

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
AGENDA AND ORDER OF BUSINESS – REGULAR MEETING
Thursday, April 15, 2021**

CORONAVIRUS DISEASE (COVID-19) NOTICE

This meeting will be conducted pursuant to the provisions of the Governor's Executive Order N-35-20 issued on March 21, 2020 allowing for deviation of teleconference rules required by the Brown Act and pursuant to the order of the Health Officer of San Mateo County dated March 31, 2020 as this meeting is necessary so that the South San Francisco Unified School District can conduct necessary business and is permitted under the order as an essential governmental function.

The Board of Trustees invites the community to participate in the meeting virtually.

The Board meeting will be streamed live and you can view it by visiting this web page for the Board meeting streaming link: <http://www.ssfusd.org/onlineboardmeeting>
(The link will be active shortly before 7:00 p.m. on April 15)

OPEN SESSION - 7:00 p.m.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE** will be led by Sunshine Gardens ES students.
- D. REVIEW OF AGENDA**
- E. PTA COUNCIL REMARKS**
- F. STAFF ASSOCIATION REPRESENTATIVES' REMARKS**
 - South San Francisco Federation of Adult Educators
 - South San Francisco Classroom Teachers Association
 - California School Employees Association Chapter 197
- G. PERSONNEL COMMISSION**
- H. ITEMS FROM THE BOARD**
 - Announcements
 - Board Calendar
 - Board Committee Reports

I. SUPERINTENDENT'S REPORT

- a. Kent Awards update**
- b. Summer school**
- c. Reopening**
- d. Air purifiers**
- e. Athletics**
- f. LCAP Community Meetings**
- g. Go Guardian**
- h. Other**
 - ASB Reports
 - Jessica Rangel-Cruz, ASB President, South San Francisco High School
 - Abigail Verino, ASB President, El Camino High School

J. COMMUNICATIONS

Public comments may be submitted in advance of the meeting through the following link: <http://bit.ly/apr152021> beginning at 3:00 p.m. on Monday, April 12, until 3:00 p.m. on Thursday, April 15. These comments will be read by all Board members and posted on the District website's 2020-21 Board meetings at: <https://www.ssfusd.org/20202021boardmeetings> prior to the meeting.

To comment during the meeting, please use the following link:
<https://www.ssfusd.org/publiccomment>

NOTE: You will need to register and follow the instructions to comment during the meeting.

The meeting is recorded. Individuals may address the Board concerning school business not on the agenda, but public comment cannot be acted upon or discussed by the Board unless placed on the agenda at a subsequent meeting, in accordance with the law, the Brown Act. The Board may request staff to respond orally at the meeting or in writing at a future time.

K. PRESENTATIONS

(Individual presentations are limited to a maximum of 10 minutes.)

1. EDUCATIONAL SERVICES

**a. Teaching and learning presentation:
Sunshine Gardens Elementary School**

Principal César Gaytán will share, with the Board, educational priorities and programs at Sunshine Gardens Elementary School.

**b. Performance Management – Educational Technology
and Data Governance**

Director Marianne Hew will review the District's Educational Technology and Data Governance in terms of Performance Management as a tool for analysis and improvement of performance.

In accordance with the Brown Act, since Board members are videoconferencing during this meeting, all items require a roll call vote.

- L. CONSENT AGENDA: The following items are submitted for Board approval. One motion will authorize action for those items so designated.**

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1. ADMINISTRATION	
a. Minutes to the special Board meeting, March 1, 2021.	1 - 15
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f. Children's Center CSPP 2020-21 QRIS block grant.	71 - 76
2. HUMAN RESOURCES	
a. Certificated Personnel Assignment Order	77 - 86
b. Classified Personnel Assignment Order	87
3. BUSINESS SERVICES	
a. Gifts to the District, April 2021.	88 - 89
b. Professional service agreements under \$25,000.	90 - 91

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INFORMATION/DISCUSSION

1. ADMINISTRATION

a. Discussion of Return to In Person Board Meetings 92

Staff recommends the Board discuss whether they are prepared to return to in person meetings, consider what the needs might be and hear from staff if they are able to successfully meet those needs.

2. HUMAN RESOURCES

a. Williams Uniform Complaints for Third Quarter Ending 3/31/21 93 - 94

Staff will present to the Board, the Quarterly Report on Williams Uniform Complaints for the quarter ending 3/31/21, per Education Code Section 35186.

ACTION

1. ADMINISTRATION

a. 2nd Reading of District's Updated Board Policy 95 - 128

Staff recommends the approval of the District's new and updated Board Policies listed below.

