equipment necessary for hands-on projects. If we offer unique woodworking projects, costs associated with these will be needed</p>
<p>c) Capital Outlay. (Include machines, computers, remodeling space, large items.)</p> <p>NA</p>
<p>d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.)</p> <p>If we offer unique woodworking projects, costs associated with these will be needed</p>
<p>e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.)</p> <p>\$1000 for potential projects</p>
<p>f) List funding sources that will be used to pay for the above costs.</p> <p>Donations during sign-up.</p>

## New Course Proposal Course Outline - High School Curriculum Continued

<b>Department:</b>	CTE		
<b>Course Title:</b>	Life Skills in the Shop		
<b>Grade Level:</b>	9-12		
<b>Course Length:</b>	Year		
<b>Credits:</b>	10		
<b>Prerequisites/Guidance Information:</b>	NA		
<b>Graduation Requirement:</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
<b>UC/CSU Credit:</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
<b>Course Description: (As it would appear in the Course Catalog )</b>			
<p>This project-based, hands-on course uses the auto shop environment to teach foundational life skills. It is designed for students with diverse learning needs, focusing on building independence and confidence. Students will learn workshop safety, how to identify and use basic hand tools, and essential organization skills. Learning is applied through engaging, structured projects, including basic woodworking and simple maintenance tasks. The curriculum is specifically designed to be adapted to individual student needs and IEP goals, prioritizing problem-solving, and following multi-step instructions.</p>			
<b>Major Instructional Objectives for the Course - On completion of the course, the student will be able to:</b>			
<p>Module 1: The Workshop &amp; Me (Safety &amp; Organization)          Module 2: Tool Time (Basic Usage)          Module 3: Let's Build! (Simple Woodworking Projects)          Module 4: Other Life Skills (Beyond Wood)</p>			
<b>Instructional Materials/Resources:</b> Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: <b>Instructional Material Board Approval Request (Step 2)</b> must be submitted after course is approved. It does not happen automatically.			
Title:		Author:	
Publisher:		Copyright:	
Title:		Author:	
Publisher:		Copyright:	
<b>Supplemental Material:</b>			
Title:		Author:	
Publisher:		Copyright:	
<b>Basis for Student Evaluation/Grading:</b>			
<b>Compliance with District Mission/Goals: (Which ones, and in what way?)</b>			
<b>Compliance with State Framework(s): (Which ones, and in what way?)</b>			

### SIGNATURES

Prepared by: Wyatt Slanec

Date: \_\_\_\_\_

Principal Approval: Charlie Litten

Date: 11/06/2025



San Ramon Valley Unified School District  
New Course Proposal for High School Curriculum  
(Step 1 of New Course Proposal Process) - All fields required

☒ New Course ☐ Course Name Change Only (complete this page only)

Submitting School(s): San Ramon Valley High

Submitted by: Cindi Sekera

New Course Title:		Work Experience Education (A/G)		<input type="checkbox"/> Honors <input type="checkbox"/> AP <input type="checkbox"/> ROP	
This course replaces course #:				Previous Course Title:	
For School Year:		2026-2027		Grad requirement: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
College Prep:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Course Length: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year	
Non Academic:		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		CBEDS CTE: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Prerequisite(s) for this Course:		None		Weighted Grade: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Co-Requisite(s) for this Course:		None		Credits: <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10	
DEPARTMENT					
<input type="checkbox"/> English	010	<input type="checkbox"/> Science	040	<input type="checkbox"/> Fine Arts	070
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Physical Education	050	<input type="checkbox"/> World Language	080
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Applied Arts	060	<input checked="" type="checkbox"/> Electives	090
SUBJECT AREA					
<input type="checkbox"/> Language Arts	A	<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Life Science	G
<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Civics	E	<input type="checkbox"/> Physical Science	H
<input type="checkbox"/> World History	C	<input type="checkbox"/> Economics	F	<input type="checkbox"/> World Language	I
				<input checked="" type="checkbox"/> Voc/Applied Arts	J
				<input type="checkbox"/> Health	M
				<input type="checkbox"/> Fine Arts	K
				<input type="checkbox"/> Electives	N
				<input type="checkbox"/> Physical Ed	L
MEETS the following UC a-g REQUIREMENT					
<input type="checkbox"/> Social Studies (a)		<input type="checkbox"/> Mathematics (c)		<input type="checkbox"/> World Language (e)	
<input type="checkbox"/> English (b)		<input type="checkbox"/> Lab Science (d)		<input checked="" type="checkbox"/> Electives (g)	
COURSE FUNDING – Cost Neutral courses will be given priority					
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				If Yes, how much: \$	
Start-up cost including books, materials, equipment: \$ 0.00				Funding Source:	
Annual reoccurring costs for the course: \$				Funding Source:	

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Cindi Sekera	San Ramon Valley High	<i>Cindi Sekera</i>	11/04/2025
Department Chair:	Wyatt Slanec	San Ramon Valley High	<i>Wyatt Slanec</i>	
Counselor:	Rebecca Wiest	San Ramon Valley High	<i>Rebecca Wiest</i>	11/07/2025
Department Admin:	Craig Bocks	San Ramon Valley High	<i>Craig R Bocks</i>	11/06/2025
Principal:	Charlie Litten	San Ramon Valley High	<i>Charlie Litten</i>	11/06/2025
List Other Schools' Department Chairs Who Have Been Contacted:	California High School			

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

## New Course Proposal Course Outline - High School Curriculum

<b>COURSE TITLE:</b>
<b>NEEDS STATEMENT/NEEDS ASSESSMENT</b>
<p>a) What need does this course/program fulfill that cannot be met by existing courses/programs?</p> <p>This course will be an A/G course that our current Work Experience class does not currently fulfill.</p>
<p>b) How was this need determined? (Include data and documentation collected.)</p> <p>A survey of current students, other students with work permits not currently in the class, and data from other district high schools shows that more students would be interested in taking this class if it met an A/G college requirement.</p>
<b>EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM</b>
<p>a) What groups of students and how many will be impacted by the change?</p> <p>At this point, it would be hard to predict. Through the years of teaching this class, the number of student sign ups have begun to dwindle. After talking with students and reviewing the survey, it appears the number would increase.</p>
<p>b) What special skills, training, experience, and/or credential will be required of the instructor?</p> <p>No new training or credentials would be required.</p>
<p>c) What affect will this proposal have on staff assignments?</p> <p>There would be no effect at this time.</p>
<b>SUSTAINABILITY</b>
<p>a) How is this course sustainable over time?</p> <p>As more students and counselors become aware of this, it is believed that more students will join the class, causing it to grow in numbers each year.</p>
<b>COURSE/PROGRAM COST - Cost Neutral courses will be given priority</b>
<p>a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.)</p> <p>One Teacher</p>
<p>b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.)</p> <p>No new supplies or services would be required.</p>
<p>c) Capital Outlay. (Include machines, computers, remodeling space, large items.)</p> <p>No capital outlay would be required.</p>
<p>d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.)</p> <p>There would be no effect at this time.</p>
<p>e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.)</p> <p>There would be no effect at this time.</p>
<p>f) List funding sources that will be used to pay for the above costs.</p> <p>Work Experience Education can use Perkins funds for items that may become needed.</p>

## New Course Proposal Course Outline - High School Curriculum Continued

<b>Department:</b>	Careers Tech Ed		
<b>Course Title:</b>	Work Experience Education (A/G)		
<b>Grade Level:</b>	11-12		
<b>Course Length:</b>	YEAR		
<b>Credits:</b>	10		
<b>Prerequisites/Guidance Information:</b>	none		
<b>Graduation Requirement:</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
<b>UC/CSU Credit:</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
<b>Course Description: (As it would appear in the Course Catalog )</b>			
<p>Work Experience is a class for high school juniors and seniors who work a part-time job and want to receive up to 20 elective credits for the year. Students attend class once a week and are expected to work at least 10 - 20 hours per week. Each week, in class, students complete assignments on job and career-related topics. The Work Experience coordinator visits their job site each term to give each student feedback on their job performance. Students are graded on their attendance in class and assignments completed. Credits are based on the number of hours worked.</p>			
<b>Major Instructional Objectives for the Course - On completion of the course, the student will be able to:</b>			
<p>The primary instructional objective is to empower students to transition successfully from school to post-secondary endeavors—whether college or career—by bridging rigorous academic learning with professional workplace expectations. Demonstrate Professionalism &amp; Ethics: Exhibit high standards of integrity, responsibility, and ethical behavior, including punctuality, time management, and adherence to company policies, reflecting SRVHS Core Values. Develop Financial &amp; Career Literacy: Understand critical workplace logistics, including worker rights, safety protocols, payroll deductions, and personal financial management related to earned income. Demonstrate the five attributes of the SRVUSD Learner Profile in a professional setting: Adaptability, Communication, Collaboration, and Critical Thinking.</p>			
<b>Instructional Materials/Resources:</b> Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: Instructional Material Board Approval Request (Step 2) must be submitted after course is approved. It does not happen automatically.			
Title:	Author:		
Publisher:	Copyright:		
Title:	Author:		
Publisher:	Copyright:		
<b>Supplemental Material:</b>			
Title:	Author:		
Publisher:	Copyright:		
<b>Basis for Student Evaluation/Grading:</b>			
Students will be evaluated based on their attendance in one class each week and their completion of weekly assignments. They will also be evaluated once each quarter by their supervisor at their place of employment.			
<b>Compliance with District Mission/Goals: (Which ones, and in what way?)</b>			
The course structure is designed to provide practical, verifiable evidence that students can embody all five of the SRVUSD learner attributes through real-world application. Students will develop essential non-cognitive skills, including resilience, self-advocacy, self-efficacy, and the capacity to manage relationships and conflict constructively. These soft skills will be seen at their place of employment as well as reviewed in class.			
<b>Compliance with State Framework(s): (Which ones, and in what way?)</b>			
The WEE course serves as the work-based learning component of the larger CTE system. It is guided by the CTE framework to provide rigorous and relevant instruction, reinforcing the technical and academic knowledge students may be learning in other CTE pathways. It specifically prepares students for career entry and matriculation into postsecondary education.			

### SIGNATURES

Prepared by: Cindi Sekera

Date: 11/05/2025

Principal Approval: Charlie Litten

Date: 11/06/2025



**San Ramon Valley Unified School District**  
**New Course Proposal for Middle School Curriculum**  
**(Step 1 of New Course Proposal Process)** - All fields required

☒ New Course      ☐ Course Name Change Only (complete this page only)

Submitting School(s): Iron Horse

<b>New Course Title:</b> Yoga (grades 7 & 8) Fall/Spring, (grade 6) wheel rotation	
<b>Previous Course Title:</b> n/a	<b>This course replaces course #:</b> n/a
<b>For School Year:</b> 2026-27	<b>CBEDS CTE:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Course Length:</b> <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Year	<b>Credits:</b> <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 10
<b>Prerequisite(s) for this Course:</b> n/a	

DEPARTMENT				SUBJECT AREA			
<input type="checkbox"/> English	010	<input type="checkbox"/> Applied Arts	060	<input type="checkbox"/> Language Arts	A	<input type="checkbox"/> Physical Science	H
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Fine Arts	070	<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Foreign Lang.	I
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Foreign Language	080	<input type="checkbox"/> World History	C	<input type="checkbox"/> Voc/Applied Arts	J
<input type="checkbox"/> Science	040	<input checked="" type="checkbox"/> Electives	090	<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Fine Arts	K
<input checked="" type="checkbox"/> Physical Education	050	<input type="checkbox"/> ROP	100	<input type="checkbox"/> Civics	E	<input checked="" type="checkbox"/> Physical Ed	L
				<input type="checkbox"/> Economics	F	<input type="checkbox"/> Health	M
				<input type="checkbox"/> Life Science	G	<input checked="" type="checkbox"/> Electives	N

<b>COURSE FUNDING - Cost Neutral courses will be given priority</b>			
<b>Donations to be asked for course:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<b>If Yes, how much?</b>	
<b>Start-up cost including books, materials, equipment:</b>	\$ 0	<b>Funding Source:</b>	
<b>Annual reoccurring costs for the course:</b>	\$ 0	<b>Funding Source:</b>	

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS APPROVALS				
POSITIONS	NAME	SITE	SIGNATURE	DATE
<b>Course Proposed By:</b>	Kate Adragna	Iron Horse	<i>Scott Matek</i>	10/10/2025
<b>Department Chair:</b>	Scott Matek	Iron Horse	<i>Katie Watkin Harp</i>	
<b>Counselor:</b>	Katie Watkin Harp	Iron Horse	<i>Marissa Norris</i>	11/06/2025
<b>Department Admin:</b>	Marissa Norris	Iron Horse		11/09/2025
<b>Principal:</b>	Marissa Norris	Iron Horse	<i>Marissa Norris</i>	11/09/2025
<b>List Other Schools' Department Chairs Who Have Been Contacted:</b>	none			

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
<b>Principal Council:</b>		
<b>Ed Services Council:</b>		
<b>BOE President:</b>		
<b>First reading date:</b>		<b>Board approval date:</b>
<b>Date CRS added to Course IC Directory:</b>		<b>By:</b>
<b>Date CRS info reported to schools:</b>		<b>By:</b>

## New Course Proposal Course Outline - Middle School Curriculum

<b>Course Title:</b>
<b>NEEDS STATEMENT/NEEDS ASSESSMENT</b>
<p>a) What need does this course/program fulfill that cannot be met by existing courses/programs?</p> <p>Given the drastic cuts to mental health services and resources, many of our students will have fewer resources and opportunities within the school to address feelings of stress and anxiety associated with middle school life. This course would provide students a built-in time within their schedule to be physically active in a controlled environment, to improve flexibility and body awareness, focus on mindfulness, and interact with like-minded peers in a safe and supportive environment.</p>
<p>b) How was this need determined? (Include data and documentation collected.)</p> <p>According to the data from our wellness center during the 2024-2025 and 2025-2026 school year, we believe many students would benefit from the addition of Yoga to the elective/PE program. 24-25 there were 491 unexpected (drop-in) visits to the Wellness Center due to stress and/or anxiety. As of 10/31/25, there have been 277 unexpected (drop-in) visits to the Wellness Center due to stress and/or anxiety. The need is growing and we are on track to exceed last year's total. We have 28 "regulars" visiting the Wellness Center 15+ times a month this school year, already.</p>
<b>EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM</b>
<p>a) What groups of students and how many will be impacted by the change?</p> <p>This would be open to any 7th and 8th grade student as part of their elective selections. This course would provide additional movement opportunities outside of a traditional PE class, with an emphasis on improving flexibility, mindfulness techniques, and stress reduction.</p>
<p>b) What special skills, training, experience, and/or credential will be required of the instructor?</p> <p>Knowledge of and experience with yoga, yoga instruction, and mindfulness practice. Prior experience and knowledge of large group instruction needed. Physical Education and or Health credential preferred, but not required.</p>
<p>c) What affect will this proposal have on staff assignments?</p> <p>This would provide another option for a PE elective and would offset some of the negative impacts of budget cuts and mental health services for our students.</p>
<b>SUSTAINABILITY</b>
<p>a) How is this course sustainable over time?</p> <p>We already possess the necessary equipment and space to provide instruction, along with staff on site who have experience and knowledge of age appropriate practices.</p>
<b>COURSE/PROGRAM COST - Cost Neutral courses will be given priority</b>
<p>a) Personnel. List position(s). (Include teachers, aides, student help, and annual cost.)</p> <p>Credentialed PE Teacher (no aides, student help needed) - Cost neutral if built into existing FTE assignment</p>
<p>b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.)</p> <p>We can provide existing yoga mats, or students can bring their own.</p>
<p>c) Capital Outlay. (Include machines, computers, remodeling space, large items.)</p> <p>None</p>
<p>d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.)</p> <p>None</p>
<p>e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.)</p> <p>Yoga mat replacements AS NEEDED; cost varies (approximately \$30 per mat )</p>
<p>f) List funding sources that will be used to pay for the above costs.</p> <p>PE/Elective Department Funds if applicable.</p>

## New Course Proposal Course Outline - Middle School Curriculum Continues

<b>Department:</b>	Physical Education		
<b>Course Title:</b>	Yoga (S)		
<b>Grade Level:</b>	6, 7, 8		
<b>Course Length:</b>	Wheel rotation (6th grade) or Semester (7/8 grade)		
<b>Credits:</b>	5		
<b>Prerequisites/Guidance Information:</b>	none		
<b>Course Description: (As it would appear in the Course Catalog )</b>			
Presents selected exercises from yoga techniques, which allow the student to increase his/her efficiency, and quality of living through mindfulness, improved breathing patterns, habits of relaxation, and posture that contribute to the development of strength, flexibility, balance, and coordination. The program may also include power walking.			
<b>Major Instructional Objectives for the Course - On completion of the course, the student will be able to:</b>			
1) Physical Health: Improved strength, balance, posture, and flexibility 2) Mental Health: Knowledge of relaxation techniques; improved self-esteem as a result of increased strength and body awareness; skills necessary to cope with the daily challenges of middle school life. 3) Social Skills: Improved self regulation; improved focus on kindness and compassion for others 4) Academic: Improved concentration and focus			
<b>Instructional Materials/Resources – Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: Instructional Material Board Approval Request (Step 2) must be submitted after course is approved. It does not happen automatically.</b>			
<b>Title:</b>		<b>Author:</b>	
<b>Publisher:</b>		<b>Copyright</b>	
<b>Title:</b>		<b>Author:</b>	
<b>Publisher:</b>		<b>Copyright</b>	
<b>Supplemental Material:</b>			
<b>Title:</b>		<b>Author:</b>	
<b>Publisher:</b>		<b>Copyright</b>	
<b>Basis for Student Evaluation/Grading:</b>			
Students will periodically self and peer assess on content knowledge. Students will be graded on effort and ability and understanding of progressions, movement and self-created routines.			
<b>Compliance with District Mission/Goals: (Which ones, and in what way?)</b>			
Equity and social-emotional well-being are conditions that support deep learning. This course would provide students a built-in time within their schedule to be physically active in a controlled environment, to improve flexibility and body awareness, focus on mindfulness, and interact with like-minded peers in a safe and supportive environment.			
<b>Compliance with State Framework(s): (Which ones, and in what way?)</b>			
Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. Standard 3: Students demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.			

### SIGNATURES

Prepared by: Kate Adragna

Date: 11/05/2025

Principal Approval: Marissa Norris

Date: 11/09/2025

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF ADOPTION OF RESOLUTION NO. 58/25-26 IN SUPPORT  
OF A STATE-LEVEL PLAN TO CLOSE THE ACHIEVEMENT GAP

**SUBMITTED BY:** Rachel Hurd, Board Member

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**DISCUSSION:**

CSBA has launched a state-wide campaign and has asked districts to adopt the following resolution.

California needs a focused state-level plan to close the achievement gap. While recent test scores show meager improvement, millions of California students perform below grade-level and lack basic skills in English language arts and math. The State of California has no meaningful plan to address this. California has launched countless programs aimed at improving student outcomes, yet no unified statewide strategy ties them together. The result is a scattershot approach dependent on one-off grants, temporary initiatives and disconnected reforms rather than a durable blueprint for student success.

A coherent state-level plan to close the achievement gap should include:

1. Clear, measurable state goals.
2. Annual benchmarks and transparent reporting
3. A public “State of the Gap” dashboard
4. Alignment of the site budget with a unified strategy
5. Legislative Analyst’s Office (LAO) reports and hearings
6. A shift from compliance to customer service

California’s achievement gap is not just an education crisis – it’s a moral, practical and economic emergency.

California’s future depends on the strength of its education system and the success of students. But the state’s current approach is too scattered, too slow, and too unclear to meet the moment. It’s time for the state to support local schools with the same intensity with which it evaluates them.

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**RECOMMENDATION:** The Board adopt Resolution #58/25-26 in support of a state-level plan to close the achievement gap

**BUDGET IMPLICATION:** None

**RESOLUTION NO: 58/25-26**

**IN SUPPORT OF A STATE-LEVEL PLAN TO CLOSE THE ACHIEVEMENT GAP**

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WHEREAS, California's 5.8 million public school students represent the future of our state, yet persistent achievement gaps continue to separate students by income, race and geography; and

WHEREAS, recent California Assessment of Student Performance and Progress (CAASPP) results, California School Dashboard outcomes and other performance indicators reveal only incremental advances in academic and school outcomes while profound disparities between student groups remain entrenched; and

WHEREAS, school districts and county offices of education work tirelessly to accelerate learning, support student well-being and accelerate performance for all students; and

WHEREAS, these local efforts occur within a state system that remains fragmented, reactive and insufficiently accountable for its own role in supporting school districts and county offices of education, boosting overall academic achievement, and advancing achievement of historically low-performing student groups; and

WHEREAS, California's Legislature, administration and state agencies have implemented numerous programs aimed at improving student outcomes, yet the absence of a coherent, comprehensive, state-level plan has resulted in a patchwork of disconnected initiatives rather than a unified strategy for success; and

WHEREAS, California lacks a comprehensive, state-level operations and support plan that clearly defines how the state will help — not dictate to — local LEAs in their ongoing work to close achievement gaps; and

WHEREAS, this lack of coordination and long-term vision has produced an accountability gap, a failure by state agencies and the Legislature to hold themselves to the same standards of transparency, alignment and measurable progress expected of LEAs; and

WHEREAS, closing the achievement gap is not solely the responsibility of local districts and county offices of education, but a shared obligation that requires the state to define and meet

its own performance goals in supporting LEAs, align funding and policy decisions, and ensure every student has access to the resources needed to succeed; and

WHEREAS, true accountability means that the state, like local school district and county boards, must adopt clear goals, measurable benchmarks and transparent reporting to the public on its progress in improving outcomes for California students; and

WHEREAS, the future of California's economy, civic health and democratic vitality depends on the success of all students, and continued stagnation in academic performance threatens the state's workforce, competitiveness and quality of life,

NOW, THEREFORE, BE IT RESOLVED, that the governing board of the San Ramon Valley Unified School District calls upon the Governor, the Legislature and relevant state agencies—including the California Department of Education, the State Board of Education and the California Collaborative for Educational Excellence, in collaboration with statewide education organizations like CSBA — to jointly develop and adopt a comprehensive state-level plan to support local educational agencies in closing achievement gaps; and

BE IT FURTHER RESOLVED, that such a plan should:

Establish specific, measurable goals for state agencies' roles in supporting LEAs;

Include annual benchmarks and transparent reporting on the state's progress in improving student outcomes;

Align the state budget with these goals, ensuring that funding decisions advance coherent, long-term strategies rather than isolated programs; and

Create a public "State of the Gap" dashboard, providing ongoing data on how the state is meeting its obligations to support LEAs and promote educational equity; and

BE IT FURTHER RESOLVED, that the governing board affirms its continued commitment to closing achievement gaps and providing equitable educational opportunities for all students, while urging state leaders to act with urgency, coherence and accountability in addressing this statewide challenge; and

BE IT FURTHER RESOLVED, that the governing board shall transmit this resolution to the California School Boards Association for inclusion in statewide advocacy efforts encouraging

coordinated state action to help LEAs close achievement gaps and improve outcomes for every student in California.

**Adopted this 20<sup>th</sup> day of January 2026**

**Motion made by:** \_\_\_\_\_

**Second made by:** \_\_\_\_\_

**Members voting “aye”:** \_\_\_\_\_

**Members voting “no”:** \_\_\_\_\_

**Members abstaining:** \_\_\_\_\_

**Members not present:** \_\_\_\_\_

\_\_\_\_\_  
CJ Cammack  
Secretary to the Board of Education of the  
San Ramon Valley Unified School District,  
Contra Costa County, State of California

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF APPROVAL OF ADDENDA TO EMPLOYMENT  
AGREEMENT FOR SUPERINTENDENT

**SUBMITTED BY:** Susanna Ordway, Board President

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**DISCUSSION:** The current employment agreement of the Superintendent expires on June 30, 2027. To maintain consistency and stability in District leadership approval of the attached addenda to employment is recommended to extend the term to the maximum allowed by the California Department of Education and state law limit of 4 years.

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**RECOMMENDATION:** Approve the addenda to the agreement for employment of the Superintendent.

**BUDGET IMPLICATION:** None



**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**

699 Old Orchard Drive, Danville, California 94526

**Board of Education**

(925) 552-2933

[www.srvusd.net](http://www.srvusd.net)

**AMENDMENT TO AGREEMENT FOR EMPLOYMENT FOR  
CJ CAMMACK, SUPERINTENDENT**

This Amendment makes the following changes to the Superintendent Employment Agreement dated May 14, 2024.

Addendum to Section 1: **TERM/TERMINATION/EXTENSION**

The Governing Board hereby extends the Superintendent's employment contract from July 1, 2026, through June 30, 2030.

**Signed:**

**For the District:**

**Signed:**

\_\_\_\_\_  
Susanna Ordway  
DATE  
President, Board of Education

\_\_\_\_\_  
DATE CJ Cammack  
Superintendent

\_\_\_\_\_  
Jesse vanZee  
Vice-President, Board of Education

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Rachel Hurd  
Clerk, Board of Education

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Laura Bratt  
Member, Board of Education

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Shelley Clark  
Member, Board of Education

\_\_\_\_\_  
DATE



**DATE:** January 20, 2026

**TOPIC:** FIRST READING OF REVISIONS TO BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

**SUBMITTED BY:** CJ Cammack, Superintendent

**PREPARED BY:** Christine Huajardo, Assistant Superintendent, Educational Services

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**DISCUSSION:** The following Board Policies (BP) and Administrative Regulations (AR) have been revised to reflect recent changes in Educational Codes and recommended changes by the California School Board Association (CSBA).

Christine Huajardo, Assistant Superintendent, Educational Services, is bringing forward the following revised BPs and ARs for approval by the Board:

5000: Students

- BP 5113: Absences and Excuses
- AR 5113: Absences and Excuses
- AR 5113.11: Attendance Supervision
- BP 5113.12: District School Attendance Review Board
- AR 5113.12: District School Attendance Review Board
- BP 5113.2: Work Permits
- AR 5113.2: Work Permits
- BP 5141.5: Mental Health **(NEW)**

6000: Instruction

- BP 6145.2: Athletic Competition
- AR 6145.2: Athletic Competition

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**RECOMMENDATION:** For information only. After review, pending any changes requested by the Board, the revisions will be brought to the February 24, 2026 Board of Education meeting for Board approval.

**BUDGET IMPLICATION:** None.

**Policy 5113: Absences And Excuses** **Status:** PENDING

**Original Adopted Date:** 09/08/2009 | **Last Revised Date:** 06/17/2025 | **Last Reviewed Date:** 06/17/2025

The Governing Board believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence or truancy.

In accordance with law, Board policy, and administrative regulation, absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons as specified in Education Code 48205, and work in the entertainment or allied industry as permitted pursuant to Education Code 48225.5.

When a student's absence from school is excused, the student's teacher shall determine identical or reasonably equivalent assignments and tests to those missed during the absence which the student shall be permitted to complete for full credit within a reasonable amount of time as determined by the teacher. (Education Code 48205, 48225.5)

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulation. (Education Code 46014)

Because~~Inasmuch as~~ school attendance and class participation are integral to students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours.

Students shall not be absent from school without their parents/guardians' knowledge or consent, except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

The Board shall, by resolution entered into its minutes, approve reasonable methods that may be used to verify student absences due to illness or quarantine. (5 CCR 421)

**Regulation 5113: Absences And Excuses** **Status:** PENDING

**Original Adopted Date:** 01/17/1995 | **Last Revised Date:** 08/19/2025 | **Last Reviewed Date:** 08/19/2025

**Excused Absences**

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following ~~purposes~~ reasons:

1. Personal illness, including absence for the benefit of the student's mental or behavioral health (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205)
3. Medical, dental, optometrical, or chiropractic service or appointment (Education Code 48205)
4. Attendance at funeral services for or grieving the death of a member of the student's immediate family or, as determined by the student's parent/guardian, a person so closely associated with the student as to be considered the student's immediate family (Education Code 48205)

A student may be excused for this reason for up to five days for each incident. (Education Code 48205)

5. Jury duty in the manner provided for by law (Education Code 48205)
6. Illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
  - a. Attendance or appearance in court
  - b. Attendance at a funeral service
  - c. Observance of a religious holiday or ceremony
  - d. Attendance at religious retreats for no more than one school day each semester
  - e. Attendance at an employment conference

- f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
- 8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)
- 9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment ~~to a combat zone or a combat support position~~ or is on leave from or has immediately returned from such deployment (Education Code 48205)

Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

- 10. Attendance at the student's naturalization ceremony to become a United States citizen (Education Code 48205)
- 11. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people (Education Code 48205)
- 12. For a middle school or high school student, engagement in a civic or political event, provided that the student notifies the school ahead of the absence (Education Code 48205)

Unless otherwise permitted by the Superintendent or designee, students shall be limited to one such school day-long absence each school year (Education Code 48205)

- 13. When a student's immediate family member or, as determined by the student's parent/guardian, a person so closely associated with the student as to be considered the student's immediate family has died: (Education Code 48205)
  - a. To access services from a victim services organization or agency
  - b. To access grief support services
  - c. To participate in safety planning or take other actions, including, but not limited to, temporary or permanent relocation, to increase the safety of the student, an immediate family member of the student, or a person determined by the student's parent/guardian to be in such close association with the student as to be considered immediate family-

Such absence shall be excused for not more than three days for each incident. (Education Code 48205)

#### 14. For a student's participation in military entrance processing

- ~~14.~~15. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school property as designated by the religious group, church, or denomination (Education Code 46014)

Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in Administrative Regulation 6112 - School Day, and is not excused from school for this purpose on more than four days each school month. (Education Code 46014)

~~15.~~16. For a student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days, work in such industry (Education Code 48225.5)

For this purpose, student absence shall be excused for a maximum of up to five absences each school year. (Education Code 48225.5)"

~~16.~~17. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

A student may be excused for up to five such absences each school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

~~17.~~18. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

For the purpose of the absences described above, immediate family means the student's parent/guardian, sibling, grandparent, or any other relative living in the student's household. (Education Code 48205)

### Method of Verification

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation, either in person or by written note, verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

Any of the~~The~~ following methods may be used to verify student absences:

1. Written, digital, or audio message from parent/guardian or parent representative
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative

The employee shall subsequently record the following:

- a. Name of student

- b. Name of parent/guardian or parent representative
  - c. Name of verifying employee
  - d. Date(s) of absence
  - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated

The employee shall document the verification and include the information specified in Item #2 above.

4. Physician's verification

- a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment
- ~~b. When a student has accumulated 10 full-day excused, scattered absences in the school year as verified by methods listed in #1-3 above, subsequent full or partial day absences for illness or physician's appointment shall require physician's verification or excused by method of the district's chronic illness form.~~
- ~~c.~~ b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences

Parent/Guardian and Student~~Parental~~ Notifications

At the beginning of each school year, the Superintendent or designee shall:

- 1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)
- 2. Notify students in grades 7-12 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)
- 3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time (Education Code 48980). SRVUSD designates 2 days after a student's return to school as a reasonable period of time.

Such notice shall include the full text of Education Code 48205. (Education Code 48980)

It shall be the responsibility of the parent/guardian and student to establish the nature of the absence to the satisfaction of the principal or designee. All absences which are not cleared within two days after a student's return to school shall be recorded as unexcused.

**Regulation 5113.11: Attendance Supervision**

**Status:** PENDING

**Original Adopted Date:** 11/14/2023 | **Last Reviewed Date:** 11/14/2023

The Superintendent or designee shall appoint an attendance supervisor and any assistant attendance supervisor(s) as may be necessary to supervise the attendance of district students. (Education Code 48240, 48242)

Any person appointed as an attendance supervisor shall be appropriately certificated to perform the work. (Education Code 48241, 48245)

Such supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent or designee. (Education Code 48240)

The attendance supervisor shall promote a culture of attendance and establish a system to accurately track student attendance in order to achieve all of the following:

1. Raise the awareness of school personnel, parents/guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism and truancy and other challenges associated with poor attendance
2. Identify and respond to grade level or student subgroup patterns of chronic absenteeism or truancy
3. Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion
4. Ensure that students with attendance problems are identified as early as possible to provide applicable support services and interventions
5. Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates

The attendance supervisor may provide support services and interventions, including, but not limited to, the following: (Education Code 48240)

1. A conference between school personnel, the student's parent/guardian, and the student
2. Promotion of cocurricular and extracurricular activities that increase student connectedness to school, such as tutoring, mentoring, the arts, service learning, or athletics
3. Recognition of students who achieve excellent attendance or demonstrate significant improvement in attendance
4. Referral of the student to a school nurse, school counselor, school psychologist, school social worker, and other student support personnel for case management and counseling

5. Collaboration with child welfare services, law enforcement, courts, public health care agencies, government agencies, or medical, mental health, and oral health care providers to receive necessary services
6. Collaboration with school study teams, guidance teams, school attendance review teams, or other intervention-related teams to assess the attendance or behavior problem in partnership with the student and the student's parents/guardians or caregivers
7. In schools with significantly higher rates of chronic absenteeism, identification of barriers to attendance that may require schoolwide strategies rather than case management

[Schoolwide strategies may include the implementation of an attendance recovery program operated in accordance with Board Policy/Administrative Regulation 5113.1 - Chronic Absence and Truancy.](#)

8. Referral of the student for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program for a student with disabilities or creating a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973
9. Referral of the student to a school attendance review board (SARB) established pursuant to Education Code 48321 or to the probation department pursuant to Education Code 48263
10. Referral of the student to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6

Upon receiving any complaint that a parent/guardian or other person having control or charge of a student has violated Education Code 48200-48341, the state compulsory education laws, the attendance supervisor shall investigate the matter and, if a violation is found, shall recommend referral to [the](#) SARB. If the district is subsequently notified by the SARB that the parent/guardian continually and willfully has failed to respond to directives of the SARB or the services provided, the attendance supervisor shall refer the matter for possible prosecution in court in accordance with Education Code 48291-48292, as applicable. (Education Code 48290-48292)

The attendance supervisor shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

The attendance supervisor shall annually report student attendance data to the Superintendent or designee and the Governing Board. Such data shall include, by school, grade level, and each numerically significant student subgroup as defined in Education Code 52052, rates of school attendance, chronic absence in which students are absent on 10 percent [or](#) more of the school days in the school year, and dropout.

**Policy 5113.12: District School Attendance Review Board**

**Status:** PENDING

**Original Adopted Date:** 11/14/2023 | **Last Reviewed Date:** 11/14/2023

The Governing Board recognizes that poor school attendance and behavior problems negatively impact student [learning and](#) achievement and put students at greater risk of dropping out of school. The Superintendent or designee shall establish a comprehensive and integrated system for the early identification of attendance problems and shall implement strategies to encourage students' attendance. After other interventions have been exhausted, students with a pattern of unexcused absences may be referred to a school attendance review board (SARB), in accordance with applicable law, in order to receive intensive guidance and assistance.

The SARB shall maintain a continuing inventory of community resources, including alternative educational programs.

The Superintendent or designee shall collaborate with the SARB and appropriate community agencies, including, but not limited to, law enforcement agencies, child welfare agencies, and health services, to provide school-based and/or community-based interventions tailored to the specific needs of the student.

The Board shall appoint members to the district's SARB, who may include a parent/guardian, as well as representatives of various agencies including, but not limited to, school districts; the county probation department; the county welfare department; the County Superintendent of Schools; law enforcement agencies; community-based youth service centers; school guidance personnel; child welfare and attendance personnel; school or county health care personnel; school, county, or community mental health personnel; the county district attorney's office; and the county public defender's office. [\(Education Code 48321\)](#)

[Each SARB shall, at least annually, consult with students who reflect the diversity of all the schools that are served by the SARB for the purpose of soliciting input that will assist SARB members in gaining a better understanding of, and proposing interventions for, student attendance and behavioral challenges.](#) (Education Code 48321)

The district's SARB shall provide support to improve student attendance and behavior through proactive efforts focused on building positive school environments and improved school connectedness, early identification and immediate intervention to re-engage students with poor attendance or behavior, and intensive intervention with students and families to address severe or persistent attendance or behavior issues.

The district's SARB shall operate in accordance with [Board Bylaw 9320 - Meetings and Notices](#), [Board Bylaw 9321 - Closed Session](#), and [Board Bylaw 9322 - Agenda/Meeting Materials](#); Education Code 48320-48325; [applicable rules and regulations](#), ~~the Brown Act (Government Code 54950-54963), and the bylaws~~ of the [County Office of Education's SARB](#); and the [Ralph M. Brown Act \(open meeting requirements\)](#).

The SARB shall collect data and annually report outcomes on SARB referrals to the ~~Governing~~ Board, Superintendent or designee, and County Superintendent ~~of Schools~~. (Education Code 48273)

**Regulation 5113.12: District School Attendance Review Board**

**Status:** PENDING

**Original Adopted Date:** 11/14/2023 | **Last Reviewed Date:** 11/14/2023

**SARB Process**

1. Upon receiving a referral of a student with attendance and/or behavior problems, a designated member of the school attendance review board (SARB) shall review the case and may meet with school personnel to determine whether the school has provided sufficient information about the student's attendance record or behavior. If the referral is complete and is an appropriate matter for the SARB to consider, the SARB chairperson shall provide written notification to the student's parents/guardians stating the reasons a referral has been made, explaining the SARB process, advising whether additional information is needed, and describing school-level interventions that have previously been attempted.
2. The SARB shall meet with the student and [the student's](#) parents/guardians, give them an opportunity to present their understanding of the problem, and discuss the school and/or community resources appropriate for the student's circumstances.

[In accordance with Board Bylaw 9321 - Closed Session, any](#) ~~Any~~ SARB meeting to consider matters related to an individual student shall be held in closed session unless the parent/guardian requests, in writing, that the meeting be held in open session.

3. The SARB shall have access to relevant student records, but shall not provide access to others without written consent of the student's parent/guardian. (Education Code 49076)
4. For the limited purpose of making a proper disposition of the referral of a student, the SARB may issue subpoenas pursuant to Code of Civil Procedure 1985-1997, or may request the juvenile court to issue subpoenas to require the attendance of the student, parents/guardians or other person having control of the student, the school authority referring the student, or any other person who has pertinent or material information concerning the matter. The SARB shall not issue any subpoena that includes a request for production of written materials, but may request a juvenile court to issue such subpoena for the production of written materials. (Education Code 48263, 48321.5)
5. The SARB shall issue written directives stating the responsibilities of all persons involved, detailed resource referrals, and follow-up dates for the school's reports on the student's progress. The written directives shall include an agreement that the student will attend school or improve classroom behavior as applicable, and shall be signed by the student, [the student's](#) parents/guardians, the SARB chairperson, and the Superintendent or designee.
6. When referred by the SARB, a student may be assigned to a community day school or a county community school. (Education Code 1981, 48662)
7. At any time it deems proper, the SARB may require the student or [the student's](#) parents/guardians to furnish satisfactory evidence of participation in any available community services that the student or parents/guardians have been directed to use. (Education Code 48263)
8. Based on progress reports submitted by the school, the SARB may terminate the agreement upon the successful completion of the terms of the agreement, extend the time for

completion of the agreement, or schedule another meeting with the student and [the student's](#) parents/guardians.

- 9. If the student's attendance or behavior problems cannot be resolved by the SARB, or if the student and/or the student's parents/guardians continually and willfully fail to respond to SARB directives or the services provided, the student or parents/guardians shall be referred to the appropriate agency, including law enforcement agencies when necessary. (Education Code 48263, 48290-48291)

**Policy 5113.2: Work Permits**

**Status:** PENDING

**Original Adopted Date:** 01/17/1995 | **Last Revised Date:** 03/18/2025 | **Last Reviewed Date:** 03/18/2025

The [Governing](#) Board recognizes that part-time employment can provide students with income, job experience, and valuable life skills and should be permitted to the extent that such employment does not interfere with a student's education. Before accepting any offer of employment, district students who are minors shall obtain work permits from the Superintendent or designee, regardless of whether the employment will occur when school is in session ~~and/or not in session~~, unless otherwise exempted by law.

[Students with work permits shall be exempted from attendance in a full-time day school provided they attend part-time classes. \(Education Code 48230\)](#)

In determining whether to grant or continue a work permit, the Superintendent or designee shall consider whether employment is likely to significantly interfere with the student's schoolwork. Students granted work permits shall be required to demonstrate and maintain a 2.0 grade point average and satisfactory school attendance, except during periods of extended school closure due to an emergency as described in Education Code 49200 and the accompanying administrative regulation. On a case-by-case basis, the Superintendent or designee may approve a maximum work hour limit that is lower than the limit specified in law and administrative regulation.

~~Students with work permits may be exempted from attendance in a full-time day school provided they attend part-time classes. (Education Code 48230)~~

Work permits shall be limited to part-time employment as defined by law, except when the Superintendent or designee determines that circumstances warrant the granting of a permit for full-time employment.

Any student authorized to work full time when school is in session shall be enrolled in part-time continuation classes. [Additionally, a](#) ~~A~~ student ~~age~~-14 or 15 [years of age](#) who receives a permit to work full time shall also be enrolled in a work experience education program. (Education Code 49130, 49131, 49135)

## Regulation 5113.2: Work Permits

Status: PENDING

Original Adopted Date: 01/15/1995 | Last Revised Date: 03/18/2025 | Last Reviewed Date: 03/18/2025

Before accepting employment, a student under ~~18 years~~<sup>the age of age</sup> ~~18~~ who is subject to the state's compulsory attendance ~~laws~~<sup>law</sup>, including a student who has not yet graduated from high school or has not received a certificate of proficiency, shall obtain a work permit.

The district may issue a permit authorizing employment while school is in session, including employment connected with a work experience education program pursuant to Education Code 51760-51769.5, to a student 14-17 years of age. ~~Additionally, the~~<sup>The</sup> district ~~also~~ may issue a permit to any student 12-17 years of age to be employed during a regular school holiday, during a regular or specified occasional public school vacation, and when the student is exempt from compulsory school attendance pursuant to Education Code 48231 because the student arrived from another state within 10 days before the end of the school term. (Education Code 49111, 49113, 49160)

If a student has obtained an offer of employment in the entertainment industry, the student shall request a work permit from the California Department of Industrial Relations, Division of Labor Standards Enforcement, pursuant to Labor Code 1308.5 and 8 CCR 11752-11753.

### Persons Authorized to Issue Work Permits

~~The following individuals are authorized to issue a~~<sup>A</sup> work permit ~~shall not be required for~~<sup>to</sup> a student ~~who meets all of~~<sup>in</sup> the ~~following criteria: (5 CCR 10121) district: (Education Code 49110)~~

1. Is not receiving pay or financial reimbursement for services rendered in volunteer services or educational purposes
2. Is not in an employer-employee relationship in accordance with the Fair Labor Standards Act, and is serving as an unpaid trainee or volunteer or in an in-school placement
3. Has submitted written parent/guardian permission

In addition, a student shall not be required to obtain a work permit if the student is self-employed; is working at odd jobs such as yard work and babysitting in private homes where the student is not regularly employed; is a self-employed news carrier delivering newspapers to consumers on a regular route; is employed in agricultural, horticultural, viticultural, or domestic labor during non-school hours when the work is performed for or under the control of the parent/guardian and is performed upon or in connection with premises the parent/guardian owns, operates, or controls; or is otherwise exempted by law.

### Persons Authorized to Issue Work Permits

The following individuals are authorized to issue a work permit to a student in the district: (Education Code 49110)

1. The Superintendent

2. An employee holding a services credential with a specialization in pupil personnel services or a certificated work experience education teacher or coordinator, when authorized by the Superintendent in writing
3. A principal, or another school administrator designated by the principal, provided that the principal or designee:
  - a. Provides a self-certification that the principal or designee understands the requirements of law for issuing a work permit
  - b. Does not issue a work permit to the principal's or designee's own child

If the person designated to issue work permits is not available and delay in issuing a permit would jeopardize a student's ability to secure work, the Superintendent may temporarily authorize another person to issue the permit. (Education Code 49110)

### Application

The student's parent/guardian, foster parent, caregiver with whom the student resides, or residential shelter services provider shall file a written request for a work permit. (Education Code 49110)

The request for a work permit shall be submitted to the Superintendent or designee on a form approved by the California Department of Education (CDE).

If the student is applying for a full-time work permit, the student and the student's parent/guardian shall generally be required to appear before, and submit the application to, the Superintendent or designee. [\(Education Code 49132\)](#)

[The Superintendent or designee shall, before or at the time of signing the work permit, issue the student a document clearly explaining basic labor rights extended to workers, as specified in Education Code 49110.5.](#)

~~—(Education Code 49132)~~

In the event of an extended physical closure of the campus due to a natural disaster, pandemic, or other emergency, the required documentation, including signatures, may be collected electronically. In addition, if the application is for a full-time work permit, the student and parent/guardian shall not be required to appear in person before the Superintendent or designee if the completed application has been successfully submitted electronically and the student and parent/guardian have attended a video conference with the person issuing the work permit. (Education Code 49132, 49200)

### Approval Process

The Superintendent or designee shall have discretion to determine whether ~~or not~~ to issue the work permit.

In determining whether to approve a work permit, the Superintendent or designee shall verify the student's date of birth, the type of work permit to be issued, and whether the student meets any other criteria established by the Governing Board. The Superintendent or designee may inspect the

student's records and/or may confer with at least one of the student's teachers for evidence of satisfactory grades and school attendance and to determine whether the student possesses the motivation and maturity to maintain academic progress while working.

However, a work permit shall not be denied based on a student's grades, grade point average, or school attendance under either of the following circumstances: (Education Code 49120, 49200)

1. The student's school has been physically closed for an extended time due to a natural disaster, pandemic, or other emergency.
2. The student is applying for a work permit in order to participate in a government-administered employment and training program that will occur during the regular summer recess or vacation of the student's school.

Students shall not be approved to work in environments declared hazardous or dangerous for young workers or otherwise prohibited by child labor laws. (Labor Code 1290-1298; 29 CFR 570.33, 570.50-570.72)

The Superintendent or designee shall ensure that the requested work hours do not exceed the maximum work hours specified in law based on the student's age and whether the employment will occur while school is in session. ~~and/or not in session.~~ (Education Code 49111, 49112, 49116; Labor Code 1391-1391.1; 29 CFR 570.35)

Full-time employment may be authorized for students 14-17 years of age in accordance with Education Code 49130-49135.

All work permits shall be issued on forms provided by or authorized by CDE. (Education Code 49117)

Each permit shall authorize work for a specific employer. Whenever a student changes employers, the student shall request a new permit.

The student may be issued more than one work permit if the student works concurrently for more than one employer, provided that the total number of hours worked does not exceed the total number of hours allowed by law and the district.

Whenever a work permit is issued by a principal or other designated school administrator, the principal or designee shall submit to the Superintendent a copy of ~~the~~<sup>each</sup> work permit issued, along with a copy of the application and a self-certification that the principal or designee understands the requirements in existing law for issuing a work permit. (Education Code 49110)

The Superintendent or designee shall periodically inspect the grades and attendance records of students granted work permits to ensure maintenance of academic progress and any additional criteria established in Board policy.

### Expiration of Work Permits

Work permits issued during the school year shall expire five days after the opening of the next succeeding school year. (Education Code 49118)

Before the work permit expires, a student may apply for a renewed work permit in accordance with the procedures specified in ~~the section~~ "Approval Process" above.

### Revocation of Work Permits

The Superintendent or designee shall revoke a student's work permit whenever the Superintendent

or designee determines that the employment is impairing the health or education of the student, any provision or condition of the permit is being violated, the student is performing work in violation of law, or any condition for the issuance of the permit no longer exists or never existed. (Education Code 49116, 49164; Labor Code 1300)

The Superintendent may revoke a work permit issued by a principal of a public or private school located within the district if the Superintendent becomes aware of any grounds upon which the student may be deemed ineligible for a work permit under law. (Education Code 49110)

### **Retention of Records**

In accordance with Administrative Regulation 3580 - District Records, the Superintendent or designee shall retain a copy of the work permit application and the work permit until the end of the fourth year after the work permit was issued. (5 CCR 16026)

**Policy 5141.5: Mental Health**

**Status: NEW**

**Original Adopted Date: NEW**

The Governing Board recognizes that students' emotional well-being and mental health are critical to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to reduce the stigma associated with mental illness, facilitate access to mental health services, and help students build resiliency skills, including digital resilience, increase social connections, and cope with life challenges.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

Instruction provided to students shall promote student health and mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework, as specified in Administrative Regulation 6143 - Courses of Study, and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors including substance abuse, developing coping skills, and identifying resources that may provide assistance.

**Information and Training**

The Superintendent or designee shall provide school staff and students with information and training to recognize the early signs and symptoms of an emerging mental health condition or behavioral health disorder, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, safely deescalate crisis situations involving students with a behavioral health disorder, and link students with effective services, referrals, and supports. Additionally, such training shall provide instruction on how to maintain student privacy and confidentiality, and may be provided to parents/guardians and families. (Education Code 49428.15)

The Superintendent or designee shall ensure that all certificated employees and 40 percent of classified employees who have direct contact with students in grades 7-12 receive youth behavioral training at least one time, in accordance with Education Code 49428.2.

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

Annually, the Superintendent or designee shall provide, and require all certificated employees serving students in grades 7 to 12 to participate in, at least one hour of cultural competency training to support lesbian, gay, bisexual, transgender, queer, and questioning individuals. The district shall maintain records documenting the date that each employee completed the training and the name of the entity that provided the training. (Education Code 218.3)

At least twice per school year, the Superintendent or designee shall ensure that each school provides notice regarding how to initiate access to student mental health services on campus and/or in the community. The notification to parents/guardians and to students shall be in at least two of the following methods: (Education Code 49428)

1. Distributing the information, electronically or in hardcopy, in a letter to parents/guardians, and in a school publication or other document to students
2. Including the information, at the beginning of the school year, in the parent/guardian handbook and in student orientation materials or a student handbook
3. Posting the information on the school's website or social media

Each school site that serves students in any of grades 6-12 shall create an age appropriate and culturally relevant poster that identifies approaches and shares resources about student mental health, and that includes the following information: (Education Code 49428.5)

1. Identification of common behaviors of those struggling with mental health or who are in a mental health crisis, including, but not limited to, anxiety, depression, eating disorders, emotional dysregulation, bipolar episodes, and schizophrenic episodes
2. A list of, and contact information for, school site-specific resources, including, but not limited to, counselors, wellness centers, and peer counselors
3. A list of, and contact information for, community resources, including, but not limited to, suicide prevention, substance abuse, child crisis, nonpolice mental health hotlines, public behavioral health services, and community mental health centers
4. A list of positive coping strategies to use when dealing with mental health, including, but not limited to, meditation, mindfulness, yoga, breathing exercises, grounding skills, journaling, acceptance, and seeking therapy
5. A list of negative coping strategies to avoid, including, but not limited to, substance abuse or self-medication, violence and abuse, self-harm, compulsivity, dissociation, catastrophizing, and isolating

The poster shall be displayed in English and any primary language spoken by 15 percent or more of the students at the school site and be no smaller than 8.5 by 11 inches and at least 12-point font. The poster shall be prominently and conspicuously displayed in public areas that are accessible to, and commonly frequented by, students at each school site such as bathrooms, locker rooms, classrooms, classroom hallways, gymnasiums, auditoriums, cafeterias, wellness centers, and offices. Additionally, at the beginning of each school year the poster shall be distributed online to students through social media, websites, portals, and learning platforms. (Education Code 49428.5)

### **Mental Health Counseling and Referrals**

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

The district's referral protocols shall: (Education Code 49428.1)

1. Address the appropriate and timely referral by school staff of students with behavioral health concerns
2. Reflect a multitiered system of support process and positive behavioral interventions and supports, to be used as an alternative to disciplinary action as appropriate

The protocols shall be accessible to students who may be the subject of disciplinary action.

3. Be adaptable to varied local service arrangements for behavioral health services
4. Reflect evidence-based and culturally appropriate approaches to student behavioral health referral without disciplinary actions

"Evidence-based" means peer-reviewed, scientific research evidence, including studies based on research methodologies that control threats to both the internal and the external validity of the research findings.

5. Address the inclusion of parents/guardians in the referral process
6. Be written to ensure clarity and ease of use by certificated and classified school employees
7. Reflect differentiated referral processes for students with exceptional needs and other populations for whom the referral process may be distinct
8. Be written to ensure that school employees act only within the authorization or scope of their credential or license

School employees are not authorized or encouraged to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

9. Be consistent with state activities conducted by the California Department of Education in the administration of federally funded behavioral health programs

A student 12 years of age or older may consent to mental health treatment or counseling if the student, in the opinion of the attending mental health professional, is mature enough to participate intelligently in the services. Additionally, the student's parent/guardian shall consent to student's treatment, unless the mental health professional determines, after consulting with the student, that the involvement of the parent/guardian would be inappropriate. (Family Code 6924)

In delivering mental health and behavioral health services to students, the district may use telehealth or other information and communication technologies that facilitate the diagnosis, consultation, treatment, education, care management, and self-management of a student's health while the student is on campus and the health care provider is at a distant location. (Education Code 49429)

Prior to utilizing telehealth technology to manage a student's mental health or behavior, the mental health professional shall consult with the student, parent/guardian, and/or the student's individualized education program team, as required by law, unless the mental health professional determines that the involvement would be inappropriate pursuant to Family Code 6924.

In using telehealth technology to provide mental health services to students, the Superintendent or designee shall ensure that mental health professionals comply with applicable professional codes of ethics and legal authority. Additionally, space that affords privacy and confidentiality of telehealth sessions shall be provided for students and an emergency response plan shall be put in place that lays out all legally-mandated steps to take when a student suddenly begins to exhibit suicidal ideation or other potentially dangerous behavior during a telehealth session.

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

## **Funding Resources**

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

## **Policy 6145.2: Athletic Competition**

**Status:** PENDING

**Original Adopted Date:** 01/17/1995 | **Last Revised Date:** 11/15/2022 | **Last Reviewed Date:** 11/15/2022

The [Governing](#) ~~Board of Education~~ recognizes that the district's athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The [district's](#) athletic program shall be designed to meet students' interests and abilities and shall be varied in scope to attract wide participation.

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, sports skills, and sportsmanship. Athletic events shall be officiated by qualified personnel.

The Board encourages business and community support for district athletic programs, subject to [the district's advertising and promotion policy and regulation and other](#) applicable district policies and regulations. ~~governing advertisements and donations.~~

### **Nondiscrimination and Equivalent Opportunities in the Athletic Program**

The district's athletic program shall be free from discrimination and discriminatory practices prohibited by state and federal law, including, but not limited to, the use of any racially derogatory or discriminatory school or athletic team name, mascot, or nickname.

[Derogatory Native American terms, including Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Redskins, Savages, Squaw, and Tribe, shall not be used for any school or athletic team name, mascot, or nickname, unless permitted in accordance with Education Code 221.3. Any district school using or in which any such derogatory term is being used, shall complete the implementation of a new school or athletic team name, mascot, or nickname before the start of the 2028-2029 school year.](#)

[If a school selects a new school or athletic team name due to this prohibition, then any purchases or replacements of materials or fixtures due required by the implementation of the new name shall be completed before the start of the 2028-2029 school year. \(Education Code 221.3\)](#)

Only SRVUSD approved official mascots are allowed to be used. The Superintendent or designee shall ensure that equivalent athletic opportunities are provided for males and females, and that students are permitted to participate in athletic activities consistent with their gender identity.

Any complaint [alleging discrimination in](#) ~~regarding~~ the district's athletic program shall be filed in accordance with the [appropriate](#) ~~district's uniform~~ complaint procedures.