1. BP 1340 - Community Relations
2. BP 3551(a) - Food Service Operations/Cafeteria Fund
3. BPs 4127(a), 4227, 4327 - Temporary Athletic Team Coaches
4. BP 4312.1(a) - Administrative and Supervisory Personnel
5. BP 6142.93(a) - Science Instruction
6. BP 6146.1 - High School Graduation Requirements

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2. EDUCATIONAL SERVICES

- a. Approval of Local Control Funding Formula (LCFF) Supplemental Funded Positions** 129 - 130

Staff recommends the approval of the LCFF supplemental funded positions for 2021-22, as presented to the Board.

3. HUMAN RESOURCES

- a. Adoption of Declaration of Need for Fully Qualified Educators** 131 - 134

Staff recommends the approval of the Declaration of Need for Fully Qualified Educators for the 2021-22 school year to the California Commission on Teacher Credentialing, as presented to the Board.

- b. Resolution No. 21-09 for Classified School Employee Week** 135

Staff recommends the adoption of Resolution #21-09: Designating May 16 to May 22, 2021, as Classified School Employee Week.

- c. Approval of Elimination of Classified Positions in the Parent Involvement Project and Resolution #21-10** 136 - 138

Staff recommends the approval of the elimination of Classified positions in the Parent Involvement Project and adoption of Resolution #21-10, as presented to the Board.

- d. Approval of Elimination of Classified Positions in Adult Education and Resolution #21-11** 139 - 140

Staff recommends the approval of the elimination of Classified positions in Adult Education and adoption of Resolution #21-11, as presented to the Board.

- e. Resolutions No. 21-12 through 21-32 for Retirements** 141 - 142

Staff recommends the adoption of Resolutions #21-12 through #21-32: Honoring employees for their years of service to the School District.

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- f. Adoption of Memorandum of Understanding (MOU) Between SSFUSD and the SSFCTA to Address Conditions Related to COVID-19** 143 - 150

Staff recommends the approval of an MOU between the SSFUSD and the SSFCTA to address conditions related to the declared State of Emergency as a result of the COVID-19 pandemic, as presented to the Board.

4. BUSINESS SERVICES

- a. Approval of Auditor Contract Renewal** 151 - 161

Staff recommends the approval of renewal of a three year contract with Eide Bailly, LLP to provide annual auditor services for the District, as presented to the Board.

REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS *(subject to change)*

April 26, 2021 – Special Meeting/Study Session *(teleconference)*

- Equity Network session #4

April 29, 2021 *(teleconference)*

- Teaching and learning presentation - Monte Verde ES
- Presentation on Performance Management - Information Technology
- Superintendent evaluation
- Approval of SPSAs
- Review progress on selected District resolutions
- Update selection of Trustees to District subcommittees/committee (Board Polices and Bylaws, City
- Subcommittee, and County Committee on School District Organization)
- Resolution honoring Asian Pacific American Heritage Month
- Resolution for Day of the Teacher (5/13)
- Resolutions for retirees

May 13, 2021 *(teleconference)*

- Recognition for outgoing Student Trustee Rangel-Cruz
- Teaching and learning presentation - Westborough MS
- Approval of the Board meeting calendar for the 2021-22 school year
- Approval of Graduates – Baden HS, ECHS, SSFHS, and Adult Ed.
- Approval of Certificates of Completion - Baden, ECHS and SSFHS
- Approval of designated representatives to CIF (California Interscholastic Federation)
- Resolution for Fund 11 & Fund 14 account balances

May 27, 2021 *(teleconference)*

- Teaching and learning presentation - Baden HS/Adult Ed
- Approval of Children's Center Program Self-evaluation annual reports
- Approval for destruction of Disposable Class 3 records
- Discussion on changing name of Junipero Serra ES (report on logistics, costs, etc.)
- Information on May revision of the Governor's 2021-22 budget
- Resolution in support of LGBT Pride Month

June 5, 2021 – Special Meeting/Board Workshop *(teleconference)*

- Good Beginnings

June 10, 2021 *(teleconference)*

- Approval of School Services 2021-22 contract
- Approval of DWK contract for legal services in 2021-22
- Public Hearing 2021-22 LCAP draft plan
- Public Hearing 2021-22 Preliminary Budget
- Resolution in support of LGBT Pride Month
- Approval of Board of Trustees Compensation increase for 2021-22
- Approval to increase school meal prices
- Resolution on Budgetary increases and year end transfers