[The district shall post on its website the California Department of Education's \(CDE\) standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form. \(Education Code 33353\)](#)

Any district school that participates in the California Interscholastic Federation (CIF) shall conduct its athletic activities in accordance with CIF bylaws and rules and any applicable district policy and regulation. The Superintendent or designee shall have responsibility for the district's interscholastic athletic program, while the principal or designee at each participating school shall be responsible for site-level decisions, as appropriate.

The Board shall annually designate a representative to the local CIF league from each school that participates in CIF sports. The Superintendent or designee shall recommend a candidate for the position who demonstrates an understanding of the district's goals for student learning and interscholastic activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and interpersonal communication and leadership skills.

The designated representative(s) shall vote on issues that impact interscholastic athletics at the league and section levels, perform any other duties required by the CIF league, and report regularly to the Board on league, section, and statewide issues related to athletic programs.

### **Student Eligibility**

Eligibility requirements for student participation in the district's interscholastic athletic program, including requirements pertaining to academic achievement ~~and residency~~, shall be the same as those set by the district for participation in extracurricular and cocurricular ~~co-curricular~~ activities.

In addition, the Superintendent or designee shall ensure that students participating in interscholastic athletics governed by CIF satisfy CIF eligibility requirements.

Students shall not be charged a fee to participate in an athletic program, including, but not limited to, a fee to cover the cost of uniforms, locks, lockers, or athletic equipment.

### **Sportsmanship**

The Board values the quality and integrity of the athletic program and the character development of student athletes. Student athletes, coaches, parents/guardians, spectators, and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also teach, enforce, advocate, and model ~~abide by~~ the core principles of trustworthiness, respect, responsibility, fairness, caring, and good citizenship and abide by the applicable Code ~~Codes~~ of Conduct ~~Ethics~~ adopted by CIF.

Students and staff shall ~~may~~ be subject to disciplinary action for improper conduct.

### **Health and Safety**

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities.

Students shall have a medical clearance before participating in interscholastic athletic programs. Care shall be taken to ensure that all athletic training ~~trainings~~ and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition. The Superintendent or designee shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each school year.

The Superintendent or designee shall develop a written emergency action plan that describes the location of [emergency medical equipment, including](#) automated external defibrillator(s), and procedures to be followed in the event of sudden cardiac arrest or other medical emergency related to the athletic program's activities [or events, including concussion and heat illness. The plan shall include a description of the manner and frequency at which the procedures to be followed in the event of medical emergencies will be rehearsed, based on coaches training requirements specified in Education Code 35179.1.](#)~~for events.~~ The plan shall be posted in accordance with guidelines of the National Federation of State High School Associations. (Education Code 35179.4)

[Coaches and/or athletic trainers shall comply with any training required by law and in accordance with the accompanying administrative regulation and Administrative Regulation 4127/4227/4327 - Temporary Athletic Team Coaches.](#)

In the event of a serious injury or a perceived imminent risk to a student's health during or immediately after an athletic activity, the coach or any other ~~appropriate~~ district employee who is present, shall remove the student athlete from the activity, observe universal precautions in handling blood or other bodily fluid, and/or seek medical treatment for the student as appropriate.

Whenever a serious injury or illness is suffered by a student athlete, the Superintendent or designee shall notify the student's parent/guardian of the date, time, and extent of any injury or illness suffered by the student and any actions taken to treat the student.

## Regulation 6145.2: Athletic Competition

Status: PENDING

Original Adopted Date: 01/17/1995 | Last Revised Date: 11/15/2022 | Last Reviewed Date: 11/15/2022

### Nondiscrimination and Equivalent Opportunities in the Athletic Program

No student shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of [any](#) actual or perceived characteristic specified in law [and Board Policy 0410 - Nondiscrimination in District Programs and Activities.](#) (Education Code 220, 221.5, 230; 5 CCR 4920; 34 CFR 106.41)

The Superintendent or designee may provide single-sex teams when selection for the teams is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)

Each student shall be allowed to participate in any single-sex athletic program or activity consistent with the student's gender identity, irrespective of the gender listed on the student's records, for which the student is otherwise eligible to participate. (Education Code 221.5)

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for the team, regardless of sex, sexual orientation, gender, gender identity, gender expression, or other protected group status. (5 CCR 4921; 34 CFR 106.41)

The Superintendent or designee shall ensure that equivalent opportunities are available to both sexes in athletic programs by considering, among other factors: (5 CCR 4922; 34 CFR 106.41)

1. Whether the [offered](#) selection of sports and levels of competition effectively [accommodate](#)~~accommodates~~ the interests and abilities of both sexes

The athletic program may be found to effectively accommodate the interests and abilities of both sexes using any one of the following tests: (Education Code 230, [5 CCR 4922](#))

- a. Whether the interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments;
- b. Where the members of one sex have been and are underrepresented among interscholastic athletes, whether the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex;
- c. ~~Where~~[When](#) the members of one sex are underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in [Item #1](#)~~item #b~~ above, whether the district can demonstrate that the interests and abilities of the members of that sex have been

fully and effectively accommodated by the present program.

2. The provision and maintenance of equipment and supplies
3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices
4. Travel and per diem allowances
5. Opportunities to receive coaching and academic tutoring
6. Assignment and compensation of coaches and tutors
7. Provision of locker rooms, and practice facilities, and competitive facilities
8. Provision of medical and training facilities and services
9. Provision of housing and dining facilities and services
10. Publicity
11. Provision of necessary funds

Each school that offers competitive athletics shall, at the end of the school year, post on its school website, or on the district website if the school does not have a website, the following information: (Education Code 221.9)

1. The total enrollment of the school, classified by gender
2. The number of students enrolled at the school who participate in competitive athletics, classified by gender
3. The number of boys' and girls' teams, classified by sport and by competition level

The data reported for items #1-3 above shall reflect the total number of players on a team roster on the official first day of competition. The materials used to compile this information shall be retained by the school for at least three years after the information is posted on the website. (Education Code 221.9)

### Concussions and Head Injuries

The Superintendent or designee shall annually distribute to student athletes and their parents/guardians an information sheet on concussions and head injuries. The student and parent/guardian shall sign and return the information sheet before the student initiates practice or competition. (Education Code 49475)

The Superintendent or designee shall provide training to coaches, and/or athletic trainers regarding the signs and concussion symptoms of, prevention, and the appropriate response to, concussions. (Education Code 35179.1, 49032)

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. If the health care provider determines that the

sustained a concussion or a head injury, the student shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. (Education Code 49475)

A middle school or high school football team shall not hold a full-contact practice during the off-season and shall not conduct more than two full-contact practices per week during the preseason and regular season (from 30 days before the commencement of the regular season until the completion of the final interscholastic football game of that season). In addition, the full-contact portion of a practice shall not exceed 90 minutes in any single day. For these purposes, full-contact practice means a practice where drills or live action is conducted that involves collisions at game speed, where players execute tackles and other activity that is typical of an actual tackle football game. (Education Code 35179.5)

### Heat Illness

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the signs and symptoms of, and the appropriate response to, heat illness, including heat cramps, heat syncope, heat exhaustion, and exertional heat stroke. (Education Code 35179.1, 49032)

To assist in the prevention of heat illness, coaches and/or athletic trainers shall gradually increase the intensity and duration of exercise to acclimate student athletes to practice in the heat, provide adequate rest breaks, make water available during all athletic activities, and alter practice plans in extreme environmental conditions.

### Sudden Cardiac Arrest

The Superintendent or designee shall distribute the California Interscholastic Federation (CIF) information sheet on sudden cardiac arrest to all student athletes who will be participating in a CIF-governed athletic activity and to their parents/guardians. The student and parent/guardian shall sign and return the information sheet prior to the student's participation in the athletic activity. If an athletic activity is not covered by CIF, the student and parent/guardian shall, prior to the student's participation in the athletic activity, sign and return an [acknowledgement](#) ~~acknowledgment~~ that they have received and reviewed the sudden cardiac arrest information posted on the California Department of Education's [website](#) ~~web site~~. (Education Code 33479.2, 33479.3)

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the ~~nature and warning~~ signs [and symptoms](#) of, [and the appropriate response to](#), sudden cardiac arrest. (Education Code 33479.6, 33479.7, 35179.1, 49032)

If a student athlete passes out or faints, or is known to have passed out or fainted, while participating in or immediately following participation in an athletic activity, the student shall be removed from participation at that time. If a student exhibits any other symptoms of sudden cardiac arrest, including seizures during exercise, unexplained shortness of breath, chest pains, dizziness, racing heart rate, or extreme fatigue, the student may be removed from participation by a coach or other employee who observes these symptoms. If any such symptoms are observed, notification shall be given to the student's parent/guardian so that the parent/guardian can determine the treatment, if any, the student should seek. A student who has been removed from participation shall not be permitted to return until the student is evaluated and given written clearance to return to participation by a health care provider. (Education Code 33479.2, 33479.5)

### Automated External Defibrillators

The Superintendent or designee shall acquire at least one automated external defibrillator (AED) for each district school [that participates in any interscholastic athletic program](#) and shall make the AED(s) available to coaches, athletic trainers, and/or other authorized persons at athletic

or events for the purpose of providing emergency care or treatment to students, spectators, and other individuals in attendance at [the athletic program's on-campus](#) activities and events. (Education Code 35179.6)

The district shall comply with all requirements of Health and Safety Code 1797.196 pertaining to any AED acquired by the district, including, but not limited to, regular maintenance and testing of the AED, and the provision and posting of information regarding the [location of any AED and](#) proper use of the AED. (Education Code 35179.6; Health and Safety Code 1797.196)

### **Additional Notifications**

Before students participate in practice or competition as part of interscholastic athletic activities, the Superintendent or designee shall, in addition to providing the students and their parents/guardians with the notices described above, send a notice to the [students and their](#)~~student's~~ parents/guardians which:

1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's [Compliance Officer](#)/Title IX Coordinator
2. Includes a copy of ~~the~~ students' Title IX rights pursuant to Education Code 221.8
3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare
4. Provides information about insurance protection pursuant to Education Code 32221.5
5. Requests parental permission for the student to participate in the program and, if appropriate, [to](#) be transported by the district to and from competitions
6. States the district's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship
7. Includes a copy of the local ~~California Interscholastic Federation (CIF)~~ league rules
8. Includes information about the CIF bylaw and district policy requiring any student athlete and the student's parent/guardian to sign a statement that the student will not use steroids, unless prescribed by a licensed health care practitioner, and will not use prohibited dietary supplements that include substances banned by the U.S. Anti-Doping Agency
9. Includes the opioid fact sheet published by the Centers for Disease Control and Prevention in accordance with Education Code 49476. The district shall provide this fact sheet annually to each student athlete and shall require the student and the student's parent/guardian to sign a document acknowledging receipt of the fact sheet.

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES

**SUBMITTED BY:** Melanie Jones, Assistant Superintendent, Human Resources

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**DISCUSSION:** The attached personnel changes require Board approval.

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**RECOMMENDATION:** The Administration recommends approval of the Certificated Personnel Changes.

**BUDGET IMPLICATION:** All recommendations for changes are presently within approved budget categories or have received specific Board approval.

**CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - January 20, 2026**

**Resignations/Retirements/Deceased**

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>	<u>Reason</u>
Amna	Haque	Teacher, Resource	0.600	LC	12/04/25	Resignation

**SERP Retirement Revisions**

<u>EID</u>	<u>Effective Date</u>
26**	06/04/27
146**	06/05/26

**2025-26 Leave of Absence**

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>
Sara	Kyles*	Speech Therapist	0.400	DH	08/04/25
Sara	Kyles*	Speech Therapist	0.400	MV	08/04/25
Sara	Kyles*	Speech Therapist	0.200	SR	08/04/25

**2025-26 Leave of Absence - Partial Year**

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Amy	Aberle*	Teacher, Special Ed	1.000	MV	08/09/25-01/04/26
Tatum	Aikionbare	Teacher, Elementary	1.000	TC	01/24/26-05/17/26
Callie	Camacho*	Teacher, Special Ed	1.000	CR	08/25/25-03/29/26
Lily	Chimienti*	Teacher, Elementary	1.000	TH	09/01/25-03/29/26
Jennifer	Donnelly*	Teacher, Elementary	0.400	JB	10/03/25-03/22/26
Rebecca	Forsyth	Teacher, Resource	1.000	VE/DA	01/16/26-02/01/26
Taylor	Lillard	Teacher, Middle	1.000	PV	12/20/25-06/05/26
Taylor	Mast*	Speech Therapist	0.800	IH	12/20/25-04/02/26
Taylor	Mast*	Speech Therapist	0.200	WR	12/20/25-04/02/26
Janelle	Mincy*	Counselor, High	1.000	MV	10/06/25-01/11/26
John	Paradiso	Counselor, Elementary	0.200	WD	11/17/25-06/05/26
Dearborn	Ramos	Teacher, High	1.000	DH	12/02/25-12/19/25
Sushma	Rathi	Teacher, Special Ed	1.000	MT	11/18/25-01/17/26
Alexis	Salonga Fernando	Teacher, High	1.000	CH	12/08/25-12/19/25
Jennine	Sloan	Teacher, Elementary	1.000	GL	12/02/25-12/17/25
Haley	Smith	Teacher, Elementary	1.000	NA	12/08/25-01/04/26
Robert	Spain	Assistant Principal	1.000	DH	10/27/25-12/05/26
SueEllen	Thomas*	Assistant Principal-Athletics	1.000	DH	07/16/25-06/10/26
Katelyn	Weiner	Teacher, Elementary	1.000	TC	02/09/26-05/03/26
Laura	Young	Teacher, Resource	0.800	VG	01/06/26-05/31/26
Anastasiia	Zastavna	Teacher, Middle	1.000	IH	02/09/26-06/05/26

**2025-26 Temporary Employment - Partial Year**

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Juliana	Chen	Teacher, Elementary	1.000	QR	12/01/25-03/31/26
Chris	Lane	Teacher, Elementary	1.000	MO	01/05/26-06/05/26
Harmeet	Nassar	Teacher, Elementary	1.000	GB	12/10/25-06/05/26
Marie	Stellman	Teacher, Middle	1.000	PV	01/06/26-06/05/26

**2025-26 Probationary Employment**

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>
Naga	Dadireddy	Teacher, Resource	0.600	LC	12/01/25
Naga	Dadireddy	Teacher, Resource	0.400	WD	12/01/25

**Coach Employment**

<u>First</u>	<u>Last</u>	<u>Sport/Fine Art</u>	<u>Location</u>
Abderrahman	El Moutaouakile	Assistant Women's JV Soccer	DH
Elvis	Enguidanos	Assistant Men's Freshman Soccer	MV
Larry	Evan	Head Men's Freshman Soccer	SR
Kenneth Jr.	Jennings	Assistant Women's JV Basketball	DH
Chase	Jolie	Head Varsity Lacrosse	CH
Yousuf	Khan	Assistant JV Wrestling	DH
George II	Mayer	Assistant Women's Varsity Soccer	CH
Keenan	McMiller	Assistant Men's Freshman Basketball	CH
Matthew	Miller	Assistant Women's Varsity Soccer	CH
Colton	Portela	Head Men's Freshman Soccer	MV
Warren	Salazar	Assistant Men's JV Basketball	SR

**CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - January 20, 2026**

\*Revised

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL CHANGES

**SUBMITTED BY:** Melanie Jones, Assistant Superintendent, Human Resources

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**DISCUSSION:** The Administration recommends approval of the Classified Personnel Changes.

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**RECOMMENDATION:** The Administration recommends approval of the Classified Personnel Changes.

**BUDGET IMPLICATION:** All recommendations for changes are presently within approved budget categories or have received specific Board approval.

**CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL CHANGES - January 20, 2026**

**Resignations/Retirements/Deceased**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Effective Date</u>	<u>Reason</u>
Douglas	Cary	Kitchen Assistant - On Site	CH	01/10/26	Resignation
Payal	Chand	Paraeducator - Autism Specialist	BV	11/22/25	Resignation
Marcus	Hardy	Noon Duty Supervisor	JB	12/06/25	Resignation
Maruf	Hassan	Kitchen Assistant - On Site	SV	12/20/25	Resignation
Grace	Jerusalem	Paraeducator - Autism Specialist	CK	11/22/25	Resignation
Nalina	Prasanna	Instructional Assistant	CC	12/06/25	Resignation
Mandeep	Sandhu	Noon Duty Supervisor	HH	11/21/25	Resignation
Sowmya	Virupaksha	Noon Duty Supervisor	HH	11/21/25	Resignation
Howard	Yueng Jr	School Bus Driver	TRANS	01/16/26	Resignation

**SERP Retirement Revisions**

<u>EID</u>	<u>Effective Date</u>
34**	<u>12/30/25</u>
147**	<u>02/27/26</u>
98**	<u>06/03/27</u>
156**	<u>06/30/27</u>
91**	<u>06/03/27</u>

**2025-26 District Funded Employment**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Wkly Hrs</u>	<u>Loc</u>	<u>Effective Date</u>
Jennifer	Border	School Secretary - Elementary	40.00	GV	01/06/26
Alberto	Cervantes Rivera	Custodian	40.00	SV	12/22/25
Travyon	James	Licensed Vocational Nurse	30.00	MO	12/17/25
Santos	Lopez Lopez	Custodian	40.00	MV	01/06/26
Maria Del Carmen	Navarro Melgoza	Custodian	40.00	CH	12/19/25
Ashesworee*	Pokhrel	Noon Duty Unit	3.82	SY	<u>10/16/25</u>
Nilab	Shansab	Paraeducator - Early Childhood	18.00	TH	12/01/25
Lindsey	Tatsumi	Noon Duty Supervisor	10.00	JB	01/06/26

**2025-26 Categorical/Externally Funded Employment**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Wkly Hrs</u>	<u>Loc</u>	<u>Effective Date</u>
Swathi	Balasubramanyam	Paraeducator - Classroom	19.50	GB	01/06/26
Krishnapriya	Chandrasekaran	Paraeducator - Autism Specialist	29.50	BC	01/06/26
Flora	Cruells Benzal	Visual Arts Specialist	10.00	CH	01/06/26
Emily	McCown	Paraeducator - Classroom	19.50	AL	12/08/25

**2025-26 Categorical/Externally Funded Employment - Short Term**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Wkly Hrs</u>	<u>Loc</u>	<u>Effective Dates</u>
Rama	Iyer	Paraeducator - Autism Specialist (ELOP)	7.50	QR	12/01/25-06/04/26

**District Initiated Transfer**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Wkly Hrs</u>	<u>Loc</u>	<u>Effective Date</u>	<u>Fund</u>
Jeffrey	Dickieson	Custodian	40	WR	12/08/25	District
		to Custodian	40	CH		

**Voluntary Change in Classification**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Wkly Hrs</u>	<u>Loc</u>	<u>Effective Date</u>	<u>Fund</u>
Emily	Bartling	Paraeducator - Autism Specialist	29.50	CC	11/17/25	Categorical
		to Paraeducator - Special Education	17.50	CC		Categorical
Mihaela	Copaceanu	Paraeducator - Classroom	19.50	GB	01/06/26	External
		to Instructional Assistant	15.00	PV		External
Lindsay	Crean	School Secretary - Elementary	40.00	GV	01/08/26	District
		to Instructional Assistant	18.00	GV		External
Amy	Hendrickson	Instructional Assistant	19.50	NA	12/01/25	External
		to Paraeducator - Special Education	25.00	NA		Categorical
Patrick	Redd	Custodian	40.00	CH	01/05/26	District
		to Head Custodian - Elementary	40.00	GL		District
		Paraeducator - Early Childhood	18.00	WD		District
Yvonne	Zhao	Paraeducator - Preschool	17.50	WD	12/01/25	External
		to Paraeducator - Autism Specialist	35.00	WD		Categorical

\* Revision

**Return From 39-Month Reemployment List**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Wkly Hrs</u>	<u>Loc</u>	<u>Effective Date</u>	<u>Fund</u>
Yahison	Montoya	Maintenance III - Heavy Equipment Operator	40.00	B&G	12/28/25	District
Michael	Steglik	Audio-Visual Technician	40.00	B&G	12/29/25	District

**Classified Employment - Other**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Effective Date</u>
Alastair	Alenda	Student Worker	01/08/26
Craig	Cesco	Substitute Director 1 - Maintenance & Grounds	12/19/25
Nicholas	Fasshauer-O'Donnell	Substitute Custodian	11/21/25
Lucas	Heinrich	Lifeguard	12/08/25
Virgil	Luckett IV	Substitute Custodian	12/15/25
Jerson	Moran Bacca	Substitute Custodian	12/29/25
Sebastian	Munoz	Substitute Custodian	12/05/25
Omar	Perez Pimentel	Substitute Custodian	12/22/25
Ricardo	Ramos Baltazar	Substitute Custodian	01/08/26
Luke	Santorsiero	Student Worker	12/17/25
Farah	Shraim	Student Worker	12/03/25
Laura	Taylor	Professional Expert	01/08/26

**Probationary Release**

<u>Employee ID#</u>	<u>Classification</u>	<u>Effective Date</u>
14484	Paraeducator - Special Education	01/06/26

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF APPROVAL OF REVISED MISCELLANEOUS SALARY  
SCHEDULE

**SUBMITTED BY:** Melanie Jones, Assistant Superintendent, Human Resources

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**DISCUSSION:** The attached proposed revision to the current Miscellaneous Salary Schedule requires Board approval. The revision reflects a change in the hourly rate paid to Student Workers, Enrichment Paras and Noon Duty Supervisors in order to comply with a statutory increase in the state minimum wage to \$16.90 per hour, which went into effect on January 1, 2026.

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**RECOMMENDATION:** The Administration recommends approval of the Miscellaneous Salary Schedule.

**BUDGET IMPLICATION:** Approximate ongoing annual costs of \$10,000 to the unrestricted general fund.

# SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

## 2025-26 MISCELLANEOUS SALARY SCHEDULE

### BUS DRIVER TRAINEE:

<u>Pay Rate</u>
Step, 1, Range 2 of SEIU Salary Ranges

### STUDENTS:

<u>Position</u>	<u>Pay Rate</u>
Work Study	<del>\$16.50</del>
	<b><u>\$16.90</u></b>

### NOON DUTY:

<u>Position</u>	<u>Pay Rate</u>
Supervisor	<del>\$16.50</del>
	<b><u>\$16.90</u></b>

### LIFEGUARDS:

<u>Position</u>	<u>Pay Rate</u>
Lifeguard I	\$18.00

### CERTIFICATED:

<u>Position</u>	<u>Pay Rate</u>
Non-Unit Hourly	\$32.14

### ENRICHMENT:

<u>Position</u>	<u>Pay Rate</u>
Enrichment Para	<del>\$16.50</del>
	<b><u>\$16.90</u></b>

### CLASSIFIED:

<u>Position</u>	<u>Pay Rate</u>
Test Proctor	\$35.84

### SUMMER CAMP (CLASSIFIED)

<u>Position</u>	<u>Pay Rate</u>
Program Coordinator	\$20.66
Enrichment Para	<del>\$16.50</del>
	<b><u>\$16.90</u></b>
Student Worker	<del>\$16.50</del>
	<b><u>\$16.90</u></b>

### CERTIFICATED SUBSTITUTES:

Daily Rate	\$225.00 (1-20 Consecutive Days)
Long Term Daily Rate	\$250.00 (21-60 Consecutive Days/Retroactive to Day 1)
Long Term Daily Rate	\$275.00 (61+ Consecutive Days/Retroactive to Day 1)
Priority Sub	\$250.00
Teacher Residents (T4T)	\$250.00

### RETIRED WORKING CERTIFICATED SUBSTITUTES:

Retired Teacher Daily Rate	\$250.00 (1-20 Consecutive Days)
Retired Teacher Long Term Daily Rate	\$275.00 (21+ Consecutive Days/Retroactive to Day 1)

### CLASSIFIED SUBSTITUTES:

On Call	Step 1, Hourly Rate of the Relevant Classification/Position Assigned
Retired Working	Step 6, Hourly Rate of the Relevant Classification/Position Assigned
SPED Para/ASP	Eligible for Quarterly Incentive of \$250 for Subbing 80% of Instructional Days
	*Quarter 1 = Sub 35 Days
	*Quarter 2 = Sub 35 Days
	*Quarter 3 = Sub 40 Days
	*Quarter 4 = Sub 37 Days
	*Number of Days Varies by Year Depending on Instructional Calendar
	(Percentage Per Quarter Remains the Same)

Board Approved: 1/20/26

Effective: 1/1/26

Minimum Wage Increase: 1/1/26

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF APPROVAL OF THE WILLIAMS UNIFORM COMPLAINT  
QUARTERLY REPORT

**SUBMITTED BY:** Melanie Jones, Assistant Superintendent, Human Resources

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**DISCUSSION:** Under Administrative Regulations 1312.4, Williams Uniform Complaint Procedures, the District is required to provide quarterly, public reports of Williams Complaints, including, the number of complaints received and the basis of the complaint(s) pertaining to textbooks and instructional materials, teacher vacancies and misassignments, and facilities conditions. Once presented and approved by the Board of Education in a public meeting, the report is sent to the Contra Costa County Office of Education.

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**RECOMMENDATION:** Approval.

**BUDGET IMPLICATION:** There are no budget implications.

## Quarterly Uniform Complaint Form

[Education Code 35186]

District: \_\_\_\_\_

Person completing this form: \_\_\_\_\_

Title: \_\_\_\_\_

Report Submission **Due Date:** (check one)

*Q1: Jul-Sep 2025 – DUE: October 31, 2025*

*Q2: Oct-Dec 2025 – DUE: January 31, 2026*

*Q3: Jan-Mar 2026 – DUE: May 1, 2026*

*Q4: Apr-Jun 2026 – DUE: July 31, 2026*

Date for information to be reported publicly at governing board meeting: \_\_\_\_\_

Please check the box that applies:

☐

No complaints were filed with any school in the district during the quarter indicated above.

☐

Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

Area of Complaint	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
<b>TOTALS</b>			

\_\_\_\_\_  
Print Name of District Superintendent

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

Please return completed form and any copies of complaints to: Peggy Russell, Williams Settlement Administrative Assistant CCCOE – 77 Santa Barbara Road, Pleasant Hill, CA 94523

E-MAIL: prussell@cccoe.k12.ca.us

**DATE:** January 20, 2026

**TOPIC: CONSIDERATION OF APPROVAL OF REVISIONS TO BOARD POLICIES AND ADMINISTRATIVE REGULATIONS**

**SUBMITTED BY:** Melanie Jones, Assistant Superintendent, Human Resources

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**DISCUSSION:** The following Board Policies (BP) and Administrative Regulations (AR) have been revised to reflect recent changes Title IX Regulations and recommended changes by the California School Board Association (CSBA).

**0000: Philosophy, Goals, Objectives, and Comprehensive Plans**

BP 0410 Nondiscrimination in District Programs and Activities

**4000: Personnel**

BP 4033 Lactation Accommodation

**5000: Students**

BP/AR 5145.3 Nondiscrimination/Harassment

BP/AR 5145.7 Sexual Harassment

AR/E 5145.71 Title IX Sexual Harassment Complaint Procedures

BP 5146 Married/Pregnant/Parenting Students

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**RECOMMENDATION:** Administration recommends adoption of the revised Board Policies and Administrative Regulations. Once adopted, the SRVUSD Board Policy Manual will be updated.

**BUDGET IMPLICATION:** None.

**Policy 0410: Nondiscrimination In District Programs And Activities**

**Status:** PENDING

**Original Adopted Date:** 03/22/2016 | **Last Revised Date:** 09/10/2024 | **Last Reviewed Date:** 09/10/2024

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities.

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the ~~Governing~~ Board and the Superintendent in enacting policies and procedures that govern the district.

~~The Board is committed to providing equal opportunity for all individuals in district programs and activities.~~ (Education Code 234.1)

District programs, activities, and practices shall be free from unlawful discrimination; ~~including discrimination~~ against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race; color or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; age; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and or recovery; parental, family, or marital status; reproductive health decision-making; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; -making; breastfeeding or related medical conditions; parental, marital, and family status; and veteran or military status; ~~or genetic information~~; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12920, 12926, 12940; 20 USC 1681-1688, 29 USC 621, 42 USC 2000d-2000d-7, 2000e-2)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on any of the categories identified above.-

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.-

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)-

Additionally, the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be adopted by the Board or district if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)-

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.-

Derogatory Native American terms, including Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Redskins, Savages, Squaw, and Tribe, shall not be used for any school or athletic team name, mascot, or nickname, unless permitted in accordance with Education Code 221.3.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. The Superintendent or designee shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report the findings and recommendations to the Board after each review.-

~~Except for allegations of sex discrimination or sex-based harassment, allegations of~~

All complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures, for students, and Administrative Regulation 4030 - Nondiscrimination in Employment, for employees. ~~Complaints alleging sex discrimination, including sex-based harassment, shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and as specified in Administrative Regulation 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, for students, and Administrative Regulation 4119.12/4219.12/4319.12 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, for employees.–~~

~~Pursuant to 34 CFR 104.8~~

Pursuant to 34 CFR 104.8 and 106.8, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, bargaining units, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed ~~pursuant to Education Code 48980~~in accordance with Board Policy/Exhibit(1) 5145.6 - Parent/Guardian Notifications and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed ~~Notifications~~ by the district. The notification shall also be posted on the district's website and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.-

~~In addition, the annual parental notification~~

The Superintendent or designee shall ~~inform~~notify parents/guardians ~~of~~regarding their children's right to a free public education regardless of immigration status or religious beliefs, ~~including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)~~ and their rights related to immigration enforcement. (Education Code 234.7)

in a format that parents/guardians can understand. ~~In addition~~ Additionally, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code 48985; 20 USC 6312)-

#### **Access for Individuals with Disabilities-**

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations.-  
\_When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.-

The Superintendent or designee shall ensure that the district's web and mobile applications comply with technical standards prescribed by law, and as necessary, shall provide appropriate auxiliary aids and services to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of district services, programs, or activities. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school websites, notetakers, written materials, taped text, and Braille or large-print materials.-

\_Individuals with disabilities shall notify the Superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.-

The individual identified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. The compliance officer shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.-

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**Policy 4033: Lactation Accommodation**

**Status:** PENDING

**Original Adopted Date:** 07/01/2011 | **Last Revised Date:** 06/01/2025 | **Last Reviewed Date:** 06/01/2025

The Governing Board recognizes the immediate and long-term health benefits of ~~breastfeeding~~[breast milk](#) and desires to provide a supportive environment for any district employee to express breast milk for an infant child upon returning to work following the birth of the child. The Board prohibits discrimination, harassment, and/or retaliation against any district employee for seeking an accommodation to express breast milk for an infant child while at work.

An employee shall notify the employee's supervisor or other appropriate district administrator in advance of the intent to request an accommodation. The supervisor or appropriate district administrator shall respond to the request and shall work with the employee to make arrangements. If needed, the supervisor or appropriate district administrator shall address scheduling in order to ensure that the employee's essential job duties are covered during the break time.

Lactation accommodations shall be granted unless [there exist](#) limited circumstances ~~exist~~, as specified in law. (Labor Code 1031, 1032; 29 USC 218d, 42 USC 2000gg-1)

Before a determination is made to deny lactation accommodations to an employee, the employee's supervisor shall consult with the Superintendent or designee. When lactation accommodations are denied, the Superintendent or designee shall document the options that were considered and the reasons for denying the accommodations.

The Superintendent or designee shall provide a written response to any employee who was denied the accommodation(s). (Labor Code 1034)

The district shall include this policy in its employee handbook or in any set of policies that the district makes available to employees. In addition, the Superintendent or designee shall distribute this policy to new employees upon hire and when an employee makes an inquiry about or requests parental leave. (Labor Code 1034)

**Break Time and Location Requirements**

[For at least a year after the birth of a child](#), the district shall provide a reasonable amount of break time to accommodate an employee each time the employee has a need to express breast milk for an infant child. (Labor Code 1030; 42 USC 2000gg-1; ~~34 CFR 106.57~~)

To the extent possible, any break time granted for lactation accommodation shall run concurrently with the break time already provided to the employee. Any additional break time used by a non-exempt employee for this purpose shall be unpaid. (Labor Code 1030; 29 USC 218d)

The employee shall be provided a lactation space which may be used by the employee for expressing breast milk ~~or breastfeeding~~ as needed. The lactation space shall be a private r

location, other than a bathroom, which may be the employee's work area or another location that is in close proximity to the employee's work area, and shall meet the following requirements: (Labor Code 1031; 29 USC 218d; ~~34 CFR 106.57~~)

1. Is shielded from view and free from intrusion while the employee is expressing breast milk
2. Is safe, clean, and free of hazardous materials, as defined in Labor Code 6382
3. Contains a place to sit and a surface to place a breast pump and personal items
4. Has access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump
5. Has access to a sink with running water and a refrigerator or, if a refrigerator cannot be provided, another cooling device suitable for storing breast milk in close proximity to the employee's workspace

If a multipurpose room is used for lactation, among other uses, the use of the room for lactation shall take precedence over other uses for the time it is in use for lactation purposes. (Labor Code 1031)

## Dispute Resolution

Complaints alleging sex discrimination may be filed with the coordinator, identified in AR 4030. ~~under Title IX shall be investigated and resolved in accordance with the procedures specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 4119.12/4219.12/4319.12—Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.~~

An employee may also file a complaint with the Labor Commissioner at the California Department of Industrial Relations for any alleged violation of Labor Code 1030-1034. (Labor Code 1034)

Additionally, an employee may file a complaint with the Wage and Hour Division of the U.S. Department of Labor for an alleged violation of the Providing Urgent Maternal Protections for Nursing Mothers Act and/or the Equal Employment Opportunity Commission for failure to provide reasonable accommodations pursuant to the Pregnant Workers Fairness Act. (29 USC 218c, 218d, 42 USC 2000gg-2). -

~~In addition, an employee may file a complaint with the Labor Commissioner at the California Department of Industrial Relations for any alleged violation of Labor Code 1030-1034. (Labor Code 1034)~~

**Policy 5145.3: Nondiscrimination/Harassment**

**Status:** PENDING

**Original Adopted Date:** 10/01/2014 | **Last Revised Date:** 06/01/2025 | **Last Reviewed Date:** 06/01/2025

~~This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district. The~~

The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or ~~school~~ activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, ~~of any student by anyone, against an individual or group based on the student's actual or perceived one, or a combination of two or more, protected characteristics, which include, but may not be limited to,~~ race; ~~color~~ or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; ~~ethnic group identification; ethnicity; age;~~ sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; ~~disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or lactation, including-related medical conditions or recovery;~~ and parental, marital, and family status; ~~physical or mental disability; medical condition; sex, sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; or genetic information; or,~~ a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in ~~school~~ dis

programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, applicants, and employees. In addition, the Superintendent or designee shall post the ~~district's~~[district's](#) policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the ~~district's~~[district's](#) website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase ~~the school community's~~ understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, ~~bullying, or~~ [retaliation, or bullying](#), in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination [related to a district activity, attendance, or district-related or district-sponsored activity](#), including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee ~~shall~~[may](#) engage both the victim and perpetrator in a restorative justice practice suitable to the

needs of the students. The principal or designee ~~shall~~may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and ~~shall~~ regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

~~Allegations of~~Complaints alleging unlawful discrimination in district programs and activities ~~will~~shall be ~~addressed~~investigated and/or resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX, where a formal Title IX complaint has been filed, shall be investigated and/or resolved in accordance with the ~~corresponding Administrative Regulation. Reports of sex discrimination, including sex-based harassment, will be addressed under Administrative Regulation 5145.7, Sex Discrimination and Sex-Based Harassment,~~procedures specified in Administrative Regulation 5145.71 ~~—Title IX Sex Discrimination and Sex-Based Harassment Grievance Procedures, or 2020\_ Title IX Sexual Harassment Complaint Procedures, as required by law.~~

### **Record-Keeping**

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

**Regulation 5145.3: Nondiscrimination/Harassment**

**Status:** PENDING

**Original Adopted Date:** 09/01/2016 | **Last Revised Date:** 06/01/2025 | **Last Reviewed Date:** 06/01/2025

The district designates the ~~individuals~~[individual\(s\)](#) identified below as the Compliance ~~Officers-~~[Officer\(s\)](#). The ~~employees are~~[employee\(s\)](#) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The ~~individuals~~[individual\(s\)](#) shall also serve as the Compliance ~~Officers~~[Officer\(s\)](#) specified in ~~AR~~[Administrative Regulation](#) 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - ~~Sex Discrimination and Sex-Based~~[Sexual](#) Harassment as the responsible employee to handle complaints alleging unlawful ~~sex discrimination and sex-based~~[sexual](#) harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

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**Measures to Prevent Discrimination**

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or ~~in-school~~ activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications
- ~~, as available.~~
2. Post the district's policies and procedures prohibiting discrimination, harassment, student ~~sex-based~~sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's ~~web site~~website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)
3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's ~~web site~~website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the district ~~web site~~website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex; ~~sex characteristics; sexual orientation; gender; gender identity; pregnancy childbirth, termination of pregnancy or lactation; including related medical conditions or recovery; and parental, marital, and family status,~~ including the following: (Education Code 221.6, 221.61, 234.6)
  - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
  - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the ~~web sites~~websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
  - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
    - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
    - ÷
    - ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on ~~the OCR's~~ ~~web site~~website
    - 
    - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
  - d. A link to the Title IX information included on the California Department of Education's (CDE) website
5. ~~By April 1, 2025,~~ Post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Educatio

1. ~~Post in a prominent location on the district's website and include in each handbook, catalog, announcement, bulletin, and application form for students, parents/guardians or other authorized legal representative, and employees, the Title IX notice of nondiscrimination which includes the following: (34 CFR 106.8)~~

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- a. ~~The district does not discriminate on the basis of sex in any education program or activity that it operates~~
- b. ~~Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator and/or OCR~~
- c. ~~The name or title, office and email address, and telephone number of the district's Title IX Coordinator~~
- d. ~~How to locate the district's nondiscrimination policy and the district's grievance procedures for Title IX complaints~~
- e. ~~How to report conduct that may constitute sex discrimination under Title IX~~
- f. ~~How to make a complaint of Title IX sex discrimination~~

~~If necessary due to the format or size of any publication specified above, the district may include only the statement that the district prohibits sex discrimination in any education program or activity that it operates, that individuals may report concerns or questions to the Title IX Coordinator, and the location of the complete notice on the district's website.~~

~~The district shall not distribute a publication stating that the district treats students, employees or applicants differently on the basis of sex, unless such treatment is permitted by Title IX.~~

6. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. ~~Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, (Education Code 234.5, 234.6)~~

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

7. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior

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2. ~~Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students~~

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8. The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concern

may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

9. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

10. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

11. Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

12. For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

13. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)

14. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

## Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in

district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, ~~or~~ principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, [Title IX Coordinator](#), or principal, [regardless of](#) whether ~~or not~~ the alleged victim files a complaint.

Any ~~school~~[district](#) employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported, shall report the incident to the Compliance Officer, [Title IX Coordinator](#), or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

### **Responding to Reports of Discrimination**

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with ~~AR~~[Administrative Regulation](#) 1312.3 - Uniform Complaint Procedures or, for complaints of ~~sex discrimination, including sex-based~~[sexual](#) harassment [that meet](#) the ~~right to initiate the federal~~ Title IX ~~grievance procedures as specified in Administration~~[definition, Administrative](#) Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer, or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

~~Reports of sex discrimination, including sex-based harassment, will be addressed under Administrative Regulation 5145.7, Sex Discrimination and Sex-Based Harassment, Administrative Regulation 5145.71 - Sex Discrimination and Sex-Based Harassment Grievance Procedures, or Administrative Regulation 5145.72 - 2020 Title IX Sexual Harassment Complaint Procedures, as required by law.~~

~~Reports of discrimination (excluding sex discrimination), including discriminatory harassment, intimidation, retaliation, or bullying, between students will be addressed as follows:~~ [Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students](#)

[Gender refers to a student's sex, and includes a student's gender identity and gender expression. \(Education Code 210.7\)](#)

[Gender identity refers to a student's gender-related identity, appearance, or behavior as determined](#)

from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression refers to a student's gender-related appearance and behavior, regardless of whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming refers to when a student's gender expression differs from stereotypical expectations.

Intersex refers to when a student has natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary refers to when a student's gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Sex refers to the biological condition of being a female or male human being. (5 CCR 4910)

Transgender refers to when a student's gender identity is different from the sex assigned at birth.

The district shall ensure that all students, regardless of sex, gender, gender identity or gender expression, are afforded the same rights, benefits, and protections provided to students by law and Board policy. To do so, the Superintendent or designee shall address each situation that arises on a case-by-case basis and in accordance with the following guidelines:

- ~~1. After a report of such discrimination is made to or received by a principal, Nondiscrimination Compliance Officer, or Title IX Coordinator, the official receiving the report or their designee shall do the following:~~
  - ~~a. Supportive Measures – Discuss supportive measures with the student allegedly subjected to discrimination or their parent/guardian and implement appropriate supportive measures. Appropriate supportive measure will also be provided to the student alleged to have engaged in such discriminatory conduct.~~
  - ~~b. Explain potentially applicable Board policies and administrative regulations and related next steps. For reports of unlawful discrimination, explain the right to file a complaint in accordance with Administrative Regulation 1312.3—Uniform Complaint Procedures (“UCP”). UCP complaints will be addressed consistent Administrative Regulation 1312.3.~~
- ~~2. In the absence of a UCP complaint, the district will address the report within 30 school days, absent good cause, consistent with the following:~~
  - ~~a. Implement these procedures equitably for the parties;~~
  - ~~b. Investigation – Investigate the alleged discriminatory conduct;~~

- c. ~~Determination – Determine whether the alleged conduct, more likely than not, occurred, and if so, whether the conduct, more likely than not, resulted in unlawful discrimination;~~
  -
- d. ~~Corrective Actions/Sanctions – If the alleged conduct occurred, implement corrective action and discipline as determined appropriate based on the totality of the circumstances;~~
  - 
  - i. ~~When a suspension or corrective actions are imposed on a student in response to the student's discriminatory bullying, harassment, or intimidation, the principal or designee will provide the students involved in the incident the opportunity to participate in a restorative justice practice suitable to the needs of the students. The principal or designee shall require students found responsible for discriminatory bullying, harassment, or intimidation to participate in a culturally sensitive program that promotes justice and equity and combats discrimination and ignorance specific to the student's discriminatory conduct. The principal or designee shall regularly check on students subjected to discriminatory conduct to ensure they are supported and not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)~~
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- e. ~~Appeal – Either party may appeal the district's determination, on the following bases:~~
  - 
  - i. ~~Procedural irregularity that would change the outcome;~~
    -
  - ii. ~~New evidence that would change the outcome and that was not reasonably available to the appealing party when the determination was made; and~~
    -
  - iii. ~~The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.~~

~~Either party may appeal by stating in writing the basis for appeal, including any relevant documentation in support of the appeal, and submitting it to the decisionmaker within 10 calendar days of being informed of the determination.~~

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~~When an appeal is received, the district will:-~~

- i. ~~Notify the parties of the appeal and provide them an opportunity to submit a statement challenging or supporting the determination;~~
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- ii. ~~Assign a separate appeal decisionmaker;~~
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- iii. ~~Notify the parties of the result of the appeal and the rationale for the result within 20 business days from the deadline for parties to submit appeal statements.~~

1. ~~A party dissatisfied with the district's handling of the allegations of discrimination may file a UCP complaint in accordance BP/AR 1312.3.~~

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~~Any report or complaint alleging unlawful discrimination by the principal, Nondisc~~

~~Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.~~

-Acceptance of a Student's Gender Identity: The district shall accept the student's assertion of the student's gender identity and treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

2. Use of Names and Pronouns: Upon request by a student, district personnel shall address the student by the requested name and pronoun(s), without the necessity of a court order or a change to the student's mandatory permanent student record

Inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or pronouns may not constitute a violation of this administrative regulation or the accompanying Board policy.

3. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

Additionally, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by sex, such as for class discussions, yearbook pictures, and field trips.

To address any student's privacy concerns in using sex-segregated facilities, the district shall consider offering a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, in no case shall the district require a student to utilize these options because of the student's sex, gender, gender identity, or gender expression. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

4. Adherence to Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site, which may not discriminate on the basis of sex, gender, gender identity or gender expression
5. Equal Access to Educational Programs and Activities: Upon request by a student based on the student's gender identity or gender expression, the Compliance Officer shall identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The Compliance Officer shall consider the rights of all students and how those rights may affect and be affected by the rights of other students. Additionally, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's sex, gender, gender identity, or gender expression so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are providing equal access to programs and activities.

6. Right to privacy: A student's sex, gender, gender identity, and gender status is private information

The district may only disclose such information to others when the disclosure is permitted by law, with the student's prior written consent, or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

7. Student Records: A student's sex and legal name shall be maintained as part of a student's mandatory permanent student record as specified in 5 CCR 432 and shall only be changed with proper documentation (Education Code 49061-49072)

When a request to change a student's gender or name is submitted without proper documentation, any change to the student's gender or name shall be applied only to documents not included in the mandatory permanent student record such as attendance sheets, report cards, and school identification.

The Superintendent or designee shall follow this guideline such that it does not change or alter the obligations of the district to maintain student records in accordance with Board Policy/Administrative Regulation 5125 - Student Records, and to ensure access to such records in accordance with Board Policy/Administrative Regulation 1340 - Access to District Records.

The district prohibits any act of verbal, nonverbal, or physical aggression, intimidation, or hostility, including any such act based on sex, gender, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature, including, but not limited to:

1. Refusing to address or refer to a student in a manner consistent with the student's gender identity
2. Disciplining a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity
3. Blocking, prohibiting, or restricting a student's entry to the restroom that corresponds to the student's gender identity
4. Disclosing student records that reveal a student's gender identity to individuals who do not have a legitimate need for the information except as permitted by law
5. Verbally or physically assaulting a student because of the student's sex, gender, gender identity, or gender expression, including, but not limited to, causing, attempting to cause, threatening to cause, or participating in an act of hate violence on the basis of sex, gender, gender identity, or gender expression

## **Policy 5145.7: Sexual Harassment**

**Status:** PENDING

**Original Adopted Date:** 03/01/2012 | **Last Revised Date:** 06/01/2025 | **Last Reviewed Date:** 06/01/2025

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at ~~school~~district or at ~~school~~district-sponsored or ~~school~~district-related activities, ~~sex discrimination and sex-based~~sexual harassment, as defined in the accompanying administrative regulation, targeted at any student, ~~based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status.~~

Additionally, the Board prohibits retaliatory behavior or action against any person who ~~complains or reports, files a complaint,~~ testifies about ~~the conduct that reasonably may constitute sex discrimination, including sex-based,~~ assists with, or otherwise supports a complainant in alleging sexual harassment, ~~reports such conduct,~~ or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced ~~sex discrimination, including sex-based~~sexual harassment, on ~~school~~district grounds or at a ~~school~~district-sponsored or ~~school~~district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes any incident of ~~sex discrimination, including sex-based~~sexual harassment, by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one (1) workday.

Once notified, the Title IX Coordinator shall ensure that the complaint ~~or allegation alleging sexual harassment~~ is addressed through Administrative Regulation 5145.71 - Title IX ~~Sex Discrimination and Sex-based~~Sexual Harassment Complaint Procedures, or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable and appropriate. ~~Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.~~

The Title IX Coordinator shall offer and coordinate supportive measures to ~~be provided to~~ the complainant and, ~~if the district has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to t~~

~~respondent~~ as deemed appropriate under the circumstances.

The Superintendent or designee shall [inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.](#)

[The Superintendent or designee shall](#) ensure that all district staff are trained regarding ~~the district's sex discrimination and sex-based harassment~~[their responsibilities under this](#) policy, and that ~~all~~ employees [required to](#) receive training related to their duties under Title IX [receive training](#) as specified in Administrative Regulation 4119.11/4219.11/4319.11 - ~~Sex Discrimination and Sex-Based Sexual~~ Harassment. [{\(Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.845\)}](#)

## Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on ~~sex discrimination and sex-based~~[sexual](#) harassment. Such instruction and information shall include:

1. What acts and behavior constitute ~~sex discrimination and sex-based~~[sexual](#) harassment, including the fact that ~~sex discrimination and sex-based~~[sexual](#) harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure ~~sex discrimination or sex-based~~[sexual](#) harassment under any circumstance
3. Encouragement to report observed incidents of ~~sex discrimination and sex-based~~[sexual](#) harassment even when the alleged victim of the ~~discrimination or~~ harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a ~~sex discrimination and sex-based~~[sexual](#) harassment incident will be addressed separately and will not affect the manner in which the ~~sex discrimination and sex-based~~[sexual](#) harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every ~~sex discrimination and sex-based~~[sexual](#) harassment allegation that involves a student, whether as the complainant, respondent, or victim of the ~~discrimination or~~ harassment, shall be investigated and [/or](#) action [shall be](#) taken to respond to the harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of ~~sex discrimination and/or sex-based~~[sexual](#) harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a ~~sex discrimination or sex-based~~[sexual](#) harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of ~~sex discrimination or sex-based~~[sexual](#) harassment and/or other students during an investigation

## Disciplinary Actions

Upon completion of an investigation of ~~sex discrimination and/or sex-based~~ sexual harassment, any student found to have engaged in ~~sex discrimination or sex-based~~ sexual harassment or sexual violence, in violation of this policy, shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon completion of an investigation of ~~sex discrimination and/or sex-based~~ sexual harassment, any employee found to have engaged in ~~sex discrimination or sex-based~~ sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining ~~agreements~~ agreement.

## Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with ~~34 CFR 106.8 as specified in~~ Administrative Regulation 5145.71 - Title IX ~~Sex Discrimination and Sex-Based~~ Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of ~~sex-based~~ sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

## **Regulation 5145.7: Sexual Harassment**

**Status:** PENDING

**Original Adopted Date:** 10/01/2014 | **Last Revised Date:** 06/01/2025 | **Last Reviewed Date:** 06/01/2025

~~The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations. Sex discrimination, including sex-based harassment, is prohibited in district education programs and activities.~~

### **Definitions**

~~Sex discrimination includes treating a student differently with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services based on the student's sex, sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; or the student's association with a person or group with one or more of these actual or perceived characteristics.~~

~~Sex discrimination, including sex-based harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct and occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.~~

~~Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, or other bases specified above. Conduct will constitute sex-based harassment when it takes the form of: (34 CFR 106.2, 106.11)~~

- ~~1. Quid pro quo harassment: A district employee, agent, or other individual authorized by the district to provide an aid, benefit, or service in the district's education program or activity conditioning the provision of district aid, benefit, or service on a student's participation in unwelcome sexual conduct~~  
~~-~~
- ~~2. Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the district's education program or activity~~

~~Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sex-based harassment in violation of district policy if it has a continuing effect on a student's ability to participate in or benefit from district educational programs or activities.~~  
~~-~~

- ~~3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 CFR 106.2~~

## Definitions

Sexual harassment is a form of sex discrimination. It includes sexual harassment as well as other types of harassment based on one or more protected characteristics. These protected characteristics include, but are not limited to: sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions and recovery; and parental, marital, or family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688) Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature ~~by a~~ made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or ~~other~~ activities available at or through any district program or activity

## **Examples of ~~Sex Discrimination and Sex-Based~~ Sexual Harassment**

Examples of types of conduct which are prohibited in the district and which may constitute ~~sexual-based~~ sexual harassment, under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sex-based jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sex-based rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements, or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects

Any prohibited conduct that occurs off campus or outside of district-related or district-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX and Administrative Regulation ("AR") 5145.71 – Title IX Sexual Harassment Complaint Procedures, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
- 1.3. Sexual assault, ~~sexual battery, or sexual coercion~~ dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

~~11. Electronic communications containing comments, words, or images described above~~

#### **Title IX Coordinator/Compliance Officer**

The district designates the following ~~individuals~~individual as the responsible employee(~~s~~) to coordinate its efforts to comply with Title IX. The individual(~~s~~) shall also serve as the Compliance Officer (~~s~~)-specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee(~~s~~) to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator/~~UCP Compliance Officer~~ may be contacted at:

UCP Compliance Officer/Title IX Coordinator

Karen Dowd

Director, Human Resources-Compliance

San Ramon Valley Unified School District

699 Old Orchard Drive Danville, CA 94523

925-552-2950

kdowd@srvusd.net

Title IX Coordinator  
Dave Kravitz  
Director, Student Services  
San Ramon Valley Unified School District  
699 Old Orchard Drive Danville, CA 94523  
925-552-5052  
dkravitz@srvusd.net

## Notifications

~~To prevent unlawful sex discrimination and sex-based harassment in district programs and activities, The Superintendent or designee shall provide notifications and implement measures to prevent discrimination and harassment as specified in Administrative Regulation 5145.3 – Nondiscrimination/Harassment.~~

In addition, notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the measures district may be referred to prevent discrimination specified in Administrative Regulation 5145.3 – Nondiscrimination/Harassment, the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

The Superintendent or designee shall ensure that a copy of the district's ~~sex discrimination and sex-based sexual~~ harassment policy and regulation:

1. Is included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

~~1.~~ 2. Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted. ~~(Education Code 235)~~ (231.5)

~~1.~~ Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

~~2.~~ 3. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

4. Is posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website in a manner that is easily accessible

- ~~3.5~~ Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session. (Education Code 231.5)
- ~~4.6~~ Appears in any school or district publication that sets forth the ~~school's~~ or district's comprehensive rules, regulations, procedures, and standards of conduct. (Education Code 231.5)

## Reports and Complaints

A student or a ~~student's~~ parent(s)/guardian(s) who ~~believe~~ that the student has been subjected to ~~sex discrimination, including sex-based~~ harassment, [in a district program or activity or who has witnessed sexual harassment](#) is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one ~~(1) school-day~~ of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes ~~sex discrimination or sex-based~~ an incident of sexual harassment shall, within one (1) workday, report the observation to the Title IX Coordinator as specified in the accompanying Board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of ~~sex discrimination or sex-based~~ harassment involves off-campus conduct, [the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If](#) the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and ~~or~~ resolved in the same manner as if the prohibited conduct occurred at school, [in accordance with applicable law and policy](#).

## Complaint Procedures

~~All complaints and allegations of sex discrimination or sex-based harassment shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.~~

## Issues Unique to Intersex, Nonbinary, Transgender and Gender Nonconforming Students

~~Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.~~

~~Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)~~

~~Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.~~

~~Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.~~

~~Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.~~

~~Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender-nonconforming, gender-variant, or such other more-specific term to describe their gender.~~

~~Transgender student means a student whose gender identity is different from the gender assigned at birth.~~

~~The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct that are prohibited in the district and which may constitute sex-based hostile environment harassment include, but are not limited to:~~

- ~~1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity~~  
~~-~~
- ~~2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable~~  
~~-~~
- ~~3. Blocking a student's entry to the restroom that corresponds to the student's gender identity~~  
~~-~~
- ~~4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex~~  
~~-~~
- ~~5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent~~  
~~-~~
- ~~6. Using gender-specific slurs~~  
~~-~~
- ~~7. Assaulting a student because of the student's gender, sex characteristic, sexual orientation, gender identity, or gender expression~~

~~To ensure that intersex, nonbinary, transgender, and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:~~

- ~~1. Right to privacy: A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information.~~

The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity; protecting or revealing a student's gender identity as necessary to protect the health or safety of the student; and keeping a student's unofficial record separate from the official record.

The district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

The district shall only allow disclosure of a student's personally identifiable information to employees in accordance with law. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the Compliance Officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the Compliance Officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the Compliance Officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and request assistance in doing so.

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2. ~~Determining a Student's Gender Identity: The Compliance Officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.~~
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3. ~~Addressing a Student's Transition Needs: The Compliance Officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained.~~

The meeting shall discuss the intersex, nonbinary, transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate

appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

- 4.—Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity.