June 24, 2021 *(teleconference)*

- Approval of Children's Center 2021-22 CCTR childcare contract
- Approval of Children's Center 2021-22 CSPP childcare contract
- Approval of Consolidated Application and Reporting System Spring 2021
- Approval to increase facility use fees
- Approval to increase District rental/leasing rates
- Approval of Commercial Food Items and Food Supplies Award
- Adoption of 2021-22 LCAP
- Adoption of 2021-22 Preliminary Budget
- Resolution on Education Protection Account Funds

SUMMARY OF BOARD DIRECTIVES

GOOD AND WELFARE

- Comments from Board Members and Superintendent

ADJOURNMENT

The agenda is available for review at the District's website: www.ssfusd.org (Click on *Board Meeting Agendas and Minutes*).

A recording is made of the Open Session of each meeting. Telephone--(650) 877-8705, Fax--(650) 588-8113 or e-mail: ncantley@ssfusd.org

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting of March 1, 2021

This meeting was conducted pursuant to the provisions of the Governor's Executive Order N-35-20 issued on March 21, 2020 allowing for deviation of teleconference rules required by the Brown Act and pursuant to the order of the Health Officer of San Mateo County dated March 16, 2020 as this meeting is necessary so that the South San Francisco Unified School District can conduct necessary business and is permitted under the order as an essential governmental function.

As SSFUSD is an inclusive school district a Spanish language translation of the Board meeting was also available to the Spanish speaking community.

This meeting included closed captions which required the Board to provide a break, for the stenographer's benefit, after approximately 1.5 hours.

OPEN SESSION

A. CALL TO ORDER - 6:03 p.m.

B. ROLL CALL

Board Members:	Mr. John Baker - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Jessica Rangel-Cruz, Student Board Member - Present
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Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present Mr. Ted O, Assistant Superintendent, Business Services - Present Dr. Jay Spaulding, Assistant Superintendent, Human Resources and Student Services – Present
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C. PLEDGE OF ALLEGIANCE

D. COMMUNICATIONS

Public comments were submitted in advance of the meeting, were read by all Board members and posted on the District's website before the meeting.

The following were live comments:

Liliana Rivera encouraged every stakeholder to read the words from the students who are asking to terminate the SLO program. She said there is legitimately no good reason to keep police in schools. She told the Board members, "...you can pretend like you have good intentions or you are an ally but if you're not willing to stick your neck out and make some sort of drastic changes...that the students are asking you to make at the end of the day, like you don't really care about addressing systemic racism." Police cannot do restorative justice because they are a punitive organization.

Russell Lee suggested being mindful about how dismissive comments and perspectives are the reasons why students do not trust teachers with sensitive materials such as intimidation and abuse by adults. Casting aside student voices should not occur in a conversation about criminalizing and policing students in the District. For mental health support in SSFUSD there is not even one counselor per 1,000 students and only 3% of cops' training is dedicated towards learning conflict mediation. He said the District has a lack of resources and an over investment in punitive measures like the SLO program.

Eddy Holman, an ECHS alumnus, spoke in support of ending the relationship with the police department. He thinks the SLO program is a contributing factor in the school to prison pipeline. Criminalizing youth is morally unjust, short sighted, cruel, and sets them up for failure. If the school is calling the police, they are actively punishing students. He said using punitive measures instead of restorative justice is morally wrong. The City should use the funds to pay for counselors to empower youth instead of punishing them.

Marcy Rivera said students participate in these meetings with the facts and data the Board asks for. But the only Board's responses are they need for more data and that the police are part of the community. She said the Board cares about the cops while students say that is not the influence they want around them. Students want mental health counselors who have cultural training. She asked about reopening schools with not enough sanitary measures. Cops are not part of these children's lives and many of them and their families have had negative interactions with them. She encouraged ending the relationship now.

Aristel de la Cruz said the Board did not look at the decades of data on SLO's and SRO's. He asked if that was going to be included in this study session and how much of it will inform the decisions. When talking about the relationship in which officers are interacting with students in non-emergency situations, there is the possibility they might be investigating and potentially harassing students. He cautioned against eliminating cultural or relationship bias since such thinking will elongate the fear that students are already experiencing in regards to their interactions with police officers.

Cesar Rodriguez said he was disappointed that the Board was polling public opinion in this matter, particularly from the most enfranchised community

members, while not making similar efforts with the most impacted community members. The District has half the number of counselors, social workers, and psychologists per thousand students than the State average. He said removing the police in schools is the beginning of a process to end the school to prison pipeline and in the SSF Latinx migrant community, the school to deportation pipeline. He asked the Board to start working on investing in the students to expand life choices and quality of life.

Samantha Avila, a SSFHS student, asked the Board to re-evaluate their relationship with the police so they no longer terrorize the students. President Daina Lujan's school district got rid of their police in August and only call them when necessary. She does not understand why these conversations keep happening when many people are telling the Board that they do not feel safe with police and have been speaking about their own experiences. The community needs to come together and pressure City Council to redistribute the funds to SSFUSD students. The District needs to end its relationship with the police because it is not fair for black and brown students

E. PRESENTATIONS

1. ADMINISTRATION

a. Discussion of the Relationship Between SSFUSD and the SSF PD

President Lujan asked Dr. Shawnterra Moore to provide a brief overview of what was going to be shared at this meeting. Dr. Moore stated that the Board memo outlined details about the recommendations and the options before the Board concerning the District's relationship with the SSF PD. The Board has reviewed data through ThoughtExchange, student voices, and community members. Tonight, the District is focusing more on the recommendations aspect and the opportunity for the school Board to begin deliberating because they did not have that opportunity in January. They will walk through the recommendations and then the Board will discuss each of the options and hopefully identify some direction for what the next step the board would like the staff to do.

Dr. Moore wanted the community to understand the executive summary. The District currently has SLO's supporting the secondary sites and rotating through the elementary sites making themselves available as needed or as requested. The Board had a study session to listen to perspectives, receive updates, and explore the recommended courses of action regarding the SLO presence in schools. Previously, Nicole Anderson & Associates and Dr. Moore summarized to date all of the information that was gathered for the Board to consider. The Board then asked her to follow up with several items, thinking about a development of an equity action plan that would

inform all their decisions. It was recognized that that is not something which is going to happen overnight. Staff was asked to explore key professional development as part of this plan, to gather more information from student voices, to provide sample police department SLO MOU's that outline the roles and responsibilities of police and staff inclusive of an administrative regulation that outlines how the partnership, if any, will work. She said the executive summary provides an overview of just where they are and then they hope to get into the recommendations so they can start talking about the relationship and the partnership that SSFUSD has and what the Board would like to do in terms of next steps.

Dr. Moore introduced Dr. Shelley Holt, who presented her colleague, Deborah Keys Write, at this meeting. Dr. Holt explained they were going to briefly cover how they got here and three options for the Board to consider and do a mini swat analysis on each one as a beginning for the Board to consider, which will happen at the conclusion of the presentation. Whenever concerns about issues of equity, race, antiracism or today's topic, which is looking at policing, they need to acknowledge the four agreements and continue to make it a safe space for brave action.

Four Agreements

1. Stay Engaged - There are a lot of different perspectives and it is important to stay engaged with each other another and ourselves and with our own emotions around what's happening.
2. Experience Discomfort - Some of these conversations make it uncomfortable. There may be relationships outside of this or within this that impact our judgment or impact our thoughts, and so remember we want to experience the discomfort.
3. Speak Your Truth - How can we essentially create a space where everyone is welcome and encouraged to speak their truth.
4. Except/Accept Non-closure - We may have to continue this conversation, but we will make a decision tonight to be able to have staff move forward. They need some direction and there has been a lot of work done to start to think about this from a systemic change level. What has happened in the past, we need to really move forward using the path as a guide to help us understand why and what direction we need to take. We need to continue to remind ourselves that there is a mentality around the concept of policing that is different depending on which community you are from, your experiences, and your identities. All views are welcome.

Recommendations – where do we go from here?

- Continue to listen, understand and collect data from parents, staff, administrators, businesses and the policing community.

- This is a big decision as far as the future, so to get this right means we need to listen to not just the loudest voices but all of the voices and invite everyone to the table.
- Utilize existing cultural clubs as a way to build school and system-wide cultural awareness.
 - Recognizing current structures, you have you can build upon for safety and security in the schools. Kids are speaking out on one thing that is not making them feel safe. We want to explore that and also consider different ways to create emotional safety, physical safety, and mental safety understanding how and why policing is experienced differently. This is where we start to engage the community.
- Build understanding about how and why policing and education is experienced differently by different populations.
- Building cultural proficiency and equity knowledge in the entire community.
 - Speaking to how we can all understand where everyone is coming from and why these differences have existed.
- Discuss safety and what is needed for safety.
 - Safety is a word that means different things to different people. There are some people that hear safety and law enforcement comes to mind and feel safe. Other people hear safety and the exact opposite comes to mind. We have to talk about what safety means.
- Develop an Equity Impact Action Plan.
 - Begin to have stakeholders come together around that.