To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

-  
Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

- 5.—Student Records: Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name.

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

- 6.—Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record.

However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying board policy.

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Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

[When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.](#)

All complaints alleging sexual harassment against students in the school setting shall be investigated and/or resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX, where a formal Title IX complaint has been filed, shall be investigated and/or resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and/or resolved pursuant to Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

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**Regulation 5145.71: Title IX Sexual Harassment Complaint Procedures**    **Status:** PENDING

**Original Adopted Date:** 07/01/2020 | **Last Revised Date:** 06/01/2025 | **Last Reviewed Date:** 06/01/2025

The complaint procedures ~~set forth~~ described in this administrative regulation ~~apply~~ shall be used to ~~all reports~~ address any complaint governed by Title IX of sex discrimination, including sex-based harassment ~~the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment;~~ (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

~~For a complaint governed by Title IX based on conduct that occurred, in whole or in part, between August 1, 2024 and January 9, 2025, or prior to August 14, 2020, the Title IX Coordinator shall consult with district legal counsel to determine which procedures to use.~~

~~All other complaints alleging sexual harassment brought by or on behalf of students shall be investigated and resolved in accordance with Board Policy/Administrative Regulation (AR) 5145.7- Sex Discrimination and Sex-Based Harassment, except as otherwise required by law. For example, conduct occurring between August 14, 2020, and July 31, 2024, that is within the definition of 2020 Title IX Sexual Harassment as defined in 2020 Title IX Sexual Harassment 1312.3 - Uniform Complaint Procedures, will be addressed under those procedures.~~

~~Sex discrimination and sex-based harassment include, but are not limited to, sex-based conduct as specified in.~~ The determination over which process shall be used to investigate and resolve a complaint shall be made by the district's Title IX Coordinator.

### Definitions

The following definitions, many of which are found in the 2020 Title IX Regulations at 34 C.F.R. §106.30, are utilized in this AR.

1. "Consent" is knowing, voluntary, clear permission by word or action to engage in sexual activity.
  - o Individuals may perceive and experience the same interaction in different ways. Therefore, it is the responsibility of each Party to determine that the other has consented before engaging in the activity.

- If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.
- For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain their consent to being kissed back.
- Consent can also be withdrawn once given. The withdrawal must be reasonably and clearly communicated. If consent is withdrawn, the sexual activity must stop within a reasonable time.
- Consent to some sexual contact (such as kissing or fondling) does not imply there is consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.
- Proof of consent or non-consent is not a burden placed on either Party involved in an incident. Instead, the burden remains on the district to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable individual in the same or similar circumstances, including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

2. “Complainant” is an individual who is alleged to be the victim of conduct that could constitute sexual harassment. In order to be a complainant, the person must be participating in, or attempting to participate in, a district educational program or activity at the time of filing the formal Title IX complaint.

3. “Decisionmaker” is the individual who makes the determination of responsibility.

4. “Disciplinary sanctions” means consequences imposed on a respondent following a determination under Title IX that the respondent violated the district’s prohibition on sex discrimination.

5. “Formal Title IX Complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegations of sexual harassment. At the time of filing a formal Title IX complaint, a complainant must be participating in, or attempting to participate in, a district educational program or activity.

6. “Grievance Procedures” is inclusive of the formal investigation procedures and the informal resolution process set forth in this AR.

7. “Investigator” is the individual who investigates the allegations, through interviews and review of evidence.

8. “Party” means a complainant or respondent.

9. “Relevant” means related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a Decision-maker in determining whether the alleged sex discrimination occurred.

10. “Remedies” means measures provided, as appropriate, to a complainant or any other individual the district identifies as having had their equal access to the district’s education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that individual’s access to the district’s education program or activity after a recipient determines that sex discrimination occurred.

11. “Respondent” means an individual who is alleged to have engaged in conduct that could constitute sexual harassment.

12. “Retaliation” means intimidation, threats, coercion, or discrimination against any individual authorized by the district to provide aid, benefit, or service under the district’s education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the individual has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX and this regulation.

13. “Sexual assault” is any sexual act directed at a complainant without their consent, or instances in which the complainant is incapable of giving consent. Sexual assault includes:

- Rape. The carnal knowledge of a complainant, or penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another individual, without their consent, including instances where they are incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
- Sodomy. The oral or anal sexual intercourse with a complainant, forcibly, and/or against their will (non-consensually), or not forcibly or against their will in instances in which the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
- Sexual assault with an object. The use of an object or instrument to penetrate, however slightly, the genital or anal opening of the body of the complainant, forcibly, and/or against their will (non-consensually), or not forcibly or against their will in instances in which the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
- Criminal Sexual Contact. The intentional touching of the clothed or unclothed body parts without consent of the victim for the purpose of sexual degradation, sexual gratification, or sexual humiliation. The forced touching by the victim of the actor’s clothed or unclothed body parts, without consent of the victim for the purpose of sexual degradation, sexual gratification, or sexual humiliation. This offense includes instances where the victim is

incapable of giving consent because of age or incapacity due to temporary or permanent mental or physical impairment or intoxication for the purpose of sexual degradation, sexual gratification, or sexual humiliation.

- Incest. Non-forcible sexual intercourse, between individuals who are related to each other, within the degrees wherein marriage is prohibited by California law.
- Statutory Rape. Non-forcible sexual intercourse, with an individual who is under the statutory age of consent (18 years of age in California).

14. “Dating violence: is violence committed (a) by an individual who is or has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship; the type of relationship; and the frequency of interaction between the individuals involved in the relationship.

15. “Domestic violence” is a felony or misdemeanor crime committed by an individual who (a) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or an individual similarly situated to a spouse of the victim; (b) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (c) shares a child in common with the victim; or (d) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

16. “Stalking” is engaging in a course of conduct directed at a specific individual that would cause a reasonable individual to (a) fear for the individual's safety or the safety of others or (b) suffer substantial emotional distress.

~~The Title IX Coordinator shall ensure that all requirements and timelines for Board Policy/Administrative Regulation 5145.7 – Sex Discrimination and Sex-Based Harassment 1312.3 – Uniform Complaint Procedures are concurrently met while implementing the Title IX procedure.~~

## **Basic Requirements**

When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)

~~1. Treat complainants and respondents equitably~~

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1. ~~Ensure that the Title IX Coordinator or designee~~Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent and by following a grievance process in accordance with 34 CFR 106.45 before the imposition of any disciplinary sanctions or other actions that are not supportive measures, as defined in 34 CFR 106.30, against a respondent

Remedies following a determination of responsibility for sexual harassment shall be designed to restore or preserve equal access to the district's education program or activity, and shall be provided in accordance with "Remedies," below.

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2. Require an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence, and provide that credibility determination may not be based on a person's status as complainant, respondent, or witness

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~~2.—Ensure that the Title IX Coordinator, investigator, or decision maker not have a conflict of interest or bias for or against complainants, decision maker, appeal officers, or respondents generally or an individual complainant or respondent~~

~~The investigator and the decision maker may be the same any person as the Title IX Coordinator or designee.~~

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~~3.—Presume that the respondent is not responsible for the alleged sex discrimination, including sex-based harassment, until a determination is made at the conclusion of the grievance procedures~~

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~~4.—Establish reasonably prompt timeframes for the major stages of the grievance procedures, such as evaluation of whether to dismiss or investigate a complaint, investigation, decision, and appeals if any~~

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~~5.—Establish a process that allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay~~

~~Additionally, the district shall not disclose personally identifiable information obtained while implementing Title IX complaint procedures unless the district has obtained prior written consent from a person with the legal right to consent to the disclosure; the information is disclosed to a parent/guardian or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue; to take action to address conduct that reasonably may constitute sex discrimination under Title IX, including sex-based harassment, in the district's education program or activity; as required by federal law, regulations, or as a condition to a federal award; as required by state or local law; or to the extent such disclosures are not otherwise in conflict with Title IX. (34 CFR 106.44)~~

~~If either party is a student with a disability, the Title IX Coordinator or designee shall consult with one or more members, as appropriate, of the student's individualized education program or 504 team, to determine how to comply with the requirements of the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.~~

### **Filing a Complaint**

~~Upon receiving information from facilitates an allegation of sex discrimination, include sex-based harassment, the Title IX Coordinator or designee shall notify the individual(s) specified in law of the Title IX grievance procedures, and of the informal resolution process, if available and appropriate.~~

~~A complaint is an oral or written request that can objectively be understood by the Title IX Coordinator or designee as a request for the district to investigate and make a determination about alleged sex discrimination, including sex-based harassment. (34 CFR 106.21)~~

~~Complaints of sex discrimination and sex-based harassment may only be brought by a student, or former student, who was participating or attempting to participate in the district's education program or activity at the time of the alleged sex-based harassment, a parent/guardian or other~~

authorized legal representative with the legal right to act on behalf of the student, or the Title IX Coordinator or designee. (34 CFR 106.45)

If the alleged victim chooses not to bring a complaint, or withdraws any or all of the allegations in a complaint, and in the absence or termination of an information resolution process, the Title IX Coordinator or designee shall consider whether to initiate a complaint. To do so, the Title IX Coordinator or designee shall first consider the following factors: (34 CFR 106.44)

- ~~1. The victim's request not to proceed with initiation of a complaint~~  
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  - ~~2. The victim's reasonable safety concerns regarding initiation of a complaint~~  
~~-~~
  - ~~3. The risk that additional acts of sex discrimination, including sex-based harassment, would occur if a complaint is not initiated~~  
~~-~~
  - ~~4. The severity of the alleged sex discrimination or sex-based harassment, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence~~  
~~-~~
  - ~~5. The age and relationship of the parties, including whether the respondent is an employee of the district~~  
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  - ~~6. The scope of the alleged sex discrimination, including information suggesting a pattern; ongoing sex discrimination, including sex-based harassment; or sex discrimination, including sex-based harassment, alleged to have impacted multiple individuals~~  
~~-~~
  - ~~7. The availability of evidence to assist a decision maker in determining whether sex discrimination, including sex-based harassment, occurred~~  
~~-~~
  - ~~8. Whether the district could end the alleged sex discrimination, including sex-based harassment, and prevent its recurrence without initiating the Title IX grievance procedures~~
3. If, after considering these factors, the Title IX Coordinator determines that the alleged conduct presents an imminent and serious threat to the health and safety of the complainant or another person, or that the conduct as alleged prevents the district from ensuring equal access to a district program or activity on the basis of sex, the Title IX Coordinator may initiate a complaint.

If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall provide the alleged victim notice of the complaint, as well as other notices as required by the Title IX regulations at specific points in the complaint process. The Title IX Coordinator shall also address reasonable concerns about the victim's safety or the safety of others, including providing supportive measures as described in "Supportive Measures" below, and taking other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district. (34 CFR 106.44)

The Title IX Coordinator or designee, investigator, decision maker, other person who is responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. ~~Such persons shall, and that such individuals~~ receive training in accordance with 34 CFR 106.8. (34 CFR 106.44)

The Title IX Coordinator shall monitor the district for barriers to reporting information about conduct that reasonably may constitute sex discrimination, including sex-based harassment, under Title IX, and take steps reasonably calculated to address such barriers. (34 CFR 106.44, 106.45)

### Supportive Measures

Upon receipt of a report of Title IX sex discrimination or sex-based harassment, the Title IX Coordinator or designee shall offer and coordinate supportive measures. Supportive measures may vary depending on what the district determines to be reasonably available and shall not unreasonably burden either the complainant or respondent. Supportive measures shall be offered without charging a fee to the complainant or

4. Presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process

- Include reasonably prompt timeframes for the conclusion of the grievance process, including reasonably prompt timeframes for filing and resolving appeals, and informal resolution processes if appropriate and offered by the district

The district's procedures shall also include a process that allows for the temporary delay of the grievance procedures or the limited extension of timeframes for good cause with written notice to the complainant and the respondent and be designed to protect the safety of the complainant, respondent, and the district's educational environment, and to provide support during any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44. The district shall not impose such measures for punitive or disciplinary of the delay or extension and the reasons. Supportive measures may include, but are not limited to, counseling; extensions of deadlines and other course-related adjustments; changes in class, work, housing, or extracurricular or any other activity regardless of whether there is a comparable alternative; campus escort services; modifications of class schedules; mutual restrictions on contact; changes in class locations; increased security; monitoring of certain areas of the campus; and, training and education programs related to sex-based harassment. (34 CFR 106.30, 106.44)

Unless there is an allegation of sex-based harassment or retaliation, the district may provide supportive measures without altering the alleged discriminatory conduct. (34 CFR 106.44) Upon the conclusion of any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44, the district may continue with the supportive measures, or modify or terminate such measures, as appropriate. (34 CFR 106.44)

The district shall provide a complainant or respondent for whom supportive measures have been implemented with a timely opportunity to seek, from an impartial employee with authority to modify or reverse the supportive measures, modification or reversal of the district's decision to provide, deny, modify, or terminate such measures, and to seek additional modification or termination of the supportive measures if circumstances materially change. (34 CFR 106.44)

The district shall not disclose information about supportive measures to any person other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless the disclosure is necessary to providing the supportive measures, or restoring or preserving for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

- ~~— Describe the range of, or list, the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility~~
- ~~— State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, and apply the same standard of evidence to formal complaints against students and employees and to all formal complaints of sexual harassment~~

~~Include the procedures and permissible bases for the complainant and respondent to appeal~~

~~5. Describe the range of supportive measures available to complainants and respondents~~

- ~~6. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege~~

Additionally, the district shall not disclose the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal Title IX complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act statute or regulations, as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising under Title IX. (34 CFR 106.30, 106.71)

### Reporting Allegations/Filing a Formal Title IX Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in Administrative Regulation 5145.7 - Sexual Harassment, or to any other available school employee, who shall forward the report to the Title IX Coordinator within one (1) workday of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal Title IX complaint and the process for filing a formal Title IX complaint. (34 CFR 106.44)

A formal Title IX complaint shall include the complainant's physical or digital signature, or another indication that the complainant is the person filing the formal Title IX complaint, and be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

If the district has actual knowledge of sexual harassment or allegations of sexual harassment but the alleged victim does not file a formal Title IX complaint, the Title IX Coordinator may file a formal Title IX complaint and, in situations- where not filing a formal Title IX complaint would be unreasonable in light of the known circumstances~~when an imminent safety threat exists~~, shall file a formal Title IX complaint. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

## Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal Title IX complaint or even if no formal Title IX complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity—without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact, changes in work or housing locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

## **Emergency Removal from School**

~~A student shall not be disciplined for alleged sex discrimination, including sex-based harassment, under Title IX until the investigation has been completed. However, on an emergency basis, if a student is the respondent,~~ the district may remove ~~a~~the student from the district's education program or activity~~, on an emergency basis,~~ provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an ~~imminent and serious~~immediate threat to the ~~physical~~ health or safety of ~~a complainant or~~ any student~~, employee,~~ or other individual arising from the allegations, and provides the ~~respondent~~student with notice and an opportunity to challenge the decision immediately following the removal. Any such removal may not constitute discipline for student record purposes or Board Policy 5144 - Discipline. Additionally, this authority to remove a student does not modify a student's rights under the IDEA Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

## **Dismissal of Complaint**

The Title IX Coordinator ~~or designee may dismiss a complaint if:~~shall dismiss a formal Title IX complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30. Additionally, the Title IX Coordinator shall dismiss a formal Title IX complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States. In addition, the Title IX Coordinator may dismiss a formal Title IX complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures or other District policies, as applicable.

### Informal Resolution Process

When a formal Title IX complaint of sexual harassment is filed the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. (34 CFR 106.45)

The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal Title IX complaint, including that the district shall not require such waiver as a condition of enrollment or employment or continuing enrollment or employment. (34 CFR 106.45)

As part of an informal resolution, the parties may agree upon discipline such as suspension or expulsion without the need for an investigation.

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

- ~~1. The district is unable to identify the respondent after taking reasonable steps to do so~~
- ~~2. The respondent is not participating in the district's education program or activity and is not employed by the district~~
- ~~3. The district determines that the conduct alleged in the complaint, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX~~

~~Before dismissing the complaint, the Title IX Coordinator shall make reasonable efforts to clarify the allegations with the complainant:~~

~~4. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Title IX~~

~~Coordinator determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination, including sex-based harassment, under Title IX, even if proven~~

~~The Title IX Coordinator shall determine whether to dismiss or investigate any complaint of sex discrimination, including sex-based harassment, within 10 school days, unless such timeline is extended in accordance with this administrative regulation.~~

~~Upon dismissal, the Title IX Coordinator shall promptly notify the complainant of the dismissal and the reasons for the dismissal. Additionally, if the dismissal occurs after the respondent has been notified of the allegations, the Title IX Coordinator shall provide such notification to the respondent,~~

which shall occur simultaneously to both parties if the notification is in writing. The Title IX Coordinator shall also inform the complainant, and the respondent if the dismissal occurs after the respondent has been notified of the allegations, of their right to appeal. Dismissals may be appealed on the following bases: (34 CFR 106.45)

1. A procedural irregularity that would change the outcome
2. New evidence that would change the outcome and that was not reasonably available when dismissal was made
3. The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome

If the dismissal is appealed, the district shall: (34 CFR 106.45)

1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent
2. Implement appeal procedures equally for the parties
3. Ensure that the decision maker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint
4. Ensure that the decision maker for the appeal has been trained consistent with the Title IX regulations
5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome
6. Notify the parties of the result of the appeal and the rationale for the result

If a complaint is dismissed, the Title IX Coordinator or designee shall offer supportive measures as described above in "Supportive Measures" to the complainant. Additionally, the respondent shall be offered supportive measures if the complaint was dismissed because the complainant voluntarily withdrew any or all of the allegations in the complaint and the district determined that without the withdrawn allegations the conduct, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX, or if the complaint was dismissed because the district determined, after taking reasonable efforts to clarify the allegations of the complaint, that the alleged conduct would not constitute sex discrimination, including sex-based harassment, even if proven. The Title IX Coordinator shall also take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to Board Policy/Administrative Regulation 1312.3—Uniform Complaint Procedures as applicable.

### **Informal Resolution Process**

At any time prior to determining whether sex discrimination, including sex-based harassment, occurred under the complaint procedures specified in 34 CFR 106.45, the district may offer, if it is determined to be appropriate upon receiving information about conduct that reasonably may constitute sex discrimination under Title IX or when a complaint of sex discrimination is made, an informal resolution process, such as mediation, to the complainant and respondent. However, the district shall not offer an informal resolution process if the complaint alleges that an employee engaged in sex-based harassment of an elementary or secondary school student or that such

~~process would conflict with federal, state, or local law. (34 CFR 106.44)~~

~~The district shall not require or pressure a party to participate in the informal resolution process, or to waive the right to an investigation and determination of a complaint as a condition of participation in the district's education program or activity, or exercise of any other right. The district may decline to offer an informal resolution process including, but not limited to, when the district determines that the alleged conduct would present a future risk of harm to others. (34 CFR 106.44)~~

~~The district may facilitate an informal resolution process provided that the district, prior to initiating such process: (34 CFR 106.44)~~

- ~~1. Provides the parties with written notice disclosing the allegations; the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal process **complaint** arising from the same allegations; the right to withdraw from the informal process and resume the formal **complaint** process; ~~the inability to initiate or resume complaint procedures arising from the same allegations once the informal resolution process is concluded; the potential terms that may be requested or offered in an informal resolution agreement, including that the agreement would only be binding on the parties; and the information that the district will maintain and whether and how the district could disclose such information for use in Title IX grievance procedures if such procedures are initiated or resumed~~ at any time prior to agreeing to a resolution; and any consequences resulting from the informal resolution process, including that records will be maintained or could be shared~~
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

~~The Title IX Coordinator or designee shall ensure that the facilitator of the informal resolution process is not the same person as the investigator or decision maker of any ongoing or newly initiated complaint process specified in 34 CFR 106.45, does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and receives training in accordance with 34 CFR 106.8. (34 CFR 106.44)~~

~~If the district facilitates an informal resolution process, the Title IX Coordinator shall, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)~~

### **Notice of Allegations**

~~If the district initiates a formal Title IX investigation, the Title IX Coordinator or designee shall provide the known parties with written notice of the following: (34 CFR 106.45)~~

#### Written Notice

If a formal Title IX complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. ~~Sufficient information, available at the time, to allow parties to respond to~~ The allegations; potentially constituting sexual harassment with sufficient details known at the time, including, ~~to the extent available,~~ the identity of parties involved in the incident~~(s), if known,~~ the conduct allegedly constituting ~~sex discrimination, including sex-based~~ sexual harassment, and the date~~(s)~~ and location~~(s)~~ of the alleged incident if known

Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview. If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

~~3.~~—A statement that the ~~retaliation~~ respondent is ~~prohibited~~

3. ~~A statement~~ presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process

4. ~~The opportunity for~~ the parties ~~are entitled to have~~ an ~~equal opportunity~~ advisor of their choice who may be, but is not required to access the relevant and not otherwise impermissible be, an attorney, and the ability to inspect and review evidence

~~3.5.~~ The prohibition against knowingly making false statements or an accurate description of such evidence, as specified knowingly submitting false information during the complaint process

The above notice may also include the name of the investigator, facilitator of an informal process, and decisionmaker and ~~shall~~ inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator ~~or designee~~.

## Consolidation of Complaints

When the allegations of sexual harassment arise out of the same facts or circumstances, the district may consolidate formal Title IX complaints ~~of sex discrimination, including sex-based~~ alleging sexual harassment; against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party; ~~when the allegations of sex discrimination, including sex-based harassment, arise out of the same facts or circumstances.~~ (34 CFR 106.45)

## Investigation Procedures

~~The district shall provide for adequate, reliable, and impartial investigation of complaints. (34 CFR 106.45)~~

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present ~~fact~~ witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence ~~that is~~

~~1.2.~~ Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant ~~and not otherwise impermissible~~ evidence

- ~~1. Review all evidence gathered through the investigation and determine which evidence is relevant and which evidence is impermissible regardless of relevance~~
- ~~2. Provide each party with an equal opportunity to evidence that is relevant, and not otherwise impermissible, to the allegations of sex discrimination, including sex-based harassment, by:~~
  - ~~a. Providing an equal opportunity to access either the relevant and not otherwise impermissible evidence or an accurate description of such evidence~~

If an accurate description is provided, the district shall, upon request of any party, provide the parties with an equal opportunity to access the relevant and permissible evidence.
  - ~~b. Providing a reasonable opportunity to respond to the evidence or to the accurate description of the evidence~~
  - ~~c. Taking reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures~~
- ~~3. Take reasonable steps to protect the privacy of parties and witnesses which do not restrict the ability of the parties to obtain and present evidence, including, by speaking to witnesses; consulting with family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures~~
- ~~4. Objectively evaluate all evidence that is relevant and otherwise impermissible, including both inculpatory and exculpatory evidence, including that credibility determinations will not be based on a person's status as a complainant, respondent, or witness~~
- ~~5. Exclude as impermissible the following types of evidence, and questions seeking that evidence:~~
  - ~~a. Evidence that is protected under a privilege recognized by state or federal law or evidence that is provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege~~
  - ~~b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the district obtains that party's or witness's voluntary, written consent for use in its grievance procedures~~
3. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
5. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint including evidence that the district does not intend to rely on in reaching a determination

~~regarding responsibility and inculpatory and exculpatory evidence whether obtained from a party or other source so that each party can meaningfully respond to the evidence prior to conclusion of the investigation~~

6. ~~Send in an electronic format or hard copy to both parties and their advisors, if any, all the evidence obtained as part of the investigation that is directly related to the allegations raised in the formal Title IX complaint, even the evidence the district does not intend to rely on in reaching a determination regarding responsibility. and provide the parties with at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report~~
7. ~~Create an investigative report that fairly summarizes all relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response~~

e. ~~Questions and~~ evidence about the complainant's ~~prior sexual conduct is~~ sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the ~~conduct~~ alleged ~~conduct by the complainant~~ or ~~is~~ if the questions and evidence about ~~concern~~ specific incidents of the complainant's prior sexual ~~conduct~~ behavior with ~~respect to~~ the respondent ~~that is and are~~ offered to prove consent ~~to the alleged sex-based harassment~~

~~The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.~~

~~The district shall ensure that the decision maker is able to question parties and witnesses adequately to assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex-based harassment. (34 CFR 106.45)~~

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

~~The investigator shall complete the investigation within 20 school days after the Title IX Coordinator determines to proceed with an investigation, unless such timeline is extended in accordance with this administrative regulation.~~

## Written Decision

The Superintendent or designee shall designate an employee as the decisionmaker to determine responsibility for the alleged conduct, who ~~may be the Title IX Coordinator or designee or the investigator so long as there is no conflict of interest or bias.. (34 CFR 106.45)~~

~~Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the district shall~~ shall not be the Title IX Coordinator or a person involved in the investigation. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decisionmaker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

The decisionmaker shall issue, and simultaneously provide to both parties, a written decision as to the scope of the respondent's responsibility for the alleged conduct, if any. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of ~~the~~ receipt of the formal Title IX complaint.

The district may extend the timeline for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decisionmaker shall use the "preponderance of the evidence" standard for all formal Title IX complaints of sexual harassment. The same standard of evidence shall be used for formal Title IX complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

- ~~1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination, including sex-based harassment, has occurred~~
- ~~2. Notify the parties in writing of the determination of whether sex discrimination, including sex-based harassment, occurred~~
1. The notification shall include the rationale for such determination and the identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal Title IX complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and exchange of evidence and party responses~~hearings held if the district includes hearings as part of the grievance process~~
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
- ~~1.6. The district's procedures and permissible bases for the complainant and respondent to appeal, if applicable.~~

~~The written decision shall be issued within 60 days after the investigation is completed, unless such time is extended in accordance with this administrative regulation.~~

~~Either party may appeal the district's dismissal or determination on the following bases: (34 CFR 106.45)~~

### 1. Appeals

Either party may appeal the written decision or dismissal of a formal Title IX complaint or any allegation in the complaint, if the party believes that a procedural irregularity ~~that would change~~ affected the outcome;

~~2. new evidence that would change the outcome and~~ is available that was not reasonably available ~~to at the appealing party when~~ time the determination regarding responsibility or dismissal was made; ~~and~~

~~3. that could affect the outcome, or a conflict of interest or bias by~~ the Title IX Coordinator, investigator, (s), or decisionmaker ~~had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change~~ (s) affected the outcome.