Recommendations - policing on campus.

- Use the information gathered to determine and explicitly define the role of policing on campus as you redesign and redefine schooling moving forward.
- Ensure all parts of the community are acutely aware of exactly what the role of police on campus will be.
- Develop clear protocols for when police are contacted and what role they will serve on campus.
- Explicitly teach responses to police on campus and what students should do if they do not feel safe.
- Define safe spaces on campus and ensure each student is connected to a trusted adult.
- Collect and share data related to police matters.
- Consider working in partnership with the police department for more concerted positive relationship development.

Dr. Holt said regardless of what the Board decides to do, there needs to be a clear expectation and understanding in all parts of the community of what the police role is and what it is not. The fact is that if there was an emergency, there will be police on campus. That is not

negotiable. If there is an active issue where law enforcement is needed, that will happen. Where can someone go if they are not feeling safe and those kind of safe spaces, recognizing the trauma that has occurred. And then consider working in partnership with police departments for a more concerted positive relationship development.

Option 1 - Formalize SSF PD Relationship

There does not exist an actual MOU agreement between SSFUSD and the SSF PD. The first option is to create an agreement. To formalize an agreement would be to have conversations about what policing would look like on campus and what a financial breakdown would be. Dr. Holt recommended there be a multi-organizational team created to develop a plan to implement with clear guidelines from the Board. If the District creates a formalized MOU, there need to be protocols and roles defined, when to call, who to call, what kind of database process should be followed to ensure data is being collected and provide additional education to parents.

Option 2 - Eliminate presence of police on campus

This option would sever the relationship that currently exists. Part of the challenge with this is that the police come when called and that might be a conversation with the administrators and people that are contacting the police for them to come in the first place. With this option, there may need to be some training of the administrative teams on when to call, when not to call, and what are the internal processes or alternatives that can happen instead of calling the police for some of the minor infractions. If the District severs the relationship, we can minimize possibilities of triggering trauma related to the police, and it may allow the staff to develop more authentic relationships without the threat of the police. Some of the opportunities here are to build an environment free of the negative impacts of law enforcement, shifting mind sets to approach more equitably and restoratively and alternative methods for approaching discipline. Using this time right now where there is a lot of student and community engagement to handle things differently, let's work together. Threats to this are responding to demands without an action plan, which the Board may consider.

Making a decision of this magnitude without input from staff, administration, parents, or the larger student body, could have its challenges moving forward. Dr. Holt stated that making this decision, in the midst of the pandemic and students not being on campus might cloud the ability to have solid judgment.

Option 3 – Create an Equity Task Force

Dr. Holt said this option is designed to continue to take advantage of this time that we have right now, without students on campus. This is an opportunity to take time and engage voices by making a decision

that that will last to the end of the year and allow the task force to come together and explore the issue. Another matter is dealing with issues of equity when they come up in SSFUSD. It would be short sighted to think there was not going to be another equity issue that will come up. She advised that organizations which take a systemic approach to addressing equity issues, were able and capable of addressing them when they arise because there is already a process and outline in place. She suggested taking advantage of this time for the task force to delve deep into the issue with the various stakeholders and develop an equity action plan, then bring a recommendation to the Board to consider around the school police issue. She stressed that the loud voices are heard and there are a lot of silent voices in emails and behind the scenes that are not seen which makes these decisions more difficult to make when those voices do not have a mechanism to be heard and be brought up to the forefront, which allows you to make a decision more transparently by seeing another side of the issue. Since ThoughtExchange did not work the way it was intended, they may need to create other mechanisms to allow more voices to come into the conversations. It allows us to formalize a process and a system to address future issues that belong to SSFUSD and we need a means to address the issues in a way that meets our needs and the needs of the community. No matter which way the District goes, it will make some people happy and upset others. The largest opportunity is systemic change. Another threat is what to do in the interim as training and planning is occurring, whether or the District will be able to start school with the same model or a different kind.

Trustee John Baker asked for more discussion about the task force and how that is different from the kind of the process they have now. They have had a rather wide-ranging discussion with the community, bringing in people for months, and getting input from all sides of the aisle. He said people on all sides of the issue are saying the Board is taking so long, back and forth, and questioned what would be different in an equity task force that they are not doing now. Dr. Holt replied that the largest thing that would be different is educating a community on the history of policing and understand how this came to be, and to get some recommendations and some thoughts on how to move forward no matter which way the Board goes. One of the biggest pieces is to develop an action plan around how to address issues of equity in the future. Trustee Baker asked when an issue of equity comes up, what is their process for addressing that and how do they systemically move forward in that direction.

Vice President Mina Richardson said she sees replication in what is already on campus as far as protocols and when to call the police. She asked Director Ryan Sebers to review what is already in place in the District protocols. Mr. Sebers said the disciplinary and intervention

responses can be found in our District expectations for student success handbook. Vice President Richardson asked him to remind the public of the protocols in place and that staff has the directive from the District and when the police are on campus. She asked if the District has new awareness that they need to define certain times when the police should be on campus and when not. Mr. Sebers said there are obviously going to be times when there are mandatory situations and there will be non-mandatory situations. The California Education Code governs when there are mandatory police situations for very serious offenses. There are also a number of situations, at the discretion of a school administrator, in certain circumstances where police may be consulted or potentially called for non-mandatory situations. Vice President Richardson said she thought the public mentioned they were concerned about integrating these options in a new task force and that some of these items need to be in place or they already are in place and being done or planning for them once school reopens. Director Sebers recommended that if anyone has a question about when some of these police calls come into play, there is a document on the District website in the Community Resources section, where they post the Student Success Handbook, which shows the general philosophy and approach to student interventions, and also includes behavioral infractions and things of that nature that are shown in a matrix continuum of intervention options. This discussion is a part of that continuum.

Option 4 – Build Your Own

Creating something that is going to work for you. Dr. Holt said the Board knows their community and what it needs right now.

She said if the Board wants to formalize the agreement with the police and ensure that there are some written understandings of what is and is not supposed to happen, then that work can begin and that will be the decision for the police department relationship. But they may want to formally sever it and become really clear about when police are and are not on campus. In addition, if they wanted to consider doing an Equity Task Force to look at future issues of equity when they do come up, that is an option. Or they decide whatever is going to work best for them in making that decision. She encouraged the Board to consider going back to the systemic change framework that the Waters System of Change article talks about. As Vice President Richardson said, there are many policies, procedures, and practices being discussed that are in existence and have been voted on by the Board. That is the top level of structural change. But if the work to shift the mentality has not been done, those may be implemented in ways that they were not originally intended or the intent behind those has shifted. Taking an opportunity to really look at what is happening, what we want to see

happening, and how we get there, what is that path, and what is the role that we need to take now and, in the future, to get there.

Regardless of the direction, she suggested the Board consider that there is a difference between implementing policy and practices that are on paper and what's actually happening in the field, which is influenced by what they say and do. What they are hearing a lot about is the relationship with the community, the children, and dynamics around what is in play right now, so they just want to consider what that is going to look like.

Next Steps

- Consider the impact of a long-term and a short-term decision or a long-term solution or just a short-term solution.
- Make a decision about future of policing
- Provide direction of what to do in the interim

Deborah Keys Write said the Board is probably feeling a little overwhelmed with so much important information. They are being tasked to make some major decisions today, and to consider all recommendations, and not just from one lens. They need to take every aspect into consideration and see what is best for the District as a whole, not eliminating anyone's voice, and being focused on every lens and it is not easy. She said it is not a one size fits all. Their job is to make the best decision based upon the information, the facts, the surveys, all of the different data points, and all voices. Everyone needs to be on the same level here taking all of that into consideration to make their best-informed decision. The decision needs to be a systematic type of approach where it has to be sustainable, so they do not need to have to continue to come back.

Trustee Patricia Murray said it appears that the root cause may be less associated with policing and more associated to the processes and procedures used by administrators and staff to address disciplinary challenges. She said an equity committee is something that they have been working on for a long time, and something well worth putting together. The city of SSF is also working on equity and hiring a Director of Equity and Inclusion. She sees the District working with that director. She said the District does have a relationship with the police, though it is informal, and thinks it is an important relationship as they are part of the community. Trustee Murray said she is about community and collaboration, and building relationships, but thinks they need to formalize an agreement. Everybody has to be on the same page to move forward and in a systematic way. She said as a white woman, she has never seen a problem with kids being afraid of the police but believes what the kids tell her. She would like to see safe spaces created for the kids to express themselves. Children should

not be questioned by a police officer by themselves and she is sure there are policies in place so that does not happen. Director Sebers said that when the police do question a student, there is a counselor or someone that they feel safe with in the room. Trustee Murray said she does not know how to identify those kids that do not feel safe and what can be done to make them feel safe. This is a systemic issue that is not only within the school, but within the City and everywhere. Taking police out of the schools is not going to address it. Some students obviously feel unsafe, and the Board needs to figure out how do address that. An equity committee might help with that.