~~The party seeking to file~~

If an appeal ~~must~~ is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decisionmaker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decisionmaker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit ~~written~~ a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal shall be filed in writing within 10 calendar days of ~~receiving the~~ notice of the ~~appeal~~ decision or dismissal, stating the ~~basis~~ grounds for the appeal and including any relevant documentation in support of the appeal. ~~The appeal must be~~ Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the investigator/decisionmaker ~~parties~~ within ~~ten (10)~~ 20 calendar days ~~of being informed of the determination or dismissal.~~

~~When an appeal is received, the district will:-~~

- ~~1. Notify the parties of the appeal and provide them an opportunity to submit a statement challenging or supporting the determination or dismissal;~~
- ~~2. Assign a separate appeal decisionmaker, who will notify the district of the result of the appeal and the rationale for the result within twenty (20) school days from the deadline for parties to submit a statement in support of or challenging the determination or dismissal; and~~

~~3. Notify the parties of the result of the appeal and the rationale for the result. Appeal decisionmaker will not be anyone who participated in the investigation/determination or the Title IX Coordinator~~[from the receipt of the appeal.](#)

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

### **Extension of Timelines**

~~Any timelines specified in this administrative regulation may be extended by the district for good cause, with written notice to the parties. The written notice shall specify the reasons for the extension. (34 CFR 106.45)~~

### **Remedies**

When ~~there is a determination that sex discrimination, including sex-based~~[of responsibility for sexual harassment](#); has ~~occurred, been made against~~ the ~~Title IX Coordinator~~[respondent, the district](#) shall ~~coordinate the provision and implementation of~~[provide](#) remedies to the complainant ~~and other persons the district identifies as having had equal access to the district's education program or activity limited or denied by sex discrimination, including sex-based harassment; coordinate the imposition of any disciplinary sanctions on a respondent described in "Disciplinary Actions" below; including notification to the complainant of any such disciplinary actions; and take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)~~

### **Corrective/Disciplinary Actions**

~~The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as. Such remedies may include the same individualized services described above in the section "Supportive Measures," until~~[but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. \(34 CFR 106.45\)](#)

### **Corrective/Disciplinary Actions**

[The district may impose disciplinary sanctions or other actions after](#) the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

For student [respondents](#) in grades 4-12, [who are found responsible for sexual harassment](#), discipline for sexual harassment may include suspension and/or expulsion. ~~After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. in accordance with Board Policy and Administrative Regulation 5144.1 - Suspension/Expulsion and~~

Other actions that may be taken with a student who is determined to be responsible for ~~sex discrimination and/or sex-based~~sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Conference with parent/guardian~~conference~~
3. ~~Education of~~Educating the student regarding the impact of the student's conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

When an employee is found to have committed ~~sex discrimination, include sex-based~~sexual harassment, or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

~~The district shall not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the district's determination of whether sex discrimination, including sex-based harassment, occurred. (34 CFR 106.45)~~

## Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

- ~~1. For each complaint of sex discrimination, including sex-based harassment, records documenting any informal resolution process or formal investigation procedures~~
- ~~2. For each notification the Title IX Coordinator or designee receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including sex-based harassment, records documenting the actions taken to fulfill the district's obligations as specified in 34 CFR 106.44, including supportive measures offered and implemented~~
1. All materials used to train district employees; the Title IX Coordinator and designee(s); A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom
2. A record of any actions, including supportive measures, taken in response to a report or formal Title IX complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances
- ~~1.3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and other person(s) who are responsible for implementing the district's grievance procedures or~~

~~have the authority to modify or terminate supportive measures;~~[decisionmaker\(s\)](#), and any person who facilitates an informal resolution process

The district shall make such training materials [publicly available on its website, or if the district does not maintain a website,](#) available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil ~~Procedure 340~~[Procedure 340.1](#).)

1. A record of the allegation(s)
2. A record of the investigation procedures followed
3. A record of the written determination
4. A record of the corrective action implemented, if any
5. A record of any appeals and the outcome of the same

6. All training materials addressing the prohibition and investigation of childhood sexual assault

Additionally, the Superintendent or designee shall indefinitely maintain a record of insurance which evidences the district's coverage for acts of sexual assault.

**Exhibit 5145.71-E(1): Title IX Sexual Harassment Complaint Procedures Status: PENDING**

**Original Adopted Date:** 10/01/2020 | **Last Revised Date:** 06/01/2025 | **Last Reviewed Date:**  
06/01/2025

**NOTICE OF TITLE IX ~~NONDISCRIMINATION~~**

~~The Code of Federal Regulations, Title 34, Section 106.8 requires~~ [SEXUAL HARASSMENT POLICY](#)

The district ~~to issue the following notification to students at all grade levels, and their parents/guardians or other authorized legal representative:~~

~~The district does~~[shall](#) not discriminate on the basis of sex ~~and prohibits sex discrimination, including sex-based harassment,~~ in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to [admission and](#) employment. The district also prohibits retaliation against any student for filing a complaint or exercising any right granted under Title IX.

The district ~~is required, as specified in Title IX, to~~[shall](#) take prompt and equitable action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The ~~district has designated and authorized the~~ following employee~~(s)~~ [serves](#) as the district's Title IX Coordinator ~~to address~~[and is responsible for addressing](#) concerns or inquiries regarding discrimination on the basis of sex, including ~~sex-based~~[sexual](#) harassment:

~~Dave Kravitz / Title IX Coordinator  
699 Old Orchard Drive  
Danville, CA 94526  
925-552-2939  
dkravitz@srvusd.net~~

[Title IX Coordinator](#)  
[Karen Dowd / Director, Human Resources-Compliance](#)  
[San Ramon Valley Unified School District](#)  
[699 Old Orchard Drive Danville, CA 94526](#)  
[925-552-2950](#)  
[kdowd@srvusd.net](#)

Any individual may report sex discrimination, including ~~sex-based~~[sexual](#) harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of ~~sex harassment, including sex-based~~[sexual](#) harassment, the Title IX Coordinator

~~will~~shall promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on ~~sex discrimination, including sex-based~~sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see Board Policy/Administrative Regulation 5145.7 - ~~Sex Discrimination and Sex-Based~~Sexual Harassment and Administrative Regulation 5145.71 - Title IX ~~Sex Discrimination and Sex-Based~~Sexual Harassment Complaint Procedures on the district's website at: ~~https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=~~  
<https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030429>.

To inspect or obtain a copy of the district's ~~sex discrimination and sex-based~~sexual harassment policies and administrative regulations, please ~~refer to the Board Policy Manual on the district's website at: https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030429~~contact:

[Adrienne Herrera](#)  
[Administrative Assistant, Human Resources](#)  
[925-552-2923](#)  
[aherrera@srvud.net](mailto:aherrera@srvud.net)

Materials used to train ~~employees; the Title IX Coordinator; investigator(s), decisionmaker(s), and other person(s) who are responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures;~~decisionmakers, appeal officers, and any person(s) who facilitates an informal resolution process; are also publicly available on the district's website or at the district office upon request.

**Policy 5146: Married/Pregnant/Parenting Students**

**Status:** PENDING

**Original Adopted Date:** 12/01/2013 | **Last Revised Date:** 06/01/2025 | **Last Reviewed Date:** 06/01/2025

The Governing Board recognizes that responsibilities pertaining to marriage, pregnancy, or parenting, including related obligations, ~~medical~~ conditions, or recovery, may disrupt a student's education and increase the chance of a student dropping out of school. The Board desires to minimize interruption to such students' educational progress by supporting married, pregnant, and parenting students in their continued education, assisting them to attain strong academic and parenting skills, and promoting the healthy development of their child(ren).

The district shall not exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's ~~current, actual or potential, or past~~ pregnancy, childbirth, false pregnancy, termination of pregnancy, ~~lactation, or related medical conditions or related~~ recovery. In addition, the district shall not adopt any rule concerning a student's actual, ~~or potential, or past~~ parental, family, or marital status that ~~discriminates against and/or~~ treats a student differently on the basis of sex. (Education Code 221.51, 230; ~~20~~; 5 CCR 4950; 34 CFR 106.40)

In accordance with Board Policy/Exhibit(1) 5145.6 - Parent/Guardian Notifications, the Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available under the law through annual school year welcome packets and through independent study packets. (~~Education Code 222.5, 48980~~)

~~Any employee who is informed by a student, or a person who has a legal right to act on behalf of a student, of a student's pregnancy or related conditions shall provide that person with the Title IX Coordinator's contact information and inform the person that the Title IX Coordinator can coordinate specific acts to prevent sex discrimination, including sex-based harassment, and ensure the student's equal access to the district's education program or activity. (34 CFR 106.8)~~

~~When notified of a student's pregnancy or related conditions, the Title IX Coordinator shall provide the student, and if applicable the person who has a legal right to act on behalf of the student and who notified the Title IX Coordinator of the student's pregnancy or related conditions, with the district's notice of nondiscrimination, as specified in Administrative Regulation 5145.3 – Nondiscrimination/Harassment and Exhibit (1) 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. The Title IX Coordinator shall also coordinate actions specified in 34 CFR 106.40 to prevent discrimination against, and ensure equal access to, the student, including the following: (34 CFR 106.44)~~

- ~~1. Notifying the student that the district is required to not discriminate in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions~~

~~However, a student's voluntary participation in a separate portion of the district's education program or activity does not constitute prohibited discrimination if the district ensures that the separate portion is comparable to that offered to students who are not pregnant and do not have related conditions.~~

2. ~~To the extent consistent with 34 CFR 106.40(b)(3), ensuring that pregnancy or related conditions are treated in the same manner and under the same policies as any other temporary medical condition with respect to any medical or hospital benefit, service, plan, or policy the district administers, operates, offers, or participates in with respect to students admitted to the district's education program or activity~~
3. ~~Informing the student that the district may not require the student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person verifying that the student is physically able to participate in the district's class, program, or extracurricular activity unless the certified level of physical ability of health is necessary for participation in the class, program, or extracurricular activity; the district requires such certification of all participating students; and, the information obtained is not used as a basis for Title IX discrimination~~

~~For school-related purposes, a student under the age of 18 who enters into a valid marriage years~~ (Education Code 222.5, 48980)

For district-related purposes, a student under 18 years of age who enters into a valid marriage is an emancipated minor who shall have all the rights and privileges of students who are 18 years of age or older, even if the marriage has been dissolved. ~~(Family Code 7002)~~ (Family Code 7002)

Such rights include, but are not limited to, those related to the verification of student absences as specified in Administrative Regulation 5113 - Absences and Excuses, application for a work permit as specified in Administrative Regulation 5113.2 - Work Permits, and access to student records as specified in Administrative Regulation 5125 - Student Records.

## **Education and Support Services for Pregnant and Parenting Students**

Pregnant and parenting students shall retain the right to participate in the regular education program or an alternative ~~educational~~education program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the ~~student's~~student's child.

Any alternative education program, activity, or course that is offered separately to students who are pregnant or parenting ~~students~~, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. (Education Code 221.51; 5 CCR 4950)

If required for students with any other temporary disabling condition, the Superintendent or designee ~~shall not~~may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, ~~lactation,~~ or related ~~medical~~ conditions or recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to continue participation in the ~~district's~~ education program or activity, ~~including an extracurricular activity, unless the certified level of physical ability is necessary for participation and such certification is required of all students.~~ (Education Code 221.51; 5 CCR 4950; 34 CFR 106.40)

To the extent feasible, the district shall provide educational and related support services, either directly or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during ~~school~~[district](#)-sponsored activities
2. Parenting education and life skills instruction
3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28
4. Health care services, including prenatal care
5. Tobacco, alcohol, and/or drug prevention and intervention services
6. Academic and personal counseling
7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

### Absences

[Students who are](#) pregnant or parenting ~~students~~ may be excused for absences for medical appointments and other purposes specified in [BP/AR Board Policy/Administrative Regulation](#) 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code 48205)

### Parental Leave

A student who is pregnant or parenting, ~~or has a related condition,~~ shall be entitled to parental leave ~~in order to protect the health of the student and/or the infant, and to allow the student to care for and bond with the infant~~ [as permitted by law](#). The period of the leave shall be the greater of eight weeks, or the length of time deemed medically necessary by the student's healthcare provider, ~~or, if the district has a leave policy for which the student qualifies, the amount of time provided for in such policy.~~ Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. (Education Code 46015; 34 CFR 106.40)

The student, if ~~age~~ 18 years [of age](#) or older, or the student's ~~parent/guardian~~ [educational rights holder](#) shall notify the ~~school~~[district](#) of the student's intent to take parental leave, ~~although failure to do so does not abridge any of the rights provided to the student under this policy.~~ (Education Code 46015)

No student shall be required to take all or part of the parental leave. (Education Code 46015; ~~34 CFR 106.40~~)

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A student who is pregnant or parenting, or has related conditions, shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code 46015)

Following the leave, a student who is pregnant or parenting, or has related conditions, may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. (Education Code 46015; ~~34 CFR 106.40~~)

Upon return to school, a student who is pregnant or parenting ~~student~~ shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses. (Education Code 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015)

## Accommodations

When necessary, the district shall provide ~~reasonable~~ accommodations to enable a student who is pregnant or parenting, ~~or with related conditions~~, to access the educational program. ~~The district shall consult with the student when identifying potential modifications. Any modification accepted by the student shall be implemented. Any proposed modification that would fundamentally alter the nature of the district's education program or activity shall not be implemented. (34 CFR 106.40)~~

~~Reasonable modifications may include, but are not limited to: (34 CFR 106.40)~~

- ~~1. Breaks during class to express breast milk, breastfeed, or attend to health needs associated with pregnancy or related conditions, including eating, drinking, or using the restroom~~
- ~~2. Intermittent absences to attend medical appointments~~
- ~~3. Access to online or homebound education~~
- ~~4. Changes in schedule or course sequence~~
- ~~5. Extensions of time for coursework and rescheduling of tests and examinations~~
- ~~6. Allowing~~

Additionally, a student ~~to sit or stand, or carry or keep water nearby~~

- ~~7. Counseling~~
- ~~8. Changes in physical space or supplies, such as access to a larger desk or a footrest~~
- ~~9. Elevator access~~
- ~~10. Any other change to policies, practices, or procedures~~

~~A student~~ who is pregnant, experiences a false pregnancy, or terminates a pregnancy, or who ~~has a related condition~~ must recover from any of these, shall have access to any services available to other students with temporary medical conditions. (34 CFR 106.40)

The ~~school~~ district shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222; ~~34 CFR 106.40~~)

1. Access to a private and secure room, other than a restroom, ~~that is clean, shielded from view, and free from intrusion by others~~ to express breast milk or breastfeed an infant child
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
3. Access to a power source for a breast pump or any other equipment used to express breast milk
4. Access to a place to store expressed breast milk safely
5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

## Complaints

Any complaint alleging discrimination on the basis of a student's ~~current, actual or~~ potential, ~~or past~~ pregnancy, ~~family, or marital~~, or parental status; ~~district noncompliance with the requirements of Education Code 46015 or 34 CFR 106.40;~~ or district noncompliance with the requirement to provide reasonable accommodations for lactating students; shall be investigated and resolved in accordance with ~~the Title IX grievance procedures as specified in 34 CFR 106.44 and 106.45 and Board Policy/Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment~~ 1312.3 - Uniform Complaint Procedures. ~~(Education Code 222, 46015; 5 CCR 4600-4670; 34 CFR 106.44, 106.45)~~

## Program Evaluation

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support ~~current, potential, and past~~ married, pregnant, and parenting students, which may include data on student participation in district programs and services, academic achievement, ~~school~~ attendance, graduation rate, and/or student feedback on district programs and services.

**DATE:** January 20, 2026

**TOPIC:** RATIFICATION OF WARRANTS

**SUBMITTED BY:** Daniel Hillman, Assistant Superintendent, Business Services

**PREPARED BY:** Nicole Kugler, Director, Accounting & Payroll

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**DISCUSSION:** In accordance with Board Policy 3300, the Board of Education recognizes its fiduciary responsibility to oversee the prudent expenditure of district funds. In order to best serve district interests, the Superintendent or designee shall develop and maintain effective purchasing procedures that are consistent with sound financial controls and that ensure the district receives maximum value for items purchased. The Superintendent or designee shall ensure that records of expenditures and purchases are maintained in accordance with law.

The Board shall review all transactions every 60 days. Attached is a summary of the District's expenditures for the period of November 20, 2025 through January 5, 2026. Detailed warrant registers are available in the Business Office for public inspection.

**RECOMMENDATION:** The administration recommends ratification of the warrants issued as stated on the attachment.

**BUDGET IMPLICATION:** As noted, per the attached.

**Ratification of Warrants - January 20, 2026**

<b>Fund Number</b>	<b>Fund Name</b>	<b>Vendor Warrants</b>	<b>Salary Warrants</b>	<b>Total</b>
1	General Fund	8,269,282.26	30,708,296.63	<b>\$38,977,578.89</b>
5	Warrant Pass Through Fund	37,594,218.01	-	<b>\$37,594,218.01</b>
13	Child Nutrition Fund	1,222,526.62	629,005.40	<b>\$1,851,532.02</b>
21	Building Fund	18,006,946.20	34,563.81	<b>\$18,041,510.01</b>
25	Capital Facilities Fund	6,359.10	-	<b>\$6,359.10</b>
35	County School Facilities Fund	-	-	-
40	Special Reserve Capital Outlay	-	-	-
51	Bond Interest & Redemption	-	-	-
67	Self-Insurance Fund	377,639.65	-	<b>\$377,639.65</b>
71	Retiree Benefit Fund	-	-	-
73	Foundation Private Purpose Trust	-	-	-
77	Payroll A/P Clearing	-	-	-
Total All Funds		<b>\$ 65,476,971.84</b>	<b>\$ 31,371,865.84</b>	<b>\$96,848,837.68</b>

**DATE:** January 20, 2026

**TOPIC:** DECLARATION OF SURPLUS PROPERTY

**SUBMITTED BY:** Daniel Hillman, Assistant Superintendent, Business Services

**PREPARED BY:** Julie Harris, Business Manager

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**DISCUSSION:** As per Education Code section 17545-17555, the governing board may sell or dispose of personal property which is unusable, obsolete, or no longer needed by the district. Staff has determined that the item(s) listed below are surplus property and they have been verified as obsolete, unusable and/or cost prohibitive to repair or maintain. If the items do not exceed in value the sum of \$2,500, they may be sold at a private sale without advertising. If the property is of insufficient value to defray the costs of arranging a sale, the items may be donated to a charitable organization or may be disposed of in the local public dump. The items on the attached list will be removed from the District's fixed asset inventory upon sale or disposal.

**RECOMMENDATION:** Staff recommends approval of the attached list of items as surplus property.

**BUDGET IMPLICATION:** Any proceeds from the sale of items shall be placed to the credit of the fund from which the original expenditure for the purchase was made or in the general or reserve fund of the district.

Declaration of Surplus Property	
January 20, 2026	
Quantity	Item
51	Apple Desktop
289	Apple Laptop
7	Audio Equipment
5	Battery Backup
855	Chromebook
1	Damaged Trailer scrap metal Lic # 19375 14 ft Utility
1	Damaged Trailer scrap metal Lic # 951049 14 ft Utility
9	Doc Cam
6	Document Camera
6	DVD
1	DYMO Smart board controller
2	HotSpot
297	Ipads
8	Kitchen Aide Stand mixer
21	Monitors
11	Other Tablets
22	Printers
12	Projector
2	Sec Cam
5	Transparency Projector
1	USB Scanner
1	Winco Polivac Machine
83	Windows Desktop
339	Windows Laptop

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF APPROVAL OF CONTRACTS/PURCHASES OVER \$50,000

**SUBMITTED BY:** Daniel Hillman, Assistant Superintendent, Business Services

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**DISCUSSION:** Contracts and purchases over \$50,000 are routinely brought to the Board for approval. Copies of the contracts are available to the Board and public upon request.

**RECOMMENDATION:** Authorize the District to execute the attached agreements and purchases.

**BUDGET IMPLICATION:** As indicated on the attached list.

Items Over \$50,000 - January 20, 2026 - Board Meeting

Vendor	Description	Amount	Funding
A-Z Bus Sales	(6) large and (4) small electric school buses	\$ 4,207,476.00	Fund 01 - ZESBI & BAAQMD Grant
C & I Produce	Increase to original PO of \$200,000 for Produce	\$ 610,000.00	Fund 13 - Child Nutrition
GoldStar Foods	Increase to original PO of \$300,000 for Grocery Products	\$ 1,159,091.00	Fund 13 - Child Nutrition
HKIT Architects	District Office Improvements 3130 Building	\$ 180,222.00	Fund 01 - RDA
MAS Service/JB Mechanical Inc.	Increase to original PO of \$10,000 for Equipment Repair	\$ 55,000.00	Fund 13 - Child Nutrition
MusicTrip.com	Workshop and Performances at Disneyland Studios - Stone Valley MS	\$ 85,203.00	Fund 01 - Site Donations
Spork Food Hub	Increase to original PO of \$45,000 for Produce	\$ 105,000.00	Fund 13 - Child Nutrition

**DATE:** January 20, 2026

**TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION 56/25-26, APPROVING ROUTINE BUDGET REVISIONS**

**SUBMITTED BY: Daniel Hillman, Assistant Superintendent, Business Services**

**PREPARED BY: Evan Miller, Executive Director, Business Services**

**DISCUSSION:** Routine budget revisions are brought before the Board for approval on a monthly basis. Revenues and expenditures are reviewed and adjusted to reflect projections based on new information such as grant awards, local donations, and district expenditure commitments. The items below detail the changes and movement between accounts.

**General Fund - Revenues**

**LCFF/Other State –**

State Revenues decreased \$72,459, primarily due to First Interim adjustments of ELOP funds (reduced approximately \$429,000), Home-to-School Transportation Reimbursement funds (increased approximately \$190,000), and the Literacy Screening PD Block Grant (increased approximately \$170,000).

**Other Local Revenues –**

Other Local revenues increased \$1,270,965, primarily due to increases of approximately \$946,000 in site donations (Ed Fund, PTA, Boosters, Athletics, etc), approximately \$172,000 from the Early Education Teacher Development Grant, approximately \$44,000 in CTE funds, approximately \$57,000 in facility use revenue, and approximately \$50,000 in various private grants and other miscellaneous revenues.

**General Fund - Expenditures**

**Salaries and Benefits –**

Budgeted salary and benefits expenditures increased \$1,030,932, primarily due to increases of approximately \$416,000 for Arts & Music in Schools (Prop 28), approximately \$437,000 from site donations (Ed Fund, PTA, Boosters, Athletics, etc), approximately \$153,000 of Educator Effectiveness Grant funds, approximately \$94,000 of Routine Restricted Maintenance funds, approximately \$94,000 of Title I funds, and approximately \$41,000 in Student Support and Professional Development Discretionary Block Grant Funds. These increases were partially offset by a decrease in projected Special Education expenditures of approximately \$224,000.

**Supplies/Services/Capital Expenditures –**

Budgeted supplies, services, and capital expenditures increased \$1,088,240, primarily due to increases of approximately \$522,000 for contracted special education services, approximately \$391,000 for site donations (Ed Fund, PTA, Boosters, Athletics, etc), and approximately \$506,000 of Kitchen Infrastructure and Training Grant funds. These increases were partially offset by a decrease in expenditures budgeted for fingerprinting employees (reduced approximately \$142,000) and for home-to-school transportation (reduced approximately \$150,000).

**Other Funds**

The Child Nutrition Fund (Fund 13) has increased expenditures of approximately \$310,000 primarily to account for increased food costs. The Building Fund (Fund 21) has increased revenues of \$13,367,634, primarily due to the sale of Certificates of Participation, and increased expenditures of approximately \$19,607,270, due to the acquisition of property at 3130 Crow Canyon Place.

**RECOMMENDATION:** The Administration recommends adoption of Resolution #56/25-26, approving the budget adjustments as presented.

**BUDGET IMPLICATIONS:** Various, as noted above.

**RESOLUTION NO. : 56/25-26**

**IN SUPPORT OF APPROVING ROUTINE BUDGET REVISIONS**

**WHEREAS**, Education Code Sections 42600 – 42603 permit the County Superintendent of Schools with the consent of the Governing Board of the San Ramon Valley Unified School District to make such transfers to revise the adopted budget at any time during a fiscal year; and

**WHEREAS**, the Governing Board believes it to be in the best interest of the District to regularly revise the 2025-26 budget in order to more accurately portray the financial condition of the District;

**NOW, THEREFORE, BE IT RESOLVED** that the Governing Board of the San Ramon Valley Unified School District does hereby authorize the Contra Costa County Superintendent of Schools to revise its 2025-26 budget as hereafter detailed.

**BE IT FURTHER RESOLVED** that the Secretary of the Governing Board is hereby directed to deliver a copy of this Resolution to the County Superintendent of Schools.

**APPROVED, PASSED and ADOPTED** by the Governing Board of the San Ramon Valley Unified School District this 20<sup>th</sup> day of January, 2026, by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAINED:**

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CJ Cammack  
Secretary to the Board of Education  
of the San Ramon Valley Unified School District,  
Contra Costa County, State of California

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
Budget Revision

**1 GENERAL FUND**

**REVENUES**

	Revised Budget 10/31/2025	Adjustments this Period	Revised Budget 12/31/2025
LCFF/Other State	\$ 416,797,661	\$ -72,459	\$ 416,725,202
Federal Revenues	7,630,849	0	7,630,849
Other Local Revenues	36,863,625	1,270,965	38,134,590
<b>Total Revenues</b>	<b>\$ 461,292,135</b>	<b>\$ 1,198,506</b>	<b>\$ 462,490,641</b>

**EXPENDITURES**

Certificated Salaries	\$ 186,823,712	\$ 136,052	\$ 186,959,764
Classified Salaries	69,384,835	904,775	70,289,610
Employee Benefits	132,714,707	-9,895	132,704,812
Books and Supplies	18,832,888	-167,940	18,664,948
Services, Other Operating Expenses	64,995,201	1,022,407	66,017,608
Capital Outlay	457,969	373,773	831,742
Other Outgo	704,146	-140,000	564,146
Direct Support/Indirect Costs	0	0	0
<b>Total Expenditures</b>	<b>\$ 473,913,458</b>	<b>\$ 2,119,172</b>	<b>\$ 476,032,630</b>

<b>Excess or Deficiency before other Sources and Uses</b>	<b>\$ -12,621,323</b>	<b>\$ -920,666</b>	<b>\$ -13,541,989</b>
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**OTHER FINANCING SOURCES/USES**

Transfers In	\$ 0	\$ 0	\$ 0
Transfers Out	2,367,808	0	2,367,808
Sources	0	0	0
Uses	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<b>\$ -2,367,808</b>	<b>\$ 0</b>	<b>\$ -2,367,808</b>

<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ -14,989,131</b>	<b>\$ -920,666</b>	<b>\$ -15,909,797</b>
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**FUND BALANCE, RESERVES**

**Beginning Balance**

Beginning Balance as of July 1 - Unaudited	\$ 32,737,944	\$ 0	\$ 32,737,944
Audit Adjustments	0	0	0
As of July 1 - Audited	32,737,944	0	32,737,944
Adjustments for Restatements	0	0	0
Net Beginning Balance	32,737,944	0	32,737,944

**Ending Balance**

	<b>\$ 17,748,813</b>	<b>\$ -920,666</b>	<b>\$ 16,828,147</b>
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**COMPONENTS OF ENDING BALANCE**

Unappropriated Amount	\$ 0	0	\$ 0
Restricted Ending Balances	17,231,936	-1,402,208	15,829,728
Instructional Materials	13,664	9,500	23,164
Revolving Cash	158,700	0	158,700
Stores Inventory	211,903	-58,473	153,430
Lottery	103,679	0	103,679
Prepaid Expenses	7,007	0	7,007
Supplemental	-242,337	112,500	-129,837
Strategic Reserve	214,177	418,670	632,847
Technology 1:1 Devices	50,079	-650	49,429
	0	0	0
	0	0	0
	<b>\$ 17,748,808</b>	<b>\$ -920,661</b>	<b>\$ 16,828,147</b>

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
Budget Revision

**08 Student Activity Special Revenue Fund**

	Revised Budget 10/31/2025	Adjustments this Period	Revised Budget 12/31/2025
<b>REVENUES</b>			
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	0	0	0
<i>Other Local Revenues</i>	0	0	0
<b>Total Revenues</b>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
<b>EXPENDITURES</b>			
<i>Classified Salaries</i>	\$ 0	\$ 0	\$ 0
<i>Employee Benefits</i>	0	0	0
<i>Books and Supplies</i>	0	0	0
<i>Services, Other Operating Expenses</i>	0	0	0
<i>Capital Outlay</i>	0	0	0
<i>Other Outgo</i>	0	0	0
<i>Direct Support/Indirect Costs</i>	0	0	0
<b>Total Expenditures</b>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
<b>Excess or Deficiency before other Sources and Uses</b>	\$ 0	\$ 0	\$ 0
<b>OTHER FINANCING SOURCES/USES</b>			
<i>Transfers In</i>	\$ 0	\$ 0	\$ 0
<i>Transfers Out</i>	0	0	0
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	\$ 0	\$ 0	\$ 0
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 1,365,719	\$ 0	\$ 1,365,719
Audit Adjustments	0	0	0
As of July 1 - Audited	1,365,719	0	1,365,719
Adjustments for Restatements	0	0	0
Net Beginning Balance	1,365,719	0	1,365,719
<b>Ending Balance</b>	<u>\$ 1,365,719</u>	<u>\$ 0</u>	<u>\$ 1,365,719</u>
<b>Components of Ending Fund Balance</b>			
Stores	\$ 0	\$ 0	\$ 0
Revolving Fund			
Restricted Ending Balance	1,365,719	0	1,365,719
	<u>\$ 1,365,719</u>	<u>\$ 0</u>	<u>\$ 1,365,719</u>