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. Recommendations on Next Steps with the SSF PD School Resource/Liaison Officers on School Campuses

The Board discussed recommendations concerning next steps with the SSF PD's SLO program on District campuses.

Vice President Richardson said they are talking about equity, but it appears that this is a competing statement because equity means everyone in the District will have the same treatment or the opportunity to have these types of programs in which the City allows them to participate. However, there are only certain schools in our District which have these police visits or presence and that feeds into profiling. She noted that there are only four Board members currently and suggested waiting for a full Board to make such a major decision for the District.

Trustee Baker said option three could be done independently of option one or two. He noted that one of the main tasks of the Board is to review the effectiveness of programs. They try to implement good programs and try to revise bad ones and redirect resources where necessary. Sometimes programs start well but outlive their utility. The school liaison program started during a different era, when at least the perception of crime in schools was higher and the District's mental health and restorative justice practices, as limited as they are now, did not exist at all. Trustee Baker thinks it is time to at least put limits on the relationship if not end it entirely, while not discrediting the police officers. This is not about the cops, but the kids. During the discussion both current and recent graduates spoke about their experiences. While the Board heard of many problems, there were also a few cases where lives turned out for the better. Trustee Baker shared that a community members said he wants us to keep the program intact and the vast majority of kids and parents have no

problem with the police. He feels that means they need to put guidelines in place. He shared a set of guidelines with community members and put them on social media. The bulk of his proposal is actions that the District must do. The rest is asking for modest concessions from police, things like no more routine drop-ins, plain clothes when possible, no questioning students without parents, and no arresting in common areas in a non-emergency situation. He said some community members do want the police gone and worry that an MOU is formalizing the status quo. He thinks they can create a proposal that does not do that. It would put some voluntary limits on police that could not be enforced without an agreement. The main part of his proposal is to give staff a guide, while a secondary part is for physical security improvements to help ease the minds of those who believe a liaison officer's presence is to protect it from the outside. Ultimately programs should be judged on their consequences. The current SLO program has done some good, but the perceived harm has begun to outweigh that good, and the perceived experiences of those who live with feelings of distrust or fear because they see police on campus. Trustee Baker suggested a kind of option 1.5 and said there needs to be a better way to do it than what they are doing now.

President Lujan summarized that a couple of trustees mentioned formalizing the relationship with some very clear guidelines. She also heard several mention an interest in an Equity Task Force. She asked if the District has any sort of record of who calls the police, the purpose for calling, when they were called, or if there is a record of that at the sites. Director Sebers replied he cannot speak specifically as to what each school site does, but at the end of the year they have to report, for auditing purposes, the time that is being spent speaking with probation officers, police officers, and so forth regarding disciplinary situations. Those case numbers and incident numbers associated with that documentation are kept on record. As far as a daily log of when an officer is called in, he cannot say for sure that that would be happening, but as it pertains to student discipline situation in which police action is in parallel with school disciplinary action, such as an expulsion situation, those are recorded and kept as part of the history of that incident.

President Lujan said Trustee Richardson mentioned Ed Code that necessitates law enforcement must be called. She questions if there are if/then chart of sorts or some sort of training for administrators as to when to call and on those questionable ones, what are the other options, kind of an option chart almost, like is there training on that, and are there -- is there any sort of written documentation to provide guidance to administrators on if or when to call the police when they are presented with the myriad of situations that occur during a regular school day.

Director Sebers said there are a thousand different possible scenarios when an SRO or a police officer could be called or may be needed in person or consulted. There is a high level of trust for school administrators to use their discretion in those situations. The District does have guiding documents and laws, and policies that do outline that. He stated that there is very clear awareness of what constitutes a mandatory call, so at least there are boundaries, and the District expectation handbook helps to outline the more common categories of contacts. He has been in contact with Assistant Principals and Principals and has a running list of scenarios in which police may be called outside of mandatory situations. Mr. Sebers said when they talk about training on issues, they tend to train more on mandatory situations and on safety-related situations. Something can have an implication to general school safety, but some things have an implication for student welfare, mental health, what is going on in the community at large that could present a safety issue, or what is going on with a family at home, that could have far reaching implications into the school community. Administrators will only use a non-mandatory situation if they believe that it informs something that is of greater impact to the school community or to the community at large. A lot of times that's information. Since those things are very individual and unique circumstances, Director Sebers has conversations directly with school administrators in most of those situations. Usually at the high school level, there are more nuanced situations where they have team conversations and discuss the implications of taking any kind of action. It comes down to understanding the position of advocating for students and understanding the need to ensure student mental health, and they tried to represent that in their expectations document. The same thing extends to administrator discretion as to why a police officer could be consulted or be brought into a discussion about a safety issue or some other circumstances.