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
Budget Revision

13 Child Nutrition Fund

	Revised Budget 10/31/2025	Adjustments this Period	Revised Budget 12/31/2025
<b>REVENUES</b>			
Federal Revenues	\$ 2,066,396	\$ 0	\$ 2,066,396
Other State Revenues	12,028,568	0	12,028,568
Other Local Revenues	200,510	0	200,510
<b>Total Revenues</b>	<b>\$ 14,295,474</b>	<b>\$ 0</b>	<b>\$ 14,295,474</b>
<b>EXPENDITURES</b>			
Classified Salaries	\$ 5,114,084	\$ -40,000	\$ 5,074,084
Employee Benefits	2,770,328	0	2,770,328
Books and Supplies	5,700,232	350,000	6,050,232
Services, Other Operating Expenses	912,426	0	912,426
Capital Outlay	790,000	0	790,000
Other Outgo	0	0	0
Direct Support/Indirect Costs	0	0	0
<b>Total Expenditures</b>	<b>\$ 15,287,070</b>	<b>\$ 310,000</b>	<b>\$ 15,597,070</b>
<b>Excess or Deficiency before other Sources and Uses</b>	<b>\$ -991,596</b>	<b>\$ -310,000</b>	<b>\$ -1,301,596</b>
<b>OTHER FINANCING SOURCES/USES</b>			
Transfers In	\$ 0	\$ 0	\$ 0
Transfers Out	0	0	0
Sources	0	0	0
Uses	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ -991,596</b>	<b>\$ -310,000</b>	<b>\$ -1,301,596</b>
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 8,803,819	\$ 0	\$ 8,803,819
Audit Adjustments	0	0	0
As of July 1 - Audited	8,803,819	0	8,803,819
Adjustments for Restatements	0	0	0
Net Beginning Balance	8,803,819	0	8,803,819
<b>Ending Balance</b>	<b>\$ 7,812,223</b>	<b>\$ -310,000</b>	<b>\$ 7,502,223</b>
<b>Components of Ending Fund Balance</b>			
Stores	\$ 578,290	\$ 0	\$ 578,290
Revolving Fund	600	0	600
Restricted Ending Balance	7,233,333	-310,000	6,923,333
	<b>\$ 7,812,223</b>	<b>\$ -310,000</b>	<b>\$ 7,502,223</b>

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
Budget Revision

17 Special Reserve Fund

	Revised Budget 10/31/2025	Adjustments this Period	Revised Budget 12/31/2025
<b>REVENUES</b>			
Federal Revenues	\$ 0	\$ 0	\$ 0
Other State Revenues	0	0	0
Other Local Revenues	400,000	0	400,000
<b>Total Revenues</b>	<b>\$ 400,000</b>	<b>\$ 0</b>	<b>\$ 400,000</b>
<b>EXPENDITURES</b>			
Classified Salaries	\$ 0	\$ 0	\$ 0
Employee Benefits	0	0	0
Books and Supplies	0	0	0
Services, Other Operating Expenses	0	0	0
Capital Outlay	0	0	0
Other Outgo	0	0	0
Direct Support/Indirect Costs	0	0	0
<b>Total Expenditures</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>Excess or Deficiency before other Sources and Uses</b>	<b>\$ 400,000</b>	<b>\$ 0</b>	<b>\$ 400,000</b>
<b>OTHER FINANCING SOURCES/USES</b>			
Transfers In	\$ 0	\$ 0	\$ 0
Transfers Out	0	0	0
Sources	0	0	0
Uses	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ 400,000</b>	<b>\$ 0</b>	<b>\$ 400,000</b>
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 18,489,793	\$ 0	\$ 18,489,793
Audit Adjustments	0	0	0
As of July 1 - Audited	18,489,793	0	18,489,793
Adjustments for Restatements	0	0	0
Net Beginning Balance	18,489,793	0	18,489,793
<b>Ending Balance</b>	<b>\$ 18,889,793</b>	<b>\$ 0</b>	<b>\$ 18,889,793</b>
<b>Components of Ending Fund Balance</b>			
Strategic Reserve	\$ 4,601,355	-63,575	4,537,780
REU	14,288,438	63,575	14,352,013
	0	0	0
	0	0	0
	<b>\$ 18,889,793</b>	<b>\$ 0</b>	<b>\$ 18,889,793</b>

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
Budget Revision

**21 Building Fund**

	<b>Revised Budget 10/31/2025</b>	<b>Adjustments this Period</b>	<b>Revised Budget 12/31/2025</b>
<b>REVENUES</b>			
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	0	0	0
<i>Other Local Revenues</i>	2,700,000	13,367,634	16,067,634
<b>Total Revenues</b>	<u>\$ 2,700,000</u>	<u>\$ 13,367,634</u>	<u>\$ 16,067,634</u>
<b>EXPENDITURES</b>			
<i>Classified Salaries</i>	\$ 326,405	\$ 43,432	\$ 369,837
<i>Employee Benefits</i>	188,646	4,012	192,658
<i>Books and Supplies</i>	304,232	-841	303,391
<i>Services, Other Operating Expenses</i>	898,172	168,052	1,066,224
<i>Capital Outlay</i>	2,267,899	19,392,615	21,660,514
<i>Other Outgo</i>	0	0	0
<i>Direct Support/Indirect Costs</i>	0	0	0
<b>Total Expenditures</b>	<u>\$ 3,985,354</u>	<u>\$ 19,607,270</u>	<u>\$ 23,592,624</u>
<b>Excess or Deficiency before other Sources and Uses</b>	\$ -1,285,354	\$ -6,239,636	\$ -7,524,990
<b>OTHER FINANCING SOURCES/USES</b>			
<i>Transfers In</i>	\$ 0	\$ 0	\$ 0
<i>Transfers Out</i>	0	0	0
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	\$ -1,285,354	\$ -6,239,636	\$ -7,524,990
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 67,646,762	\$ 0	\$ 67,646,762
Audit Adjustments	0	0	0
As of July 1 - Audited	67,646,762	0	67,646,762
Adjustments for Restatements	0	0	0
Net Beginning Balance	67,646,762	0	67,646,762
<b>Ending Balance</b>	<u>\$ 66,361,408</u>	<u>\$ -6,239,636</u>	<u>\$ 60,121,772</u>
<b>Components of Ending Fund Balance</b>			
Reserved for Capital Outlay	<u>\$ 66,361,408</u>	<u>\$ -6,239,636</u>	<u>\$ 60,121,772</u>

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
Budget Revision

25 Capital Facilities - Developer Impact Program

	Revised Budget 10/31/2025	Adjustments this Period	Revised Budget 12/31/2025
<b>REVENUES</b>			
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	0	0	0
<i>Other Local Revenues</i>	2,558,500	0	2,558,500
<b>Total Revenues</b>	<u>\$ 2,558,500</u>	<u>\$ 0</u>	<u>\$ 2,558,500</u>
<b>EXPENDITURES</b>			
<i>Classified Salaries</i>	\$ 0	\$ 0	\$ 0
<i>Employee Benefits</i>	0	0	0
<i>Books and Supplies</i>	185,000	0	185,000
<i>Services, Other Operating Expenses</i>	247,855	0	247,855
<i>Capital Outlay</i>	0	0	0
<i>Other Outgo</i>	0	0	0
<i>Direct Support/Indirect Costs</i>	0	0	0
<b>Total Expenditures</b>	<u>\$ 432,855</u>	<u>\$ 0</u>	<u>\$ 432,855</u>
<b>Excess or Deficiency before other Sources and Uses</b>	\$ 2,125,645	\$ 0	\$ 2,125,645
<b>OTHER FINANCING SOURCES/USES</b>			
<i>Transfers In</i>	\$ 0	\$ 0	\$ 0
<i>Transfers Out</i>	0	0	0
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	\$ 2,125,645	\$ 0	\$ 2,125,645
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 18,097,155	\$ 0	\$ 18,097,155
Audit Adjustments	0	0	0
As of July 1 - Audited	18,097,155	0	18,097,155
Adjustments for Restatements	0	0	0
Net Beginning Balance	18,097,155	0	18,097,155
<b>Ending Balance</b>	<u>\$ 20,222,800</u>	<u>\$ 0</u>	<u>\$ 20,222,800</u>
<b>Components of Ending Fund Balance</b>			
Reserved for Capital Outlay	<u>\$ 20,222,800</u>	<u>\$ 0</u>	<u>\$ 20,222,800</u>

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
Budget Revision

35 Capital School Facilities Fund

	Revised Budget 10/31/2025	Adjustments this Period	Revised Budget 12/31/2025
<b>REVENUES</b>			
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	0	0	0
<i>Other Local Revenues</i>	0	0	0
<b>Total Revenues</b>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
<b>EXPENDITURES</b>			
<i>Classified Salaries</i>	\$ 0	\$ 0	\$ 0
<i>Employee Benefits</i>	0	0	0
<i>Books and Supplies</i>	0	0	0
<i>Services, Other Operating Expenses</i>	0	0	0
<i>Capital Outlay</i>	0	0	0
<i>Other Outgo</i>	0	0	0
<i>Direct Support/Indirect Costs</i>	0	0	0
<b>Total Expenditures</b>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
<b>Excess or Deficiency before other Sources and Uses</b>	\$ 0	\$ 0	\$ 0
<b>OTHER FINANCING SOURCES/USES</b>			
<i>Transfers In</i>	\$ 0	\$ 0	\$ 0
<i>Transfers Out</i>	0	0	0
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	\$ 0	\$ 0	\$ 0
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 0	\$ 0	\$ 0
Audit Adjustments	0	0	0
As of July 1 - Audited	0	0	0
Adjustments for Restatements	0	0	0
Net Beginning Balance	0	0	0
<b>Ending Balance</b>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
<b>Components of Ending Fund Balance</b>			
Restricted Ending Balance	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
Budget Revision

40 Special Reserve for Capital Outlay

	Revised Budget 10/31/2025	Adjustments this Period	Revised Budget 12/31/2025
<b>REVENUES</b>			
Federal Revenues	\$ 0	\$ 0	\$ 0
Other State Revenues	0	0	0
Other Local Revenues	593,702	6,965	600,667
<b>Total Revenues</b>	<b>\$ 593,702</b>	<b>\$ 6,965</b>	<b>\$ 600,667</b>
<b>EXPENDITURES</b>			
Classified Salaries	\$ 0	\$ 0	\$ 0
Employee Benefits	0	0	0
Books and Supplies	0	0	0
Services, Other Operating Expenses	6,400	0	6,400
Capital Outlay	0	0	0
Other Outgo	3,102,455	0	3,102,455
Direct Support/Indirect Costs	0	0	0
<b>Total Expenditures</b>	<b>\$ 3,108,855</b>	<b>\$ 0</b>	<b>\$ 3,108,855</b>
<b>Excess or Deficiency before other Sources and Uses</b>	<b>\$ -2,515,153</b>	<b>\$ 6,965</b>	<b>\$ -2,508,188</b>
<b>OTHER FINANCING SOURCES/USES</b>			
Transfers In	\$ 2,367,808	\$ 0	\$ 2,367,808
Transfers Out	0	0	0
Sources	0	0	0
Uses	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<b>\$ 2,367,808</b>	<b>\$ 0</b>	<b>\$ 2,367,808</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ -147,345</b>	<b>\$ 6,965</b>	<b>\$ -140,380</b>
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 10,998,934	\$ 0	\$ 10,998,934
Audit Adjustments	0	0	0
As of July 1 - Audited	10,998,934	0	10,998,934
Adjustments for Restatements	0	0	0
Net Beginning Balance	10,998,934	0	10,998,934
<b>Ending Balance</b>	<b>\$ 10,851,589</b>	<b>\$ 6,965</b>	<b>\$ 10,858,554</b>
<b>Components of Ending Fund Balance</b>			
Child Care Buildings	261,287	0	261,287
Solar Debt Service	2,319,491	0	2,319,491
Diablo Vista MS Fields	863,945	0	863,945
DVHS CSA	149,764	0	149,764
Solar Reserve	1,669,787	0	1,669,787
Facility Community Use	1,179,310	0	1,179,310
Capital Investments	3,178,656	6,965	3,185,621
Safety Committee	1,229,349	0	1,229,349
Restricted Ending Balance	<b>\$ 10,851,589</b>	<b>\$ 6,965</b>	<b>\$ 10,858,554</b>

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
Budget Revision

**51 Bond Interest and Redemption Fund**

**REVENUES**

	<b>Revised Budget 10/31/2025</b>	<b>Adjustments this Period</b>	<b>Revised Budget 12/31/2025</b>
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	70,000	0	70,000
<i>Other Local Revenues</i>	37,635,000	0	37,635,000
<b>Total Revenues</b>	<b>\$ 37,705,000</b>	<b>\$ 0</b>	<b>\$ 37,705,000</b>

**EXPENDITURES**

<i>Classified Salaries</i>	\$ 0	\$ 0	\$ 0
<i>Employee Benefits</i>	0	0	0
<i>Books and Supplies</i>	0	0	0
<i>Services, Other Operating Expenses</i>	0	0	0
<i>Capital Outlay</i>	0	0	0
<i>Other Outgo</i>	44,319,116	0	44,319,116
<i>Direct Support/Indirect Costs</i>	0	0	0
<b>Total Expenditures</b>	<b>\$ 44,319,116</b>	<b>\$ 0</b>	<b>\$ 44,319,116</b>

<b>Excess or Deficiency before other Sources and Uses</b>	<b>\$ -6,614,116</b>	<b>\$ 0</b>	<b>\$ -6,614,116</b>
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**OTHER FINANCING SOURCES/USES**

<i>Transfers In</i>	\$ 0	\$ 0	\$ 0
<i>Transfers Out</i>	0	0	0
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>

<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ -6,614,116</b>	<b>\$ 0</b>	<b>\$ -6,614,116</b>
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**FUND BALANCE, RESERVES**

**Beginning Balance**

Beginning Balance as of July 1 - Unaudited	\$ 51,249,061	\$ 0	\$ 51,249,061
Audit Adjustments	0	0	0
As of July 1 - Audited	51,249,061	0	51,249,061
Adjustments for Restatements	0	0	0
Net Beginning Balance	51,249,061	0	51,249,061

**Ending Balance**

**Components of Ending Fund Balance**

Restricted Ending Balance	\$ 44,634,945	\$ 0	\$ 44,634,945
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SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
Budget Revision

67 Self Insurance Fund

	Revised Budget 10/31/2025	Adjustments this Period	Revised Budget 12/31/2025
<b>REVENUES</b>			
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	0	0	0
<i>Other Local Revenues</i>	4,412,000	0	4,412,000
<b>Total Revenues</b>	<u>\$ 4,412,000</u>	<u>\$ 0</u>	<u>\$ 4,412,000</u>
<b>EXPENDITURES</b>			
<i>Certificated Salaries</i>	\$ 0	\$ 0	\$ 0
<i>Classified Salaries</i>	0	0	0
<i>Employee Benefits</i>	4,089,008	0	4,089,008
<i>Books and Supplies</i>	0	0	0
<i>Services, Other Operating Expenses</i>	306,825	0	306,825
<i>Capital Outlay</i>	0	0	0
<i>Other Outgo</i>	0	0	0
<i>Direct Support/Indirect Costs</i>	0	0	0
<b>Total Expenditures</b>	<u>\$ 4,395,833</u>	<u>\$ 0</u>	<u>\$ 4,395,833</u>
<b>Excess or Deficiency before other Sources and Uses</b>	\$ 16,167	\$ 0	\$ 16,167
<b>OTHER FINANCING SOURCES/USES</b>			
<i>Transfers In</i>	\$ 0	\$ 0	\$ 0
<i>Transfers Out</i>	0	0	0
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	16,167	0	16,167
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 4,332,848	\$ 0	\$ 4,332,848
Audit Adjustments	0	0	0
As of July 1 - Audited	4,332,848	0	4,332,848
Adjustments for Restatements	0	0	0
Net Beginning Balance	4,332,848	0	4,332,848
<b>Ending Balance</b>	<u>\$ 4,349,015</u>	<u>\$ 0</u>	<u>\$ 4,349,015</u>
<b>Components of Ending Fund Balance</b>			
Restricted Net Position	<u>\$ 4,349,015</u>	<u>\$ 0</u>	<u>\$ 4,349,015</u>

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
Budget Revision

**71 Retiree Health Benefit Fund**

	Revised Budget 10/31/2025	Adjustments this Period	Revised Budget 12/31/2025
<b>REVENUES</b>			
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	0	0	0
<i>Other Local Revenues</i>	3,685,496	0	3,685,496
<b>Total Revenues</b>	<u>\$ 3,685,496</u>	<u>\$ 0</u>	<u>\$ 3,685,496</u>
<b>EXPENDITURES</b>			
<i>Classified Salaries</i>	\$ 0	\$ 0	\$ 0
<i>Employee Benefits</i>	0	0	0
<i>Books and Supplies</i>	0	0	0
<i>Services, Other Operating Expenses</i>	3,859,896	0	3,859,896
<i>Capital Outlay</i>	0	0	0
<i>Other Outgo</i>	0	0	0
<i>Direct Support/Indirect Costs</i>	0	0	0
<b>Total Expenditures</b>	<u>\$ 3,859,896</u>	<u>\$ 0</u>	<u>\$ 3,859,896</u>
<b>Excess or Deficiency before other Sources and Uses</b>	\$ -174,400	\$ 0	\$ -174,400
<b>OTHER FINANCING SOURCES/USES</b>			
<i>Transfers In</i>	\$ 0	\$ 0	\$ 0
<i>Transfers Out</i>	0	0	0
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	\$ -174,400	\$ 0	\$ -174,400
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 40,870,281	\$ 0	\$ 40,870,281
Audit Adjustments	0	0	0
As of July 1 - Audited	40,870,281	0	40,870,281
Adjustments for Restatements	0	0	0
Net Beginning Balance	40,870,281	0	40,870,281
<b>Ending Balance</b>	<u>\$ 40,695,881</u>	<u>\$ 0</u>	<u>\$ 40,695,881</u>
<b>Components of Ending Fund Balance</b>			
Reserved for Post Retirement Benefit Payments	<u>\$ 40,695,881</u>	<u>\$ 0</u>	<u>\$ 40,695,881</u>

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF REJECTION OF CLAIM #665011 AGAINST THE DISTRICT

**SUBMITTED BY:** Daniel Hillman, Assistant Superintendent, Business Services

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**DISCUSSION:** The District has received a claim for damages. Our insurance administrator recommends rejection of this claim.

A rejection of a claim against the district is not a denial of the claim. This action simply sets the statute of limitations to six months from the date the notification is mailed for either resolution of the claim or the claimant must file a petition with the court before the six month expiration.

**RECOMMENDATION:** Staff recommends that the Board of Education reject this claim.

**BUDGET IMPLICATION:** N/A

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF APPROVAL OF THE 2026-27 BUDGET/LCAP  
DEVELOPMENT CALENDAR

**SUBMITTED BY:** Daniel Hillman, Assistant Superintendent, Business Services

**PREPARED BY:** Evan Miller, Executive Director, Business Services

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**DISCUSSION:**

The Board of Education must annually approve a district budget (Education Code 42127) and must annually approve an updated Local Control and Accountability Plan (Education Code 52061).

In order to effectively manage the many interrelated budget development and LCAP update processes, to ensure stakeholders have appropriate involvement and to ensure all parties are aware of the interdependence and sequencing of key tasks, staff has formulated a 2026-27 Budget/LCAP Development Calendar.

**RECOMMENDATION:** Staff recommends approval of the proposed 2026-27 Budget/LCAP Development Calendar.

**BUDGET IMPLICATIONS:** The budget and LCAP assumptions will result in quantifiable budget impacts when drafted and finalized.

## San Ramon Valley Unified 2026-27 LCAP/Budget Development Calendar

<b>Fall, 2025</b>	
<b>December (mid)</b>	<ul style="list-style-type: none"> <li>2026-27 certificated standard rate and classified employee cost estimates distributed to sites/external funding groups</li> </ul>
<b>December 10</b>	<ul style="list-style-type: none"> <li><b>Board Meeting</b> – 1st Interim Financial Report</li> </ul>
<b>January, 2026</b>	
<b>January (early)</b>	<ul style="list-style-type: none"> <li>Initial 2026-27 enrollment and certificated allocations distributed to sites</li> </ul>
<b>January 20</b>	<ul style="list-style-type: none"> <li><b>Board Meeting</b></li> </ul>
<b>January 20</b>	<ul style="list-style-type: none"> <li>School Services Governor's Budget Workshop</li> </ul>
<b>January 27</b>	<ul style="list-style-type: none"> <li>LCAP Stakeholder Committee Meeting</li> </ul>
<b>January 31</b>	<ul style="list-style-type: none"> <li>Deadline for Principals notify Human Resources if certificated and classified staffing adjustments are needed due to changes in external commitments and/or site funding</li> </ul>
<b>February, 2026</b>	
<b>February (early)</b>	<ul style="list-style-type: none"> <li>Sites notify Human Resources of status of probationary teachers</li> </ul>
<b>February 1</b>	<ul style="list-style-type: none"> <li>Working 2026-27 Enrollment Projections available (Final Fall 2025 demographics study, 2025-26 actual enrollment to-date, etc.)</li> </ul>
<b>February (mid)</b>	<ul style="list-style-type: none"> <li>Preliminary Budget Assumptions recommended by Cabinet</li> <li>Student enrollment projections (for preliminary budget) recommended by Cabinet</li> <li>Certificated and classified staffing projections (for budget) recommended by Cabinet</li> </ul>
<b>February (late)</b>	<ul style="list-style-type: none"> <li>Distribute school site and department budget development materials to principals and managers</li> </ul>
<b>February 24</b>	<ul style="list-style-type: none"> <li><b>Board Meeting</b> - Action related to certificated and classified staffing &amp; LCAP Mid-Year Update</li> </ul>
<b>March, 2026</b>	
<b>March (1-31)</b>	<ul style="list-style-type: none"> <li>Present draft LCAP to relevant committees and collect feedback</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li>Notification deadline for preliminary layoff notices to Certificated/Classified employees</li> </ul>
<b>March 10</b>	<ul style="list-style-type: none"> <li><b>Board Meeting</b> - Second Interim Report</li> </ul>
<b>March 31</b>	<ul style="list-style-type: none"> <li>School site and department budgets due to Business Services</li> </ul>
<b>April, 2026</b>	
<b>April 14</b>	<ul style="list-style-type: none"> <li>LCAP Stakeholder Committee Meeting</li> </ul>
<b>April 21</b>	<ul style="list-style-type: none"> <li><b>Board Meeting</b></li> </ul>
<b>May, 2026</b>	
<b>May (mid)</b>	<ul style="list-style-type: none"> <li>Attend School Services Governor's May Revise Workshop (due on or before May 14)</li> </ul>
<b>May 12</b>	<ul style="list-style-type: none"> <li>LCAP Stakeholder Committee Meeting</li> </ul>
<b>May 15</b>	<ul style="list-style-type: none"> <li>Final notification for layoff notices to Certificated/Classified employees</li> </ul>
<b>May 19</b>	<ul style="list-style-type: none"> <li><b>Board Meeting</b> - May Revise and LCAP update and action related to temporary teachers</li> </ul>
<b>June, 2026</b>	
<b>June 5</b>	<ul style="list-style-type: none"> <li>Post proposed LCAP and budget on website, and begin public comment period</li> </ul>
<b>June 9</b>	<ul style="list-style-type: none"> <li><b>Board Meeting</b> - Public Hearing on 2026-27 proposed LCAP and budget</li> </ul>
<b>June 15</b>	<ul style="list-style-type: none"> <li>Constitutional deadline for legislature to send budget to Governor</li> </ul>
<b>June 16</b>	<ul style="list-style-type: none"> <li><b>Board Meeting</b> - Adoption of 2026-27 LCAP and budget</li> </ul>
<b>June 30</b>	<ul style="list-style-type: none"> <li>Governor signs or vetoes state budget</li> </ul>
<b>Summer, 2026</b>	
<b>August 18</b>	<ul style="list-style-type: none"> <li><b>Board Meeting</b> - 45 Day Revise (following state budget adoption)</li> </ul>

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF ADOPTION OF RESOLUTION 57/25-26, ACCEPTING THE ANNUAL DEVELOPER FEE REPORT AND FIVE-YEAR FINDINGS FOR FISCAL YEAR ENDED JUNE 30, 2025

**SUBMITTED BY:** Daniel Hillman, Assistant Superintendent, Business Services

**PREPARED BY:** Evan Miller, Executive Director, Business Services

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**DISCUSSION:** In accordance with Government Code, sections 66001(d) and 66006(b), which requires that within 180 days of the close of each fiscal year, school districts that collect school facilities fees (“developer fees”) make available to the public certain information regarding the collection and expenditure of developer fees collected under Education Code section 17620 et. seq. and Government Code section 65995 et. seq.

In accordance with Government Code section 66006(a), the District deposits developer fees (including interest earned) into its Fund 25, Capital Facilities Fund (“Fund”). Each year the Board is required to review certain requisite information regarding the Fund contained in the District’s Annual Developer Fees Report and Five-Year Findings. The Report must be reviewed by the Board at a regularly scheduled meeting, at least 15 days after the Report was made available to the public.

**RECOMMENDATION:** Staff recommends acceptance of the Annual Developer Fee Report and Five-Year Findings (Fiscal Year Ending June 30, 2025), as presented and adoption of Resolution 57/24-25.

**BUDGET IMPLICATION:** There is no direct fiscal impact for adoption of this Annual Report and Five-Year Findings. However, the District will be responsible for any independent audits requested by the public if the Board does not prepare and adopt the Annual Report for three consecutive years, pursuant to Government Code section 66023. Further, Government Code section 66001 mandates refund of the relevant moneys in Fund 25 if the five-year findings are not made as required.

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
699 Old Orchard Drive, Danville  
[www.srvusd.net](http://www.srvusd.net)

**RESOLUTION NO. : 57/25-26**

**IN SUPPORT OF ACCEPTING THE ANNUAL AND FIVE YEAR DEVELOPER FEE REPORT FOR FISCAL YEAR 2024-2025 PURSUANT TO GOV. CODE SECTIONS 66001(d) AND 66006(b)**

**WHEREAS**, pursuant to Government Code section 65995(b)(3), the State Allocation Board, at its meeting in January 2022, and subsequently at its meeting in January 2024, adjusted the maximum amount of statutory school impact fees that may be imposed on new development based on the RS Means Construction Cost Index, which is independently published and referenced in the statute establishing school impact fees.

**WHEREAS**, the San Ramon Valley Unified School District ("District"), under the authority of Education Code section 17620, *et seq.* and Government Code section 65995, *et seq.*, levies and collects statutory and/or other fees imposed on new construction and development ("Developer Fees") pursuant to the resolutions adopted by this Board of Education (collectively, "School Facilities Fee Resolutions") and as justified by the information and findings in the following justification studies establishing the nexus between new construction in the District and the need for school facilities (collectively, the "Nexus Studies"):

- *School Facility Fee Justification Report for Residential, Commercial & Industrial Development Projects, dated August 2024*, authorized and adopted via RESOLUTION #38/24-25, In Support of Establishing an Increase to the Level 1 Development Impact Fees, adopted on September 10, 2024.
- *School Facility Fee Justification Report for Residential, Commercial & Industrial Development Projects, dated May 2022*, authorized and adopted via RESOLUTION NO. 6/22-23, Establishing an Increase to the Level 1 School Facility/Development Impact Fees, adopted on August 16, 2022.
- *School Facility Fee Justification Report for Residential, Commercial & Industrial Development Projects, dated March 2018*, authorized and adopted via RESOLUTION NO. 50/17-18, Establishing an Increase to the Level 1 School Facility Fees, adopted on June 12, 2018.

**WHEREAS**, the Nexus Studies and adopting School Facilities Fee Resolutions establish the requisite reasonable relationship (essential nexus) and rough proportionality between the purpose, need for, and use of the Developer Fees and the impact of development constructed within the District's boundaries in accordance with applicable law.

**WHEREAS**, the collection of the Developer Fees is essential to provide necessary public school facilities to serve residential and commercial/industrial development projects, and is necessary to avoid, substantially lessen, or otherwise mitigate impacts of such projects on school facilities under the California Environmental Quality Act (Public Resources Code, section 21000, *et seq.*). Pursuant to Senate Bill No. 50, the Legislature deemed payment of the statutorily capped Developer Fees as providing full and complete mitigation of impacts on school facilities, although Developer Fees alone do not sufficiently mitigate the impacts of such development projects.

**WHEREAS**, the District has received and expended Developer Fees this past fiscal year in connection with the construction, reconstruction, rehabilitation, and refurbishment of school facilities necessary to address student growth resulting from development ("School Facilities"), to cover costs attributable to the increased demand for School Facilities reasonably related to new development and necessary to maintain existing levels of service, to reimburse the District for expenditures previously made on School Facilities, and/or for indirect and support services and other school-related considerations relating to the District's ability to accommodate enrollment growth generated from new development as permitted by law, including administrative costs in connection with the collection of fees, and legal fees and other costs connected with the establishment of the fee and the required reporting.

**WHEREAS**, such School Facilities projects (and other school-related considerations) include, without limitation, projects listed in the attached Annual Developer Fee Report and Five-Year Developer Fee Findings, prior Annual Developer Fee Reports and Five-Year Findings, the Nexus Studies and the

District's Long Range Facilities Plan, approved June 11, 2024 ("2024 Facilities Plan"), which are each incorporated herein by reference.

**WHEREAS**, in accordance with California Government Code section 66006(a), the District has established a separate capital facilities account or fund, more specifically identified as Fund 25, Capital Facilities Account Fund ("Fund"), deposited these Developer Fees in the Fund (including interest income earned thereon), maintained the Fund in a manner to avoid any commingling of the Developer Fees with other revenues and funds of District, except for temporary investments, as applicable, and expended the Developer Fees solely for the purposes for which they were collected.

**WHEREAS**, Government Code section 66006(b)(1) requires the District to make an annual accounting of the Fund ("Annual Developer Fee Report"), which shall contain the following information for the relevant fiscal year:

- a) A brief description of the type of Developer Fees in the Fund;
- b) The amount(s) of the Developer Fee(s);
- c) The beginning and ending balance of the Fund;
- d) The amount of the Developer Fees collected and the interest earned;
- e) An identification of each District public improvement ("Project") that Developer Fees were expended on, and the amount of the expenditures on each Project, including the total percentage of the cost of the Project that was funded with Developer Fees;
- f) An identification of an approximate date by which the construction of a Project will commence if the District determines that sufficient funds have been collected to complete financing on an incomplete Project, as identified in Government Code section 66001(a)(2), and the Project remains incomplete;
- g) An identification of each Project identified in a previous Annual Developer Fee Report, and whether construction began on the approximate date noted in the previous Report. If construction did not commence by the approximate date provided in the previous Report, the reason for the delay and a revised approximate date that construction will commence.
- h) A description of each interfund transfer or loan made from the Fund, including the Project on which the transferred or loaned Developer Fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the Fund will receive on the loan; and
- i) The amount of refunds made pursuant to Government Code section 66001(e), the number of persons or entities identified to receive those refunds, and any allocations made pursuant to Government Code section 66001(f), if any.

**WHEREAS**, Government Code section 66001(d) provides that for the fifth fiscal year following the first deposit of Developer Fees into the Fund, and every five years thereafter, the District shall make all of the following "Findings" with respect to that portion of the Fund remaining unexpended, whether committed or uncommitted, if there are any funds remaining in the Fund at the end of the relevant fiscal year ("Five-Year Findings"):<sup>1</sup>

- a) Identification of the purposes to which the Developer Fees are to be put;
- b) Demonstration of a reasonable relationship between the Developer Fees and the purposes for which they are charged;
- c) Identification of all sources and amounts of funding anticipated to complete financing of the District's incomplete Projects ("Anticipated Funding"); and

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<sup>1</sup> Although the Five-Year Findings under Section 66001 are only required every five years, in the interest of transparency and consistency, the District strives to provide the information set forth under subpart (d) on an annual basis. The District's legal obligation to provide the information set forth in Government Code section 66001 is only mandated every five years from the date of first deposit into Fund 25 after it was established.

- d) Designation of the approximate dates on which the Anticipated Funding is expected to be deposited into the Fund.

When the Findings are required by Government Code section 66001(d), they shall be made in connection with the Annual Developer Fee Report required by Government Code section 66006, above. Accordingly, the District has combined its Annual Developer Fee Report and the Five-Year Findings into one report to correspond with the information and findings required by statute and in this Resolution.

**WHEREAS**, Government Code sections 66001(d) and 66006(b)(2) further require that the Annual Developer Fee Report and the proposed Five-Year Findings be made available to the public no later than 180 days after the end of the relevant fiscal year, that the Annual Developer Fee Report information and proposed Findings be reviewed by this Board at its next regularly scheduled board meeting held no earlier than 15 days after such information becomes available to the public, and that notice of the time and place of this meeting (as well as the address and website where the Annual Developer Fee Report and Five-Year Findings may be reviewed) be mailed at least 15 days prior to this meeting to anyone who has requested it. Any person may file a written request for mailed notice of the District's Board Meeting to review the Annual Developer Fee Report pursuant to Government Code section 66006(b).

**WHEREAS**, the Annual Developer Fee Report for the 2024-2025 fiscal year and proposed Five-Year Findings are attached to and supports this Resolution at **Exhibit A** and incorporated by this reference. The Superintendent has informed this Board that the Annual Developer Fee Report and proposed Five-Year Findings were made available to the public, and may be found at the following link: <https://www.srvusd.net/Departments/Facilities/Development-Impact-Fees/index.html>. Further, the Superintendent has informed this Board that notice of the time and place of this meeting (as well as the address at which this information has been available for review) was posted on the District's website and mailed at least 15 days prior to this meeting to anyone who had requested it.

**WHEREAS**, pursuant to Government Code section 66006(d), any person may request an audit of the District's Developer Fees pursuant to Government Code section 66023.

**WHEREAS**, the District has substantially complied with all of the foregoing provisions, and the Superintendent has informed this Board that there is no new information which would adversely affect the validity of any of the findings made by this Board in its applicable School Facilities Fee Resolutions or the relevant Nexus Studies.

**NOW, THEREFORE, BASED ON ALL FINDINGS AND EVIDENCE CONTAINED IN, REFERRED TO, OR INCORPORATED INTO THIS RESOLUTION, THE SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT'S BOARD OF EDUCATION HEREBY, FINDS, RESOLVES, AND DETERMINES:**

Section 1. That the foregoing recitals are true, and the Board hereby acknowledges receipt of the Annual Developer Fee Report and Five-Year Findings for the fiscal period ending June 30, 2025, attached here as **Exhibit A** and incorporated by this reference.

Section 2. That, pursuant to Government Code sections 66001(d)(2) and 66006(b)(1) and (2), the District has made available to the public the requisite information and proposed findings concerning collection and expenditure of Developer Fees related to School Facilities for students resulting from new construction or development within the District. Furthermore, pursuant to Government Code sections 66001(d)(2) and 66006(b)(2), the Board has reviewed the combined Report and Findings at a public meeting not less than 15 days after the they were made available to the public and notice was posted on the District's website and mailed as required.

Section 3. That, in accordance with Government Code section 66006(b)(2), this Board has reviewed the Annual Developer Fees Report as set forth in **Exhibit A** and determined that it meets the requirements set forth in Government Code section 66006(b)(1).

Section 4. Together in conjunction of its review and consideration of the combined Report and Findings, the Board has reviewed and considered the District's School Facilities Fee Resolutions, the current and past Nexus Studies, the prior Annual Developer Fee Reports and Five-Year Findings, including the Report and Findings from fiscal year 2023-2024 and its adopting Resolution No. 53/24-25, adopted on December 10, 2024, and its Addendum, approved on June 17, 2025 (together, "Prior Report"), the 2024 Facilities Plan, and the findings set forth therein, respectively, and hereby reasserts said findings. The School Facilities Fee Resolutions, the Nexus Studies, the Prior Report, and the 2024 Facilities Plan are incorporated herein by reference.

Section 5. That the collection of the Developer Fees is essential to provide necessary public school facilities to serve residential and commercial/industrial development projects, and is necessary to avoid, substantially lessen, or otherwise mitigate impacts of such projects under the California Environmental Quality Act (Pub. Res. Code, §§21000, et seq.). Moreover, the Board reaffirms its findings that the Nexus Studies and adopting School Facilities Fee Resolutions establish the requisite reasonable relationship (essential nexus) and rough proportionality between the purpose, need for, and use of the Developer Fees and the impact of development constructed within the District's boundaries in accordance with applicable law as more specifically set forth therein, and as set forth in the 2024-2025 Annual Developer Fee Report and proposed Five-Year Findings.

Section 6. That, in accordance with Government Code section 66001(d), the District's proposed Five-Year Findings as set forth in **Exhibit A** contain the requisite findings and are made in connection with the public information set forth in the Annual Developer Fees Report, and are based upon the requisite information and findings provided in the School Facilities Fee Resolutions and the relevant Nexus Studies.

Section 7. That the Board hereby determines that all Developer Fees, collections, and expenditures have been received, deposited, invested, expended, and reported in compliance with the relevant sections of the Government Code and all other applicable laws.

Section 8. That the unexpended amounts currently held in the Fund are either encumbered for projects and debt service payments already approved by the Board or will be needed for projects already identified in the District's budget, Annual Reports and Findings, and/or or long range master planning documents (including, without limitation, the 2024 Facilities Plan) and as otherwise justified by the Nexus Studies and adopted by the School Facilities Fee Resolutions.

Section 9. The Board hereby determines that, because all of the findings required by Government Code section 66001(d) have been made with respect to the Developer Fees that were levied as more specifically set forth in **Exhibit A**, the District is not required to refund any monies in the Fund as provided in Government Code section 66001(e).

Section 10. That the Board hereby determines that the District is in compliance with Government Code section 66000, *et seq.*, relative to receipt, deposit, investment, expenditure, reporting, or refund of Developer Fees received and expended relative to School Facilities for students generated from new development and as otherwise justified by the Nexus Studies.

Section 11. That the Board hereby approves and adopts the attached Annual Developer Fees Report and Five-Year Findings for the fiscal year ending June 30, 2025.

Section 12. That the Board further directs and authorizes the Superintendent or designee to take on its behalf such further action as may be necessary and appropriate to effectuate this Resolution.

Section 13. That the findings and information adopted via this Resolution shall take effect immediately upon such adoption.

**APPROVED, ADOPTED, AND SIGNED**, this 20th day of January, 2026, with the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAINED:**

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CJ Cammack  
Secretary to the Board of Education  
of the San Ramon Valley Unified School District,  
Contra Costa County, State of California

**EXHIBIT A**

**Proposed Annual Developer Fee Report and Five-Year Findings**

[Behind this Cover Sheet]



**DEVELOPER FEE REPORT:**  
**ANNUAL DEVELOPER FEE REPORT AND FIVE-YEAR FINDINGS**

**FISCAL YEAR ENDING JUNE 30, 2025**

**Background:**

A school district collecting developer fees is required to make available to the public information on the status of developer fee collections and expenditures and to make periodic findings with respect to that portion of the account or fund remaining unexpended, whether committed or uncommitted, in accordance with Sections 66006(b)(1) and 66001(d)(1) of the Government Code. These statutory reporting requirements are referenced as the Annual Developer Fee Report and the Five-Year Findings and collectively referred to as the "Developer Fee Report" or "Report." The Board of Education ("Board") of the San Ramon Valley Unified School District ("District") previously adopted its reporting obligations for the fiscal year ending June 30, 2024 via the District's Developer Fee Report on December 10, 2024, as supplemented by Addendum adopted by the Board on June 17, 2025. The District has combined its reporting obligations for FY 24-25 into this single report.

[REPORT CONTINUES ON NEXT PAGE.]

## **ANNUAL DEVELOPER FEE REPORT**

As required by Government Code section 66006(b), this portion of the report provides the public with the following information:

**A. A brief description of the type of fee in the account or fund:**

The District's capital facilities account ("Fund 25") contains developer fee payments based on the following fee rates:

<b>TABLE 1</b>		
<b>TYPE OF FEE RATE</b>	<b>FEE RATE<sup>1</sup></b>	<b>FEE RATE<sup>2</sup></b>
<b>Level 1 – Residential</b>	<b>\$4.79 / sq. ft.</b>	<b>\$5.17 / sq. ft.</b>
<b>Level 1 – Commercial/Industrial</b>	<b>\$0.78 / sq. ft.</b>	<b>\$0.84 / sq. ft.</b>
<b>Level 1 – Rental Self-Storage</b>	<b>\$0.05 / sq. ft.</b>	<b>\$0.49 / sq. ft.</b>

**B. The amount of the fee:**

See Table 1, above.

**C. The beginning and ending balance of the account:**

1. The beginning balance on July 1, 2024 was **\$14,820,230.00.**
2. The ending balance on June 30, 2025 was **\$18,097,154.59.**

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<sup>1</sup> Effective 60 days after August 16, 2022, when this Level 1 fee rate was adopted by the Board pursuant to the findings and information in the "School Facility Fee Justification Report," dated May 2022, via Resolution No. 6/22-23 "Establishing an Increase to the Level 1 School Facility/Development Impact Fees."

<sup>2</sup> Effective 60 days after September 10, 2024, when this Level 1 fee rate was adopted by the Board pursuant to the findings and information in the "School Facility Fee Justification Report," dated August 2024, via Resolution No. 38/24-25 "Establishing an Increase to the Level 1 Development Impact Fees."

- D. The amount of the fees collected and the interest earned during the annual reporting period:**

<b>TABLE 2</b>	
<b>TYPE OF FEE RATE</b>	<b>AMOUNT COLLECTED</b>
<b>Level 1 – Residential</b>	\$2,686,066.13
<b>Level 1 – Commercial/Industrial</b>	\$2,153.76
<b>Level 1 – Rental Self-Storage</b>	\$0
<b>Interest Earned</b>	\$664,659.24
<b>Increase (Decrease) FMV of Cash</b>	\$87,053.35
<b>Refunds</b>	(\$11,713.66)
<b>TOTAL</b>	<b>\$3,428,218.82</b>

- E. Identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees, during the reporting period:**

<b>TABLE 3</b>		
<b>PROJECT NAME</b>	<b>AMOUNT OF FEES EXPENDED</b>	<b>% OF THE PROJECT FUNDED WITH FEES</b>
1) Green Valley ES F&F	\$15,104.32	100%
2) California HS F&F	\$13,854.99	100%
3) California HS Relocatables	\$36,321.36	100
4) Professional, Legal, and Consulting Services performed in connection with the adoption of fees, requisite reporting, and findings and determinations required.	\$5,830.86	Statutorily permitted expenditure
5) Administrative Services in connection with the collection of fees (Ed. Code, 17620(a)(5).)	\$80,182.58	Statutory maximum
<b>TOTAL</b>	<b>\$151,294.11</b>	

- F. Approximate and Actual Construction Commencement Dates:**

- (i) **An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) of subdivision (a) of Section 66001, and the public improvement remains incomplete:**

TABLE 4	
PROJECT	APPROXIMATE CONSTRUCTION COMMENCEMENT DATE <sup>3</sup>
Relocatables/Refurbishment at:	Summer 2026 ~ 2028
1) Golden View ES	
2) Iron Horse MS	
3) Montevideo ES	
4) Rancho Romero ES	
5) Twin Creeks ES	

- (ii) **An identification of each public improvement identified in a previous report, pursuant to clause (i) above, and whether construction began on the approximate date noted in the previous report.**

The District's FY 23/24 Report did not identify any projects pursuant to clause (i) above.

- (iii) **For a project identified in a previous report, pursuant to clause (ii) above, for which construction did not commence by the approximate date provided in the previous report, the reason for the delay and a revised approximate date that the local agency will commence construction.**

The District's FY 23/24 Report did not identify any projects pursuant to clause (i) above.

- G. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fess will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan:**

N/A

- H. The amount of refunds made pursuant to subdivision (e) of Section 66001 and any allocations pursuant to subdivision (f) of Section 66001.**

No refunds were given pursuant to 66001 (e).

END OF ANNUAL DEVELOPER FEE REPORT.

<sup>3</sup> These approximate construction commencement dates for classroom installation/refurbishment are contingent on the commencement and completion of the City of San Ramon's revitalization and reconstruction projects which will generally impact these school sites.

## **FIVE-YEAR FINDINGS**

As required by Government Code section 66001(d), this portion of the report makes the required five (5)-year findings with respect to developer fees in Fund 25 that remain unexpended, whether committed or uncommitted: <sup>4</sup>

**A. Identify the purpose to which the fee is to be put:**

See Table 5, Column A, below.

**B. Demonstrate a reasonable relationship between the fee and the purpose for which it is charged:**

See Table 5, Column B, below.

**C. Identify all sources and amounts of funding anticipated to complete financing in incomplete public improvements identified, if any:**

See Table 5, Columns C1 and C2, below.

**D. Designate the approximate dates on which the funding referred to in subparagraph (C), above, is expected to be deposited into the appropriate account or fund:**

See Table 5, Column D, below.

[REPORT CONTINUES ON NEXT PAGE.]

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<sup>4</sup> Although the Five-Year Findings under Section 66001 are only required every five years, in the interest of transparency and consistency, the District will strive to provide the information set forth under subpart (d) on an annual basis. The District's legal obligation to provide the information set forth in Government Code section 66001 is only mandated every five years from the date of first deposit into Fund 25 after it was established.

TABLE 5				
COLUMN A:	COLUMN B:	COLUMN C1:	COLUMN C2:	COLUMN D:
PROJECTS	REASONABLE RELATIONSHIP TO FEE	SOURCES OF FUNDING	AMOUNTS OF FUNDING	DATE(S) FUNDS WILL BE DEPOSITED
Relocatables and Refurbishment at: 1) Golden View ES 2) Iron Horse MS 3) Montevideo ES 4) Rancho Romero ES 5) Twin Creeks ES	To accommodate student growth generated from anticipated City of San Ramon revitalization project, and to address increased demand on facilities from construction and new developments from this City project.	Developer Fees (100%)	1) \$2 million 2) \$2.5 million 3) \$2 million 4) \$4 million 5) \$2 million	Funds have already been deposited and earmarked for this project.
Phase 1 Refurbishment and/or Reconstruction, New Construction, Additions/Renovations projects <sup>5</sup> at: 1) Alamo ES 2) Coyote Creek ES 3) Hidden Hills ES 4) Tassajara Hills ES 5) Walt Disney ES 6) Diablo Vista MS 7) Los Cerros MS 8) California HS 9) Dougherty Valley HS 10) San Ramon Valley HS 11) County Club ES 12) Iron Horse MS 13) Monte Vista HS 14) Del Campus	To accommodate ongoing student enrollment and to address increased demand on facilities due to construction and development within the District, and other projects as necessary to maintain existing levels of service District-wide; as justified by the relevant Nexus Studies, School Facilities Fee Resolution, and LRFP.	State Funding (75%)  Developer Fees (25%)	ES projects total: \$132 million MS projects total: \$126 million HS projects total: \$129 million Other sites total: \$23 million	Portion of funds (from fees) have been received. Appropriation of Fund 25 for these projects will be re-examined as the Measure D balance is expended, and as the District receives State funding reimbursement. Collection of funding for this project from developer fees is ongoing, and expected to be fully deposited within approximately the next five (5) to ten (10) years, to supplement State reimbursements.

END OF FIVE-YEAR FINDINGS.

<sup>5</sup> The Board approved its *Long Range Facilities Plan* at its meeting on June 11, 2024 and is a long-term planning document that provides a visionary site plan to guide future facilities projects, modernization and upgrades, and is a communication tool for expressing the vision for the District's campuses, as aligned to the strategic directions. The LRFP has been guiding, and will continue to guide, District staff on prioritizing facilities needs to address accommodation of student growth, and to address demand on facilities necessary to maintain existing levels of service. These needs and priorities will be re-examined by staff frequently, and at a minimum, annually, with any further direction and authorizations from the Board.

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION FOR AWARD OF E-RATE BIDS

**SUBMITTED BY:** Daniel Hillman, Assistant Superintendent, Business Services

**PREPARED BY:** Kelly Hilton, Director, Technology

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**DISCUSSION:** On January 5, 2026 the District received bids from multiple respondents for a variety of district/site level technology equipment and services as indicated below. All bids received were reviewed by the district staff and the Technology department.

The awards are based on a scoring rubric which included 5 factors: cost, compatibility, technical assessment, schedule adherence, and vendor reference and track record. CDW-G was awarded both bids due to their superior vendor reference and track record. The term of each contracts are for one (1) year, unless noted, and all services shall begin no earlier than July 1, 2026.

**Respondents for Bid #948 – Local Area Network Equipment.** The district received four bids for district local area network equipment.

Vendor	Base Bid
GigaKOM	\$579,699.91
<b>CDWG</b>	<b>\$580,301.41</b>
Brighten	\$599,484.95
Questivity	\$759,332.35

**Respondents for Bid #949 – UPS for Local Area Network Equipment.** The district received three bids for district UPS for local area network equipment.

Vendor	Base Bid
<b>CDWG</b>	<b>\$136,827.16</b>
Morgan Ingland	\$147,486.06
GigaKOM	\$157,159.27

**RECOMMENDATION:** The Administration recommends the Board award Bid #948 to CDWG and Bid #949 to CDWG, as indicated above and attached.

**BUDGET IMPLICATION:** As noted above – Technology Infrastructure Replacement.

**E-Rate Bid Evaluation Matrix**  
**Funding Year**

Page 1 of 1

District Name **San Ramon Valley USD**  
Bid # (if applicable)  
Form 470# **260008304**

Bid Due Date and Time **1/5/2026 by 3:00 PM**  
Allowable Contract Date **1/5/2026**

**Project or Service**

**Description**

NOTICE IS HEREBY GIVEN that the San Ramon Valley Unified School District (District) is seeking pricing for Local Area Network Equipment. For a complete description of Local Area Network Equipment please refer to "Request for Proposal # 948- LOCAL AREA NETWORK EQUIPMENT".

**Directions:**

- Enter your Service Provider Name and E-rate eligible cost in order from lowest to highest.
- Each criteria has a Criteria Weight. Vendors are assigned points on how well they meet each factor, but cannot be assigned raw scores higher than the total number of responders.
- The entries for all factors are then totaled for each vendor. The winning bidder is the one with the highest score.
- The cost of E-Rate eligible services must be weighted most heavily to be in compliance with FCC rules.
- If NO bids are received, then indicate NO bids received under Winning Bidder and sign and date matrix.
- Keep this evaluation and all bids (winning and losing) in your permanent E-rate records.

# of Responders: **4**

**4** is the best possible score

Service Provider Name:  
E-rate Eligible Cost:  
E-rate Ineligible Costs:  
Total Cost:

Gigakom	CDWG	Brighten	Questivity	SP#5
\$579,699.91	\$580,301.41	\$599,484.95	\$756,332.35	
\$0.00	\$0.00	\$0.00	\$0.00	
\$579,699.91	\$580,301.41	\$599,484.95	\$756,332.35	\$0.00
Lowest				Highest

Selection Criteria	Criteria Weight*
Cost of E-Rate eligible equipment and related services	40
Compatibility with existing Cisco network equipment	30
SRVUSD technical assessment of product	5
Ability to meet the schedule	10
Vendor references and track record	15
	<b>100</b>

Score	Score	Score	Score	Score
4	3.995853879	3.867986411	3.065847494	#DIV/0!
4	4	4	4	
4	4	4	4	
4	4	4	4	
3	4	3	3	

Overall Score	
Service Provider	Score
Gigakom	96
CDWG	100
Brighten	95
Questivity	87
SP#5	#DIV/0!

**Comments:**

The price listed for Gigakom does not include shipping but CDWG's does. After adding shipping to Gigakom price, CDWG is the cheapest solution.

Vendor Selected: **CDWG**

Approved By: \_\_\_\_\_

Signature

Print Name

Title

Date: \_\_\_\_\_

# E-Rate Bid Evaluation Matrix Funding Year

Page 1 of 1

District Name	San Ramon Valley USD
Bid # (if applicable)	
Form 470#	260008720

Bid Due Date and Time	January 5, 2026, 3:00 PM
Allowable Contract Date	1/5/2026

## Project or Service

NOTICE IS HEREBY GIVEN that the San Ramon Valley Unified School District (District) is seeking pricing for UPS for Local Area Network Equipment. For a complete description of UPS for Local Area Network Equipment please refer to "Request for Proposal # 949- UPS for Local Area Network Equipment".

## Description

### Directions:

- Enter your Service Provider Name and E-rate eligible cost in order from lowest to highest.
- Each criteria has a Criteria Weight. Vendors are assigned points on how well they meet each factor, but cannot be assigned raw scores higher than the total number of responders.
- The entries for all factors are then totaled for each vendor. The winning bidder is the one with the highest score.
- The cost of E-Rate eligible services must be weighted most heavily to be in compliance with FCC rules.
- If NO bids are received, then indicate NO bids received under Winning Bidder and sign and date matrix.
- Keep this evaluation and all bids (winning and losing) in your permanent E-rate records.

# of Responders: **3**

**3** is the best possible score

Service Provider Name:  
E-rate Eligible Cost:  
E-rate Ineligible Costs:  
Total Cost:

CDWG	Morgan Inglad	Gigakom	SP#4	SP#5
\$136,827.16	\$147,486.06	\$157,159.27		
\$0.00	\$0.00	\$0.00		
\$136,827.16	\$147,486.06	\$157,159.27	\$0.00	\$0.00
Lowest				Highest

Selection Criteria	Criteria Weight*
Cost of E-Rate eligible equipment and related services	40
Compatibility with existing Cisco network equipment	30
SRVUSD technical assessment of product	5
Ability to meet the schedule	10
Vendor references and track record	15
	100

Score	Score	Score	Score	Score
3	2.783188323	2.611882074	#DIV/0!	#DIV/0!
3	3	3		
3	3	3		
3	3	3		
3	2	2		

Overall Score	
Service Provider	Score
CDWG	100
Morgan Inglad	92
Gigakom	90
SP#4	#DIV/0!
SP#5	#DIV/0!

Vendor Selected: CDWG

Approved By: \_\_\_\_\_

Signature

Print Name

Title

Date: \_\_\_\_\_

### Comments:

Three other vendor provided quotes for brands other than Vertiv. EOLA were disquaified becuase they did not include battery packs. The Brighten and ByteSpeed solutions were deemed not equivalent to the Vertiv solution requested because they provided less runtime, fewer outlets, or both.

**DATE:** January 20, 2026

**TOPIC:** CONSIDERATION OF APPROVAL OF THE 2025-26 SCHOOL ACCOUNTABILITY REPORT CARDS (SARC)

**SUBMITTED BY:** Christine Huajardo, Assistant Superintendent, Educational Services

**PREPARED BY:** Katie Witt, Executive Director, Educational Services

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**DISCUSSION:** Since November 1988, state law has required that schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with important information about each school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Each school SARC report begins with a profile that provides background information about the school and its students. The profile usually summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

School report cards must be updated annually and published by February 1 of the next school year.

Once approved, the 2025-26 SARC and prior years can be found on the SRVUSD district website:

<https://www.srvusd.net/Departments/Educational-Services/School-Accountability-Report-Cards-SARC/index.html>

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**RECOMMENDATION:** Administration recommends approval of the 2025-26 School Accountability Report Cards (SARC) for the San Ramon Valley Unified School District.

**BUDGET IMPLICATION:** None