The Board recessed at 7:25 p.m. for a break and reconvened at 7:35 p.m.

President Lujan said she heard a few trustees support option one with a very clear MOU. Trustee Baker shared some valuable things in developing an MOU such as formalizing the relationship and evaluating if programs are effective, on a regular basis. With an MOU in place, she would like an annual update to look at the data with the parameters, to see what the data is telling them. She thinks that if they truly are to create systems change, an Equity Task Force is needed, so when the next topic comes up it would be great to have a committed body that could talk about it and provide recommendations to the Board. She noted that the Board received some very harsh feedback about how long it has taken to get to where they are this evening. She

said it is a process with study sessions where information is provided and discussed, but they cannot make a decision at those meetings. They listen to additional comments from the public and then come back and make decisions.

Trustee Baker said he knows there is some worry in the community about formalizing the relationship. But there are situations where either by the law, the Ed Code, or some other purpose, the District is required to have an officer respond to campus. In some cases, he would prefer that person be a police officer with some additional training about dealing with young people. He noted that ChangeSSF presented an outline of how specific juvenile training is lacking in general police training. In an MOU, they can put in boundaries that are enforceable. He wants an actual partnership that they can work on which is not just based on good faith.

ACTION

1. ADMINISTRATION

a. Approval of Next Steps with the SSF PD School Resource/Liaison Officers on School Campuses

President Lujan said the Board had identified, articulated, and were ready to approve next steps with regard to the SSF PD and SSFUSD relationship.

Dr. Moore said the Equity Task Force would not specifically be about the District's relationship with the police and as it is formulated, they can start unpacking some of the things that they have heard are impacting students and use this committee to elevate their voices, engage them, and be problem-solvers. The work will be done through the lens of equity but will also acknowledge that some inherent racist and oppressive systems not just in the District, but across the country, in multiple institutions. They have to be able to look at some of those and start trying to dismantle and rebuild them. Dr. Moore said it will be really important to use this as a platform for how they are going to engage and process and start making systemic changes that can be replicated across the entire District.

Trustee Murray made a motion to keep the relationship with the police department and have a very strong MOU attached to that relationship. It would be a very explicit agreement as to what their role is, and number three, to move forward with an Equity Task Force and look at not only the District's relationship with the police, but relationships across the board and policies across the board.

Trustee Baker suggested an amendment in terms of terminology, to “negotiate the continued relationship with the SSF PD” with the rest remaining the same.

Trustee Murray said she feels the SLO’s and Police Chief Azzopardi, with whom she sits on the Racial and Social Equity Commission, are amenable to change and want what is best for the students. They would partner with SSFUSD on an agreement. They can negotiate, but both parties should all be on the same page if police are coming in to schools. The District will be looking at when to call them, and what their role will be when they are on campus. She feels all of the things on the list are those that they would be happy to move forward with. Trustee Murray said they could “negotiate”.

Student Trustee Rangel-Cruz spoke on behalf of the students and asked if the Board hears what the students are asking for. She said the Board is considering the students, but in reality, they are taking into consideration their own motives rather than what the students have been asking for.

Trustee Murray reiterated that during the last study session, she said the Board was taking into account the students, but they are not taking into account all of the students. She has received comments from people that are actually afraid to speak at the meetings since they might be bullied or that they might be blasted on social media. The District has 8,400 students and while they appreciate the voices of the students that have come forward, those are not all of the voices that should be considered. The Board is looking at the District in its entirety. She said that while students are the most important part of the community, there are a lot of voices that should be considered as well. Trustee Murray said she is immensely proud that the District has a group of students that are willing to come forward and voice their opinions, but she will not always agree with them.

Vice President Richardson said this will affect a very small number of students in the District, mainly in the two comprehensive high schools and a few elementary sites. Yet this is a sweeping issue that they are discussing and saying it affects everybody, but it does not. It is not going to be even-handed across the board. She has heard from some students voicing their concern about that because they may have gone to schools where there is no evidence of uniformed presence of police on campus, yet when they come to high schools, the SLO’s are there. She said it is just not really an equity lens and is not a systemic issue. Vice President Richardson noted that the District’s expulsion rates and suspension rates are much better with students of color. This means the District policies are working. Students are saying they do not want the SLO’s on campus anymore, and it is time to listen to the students,

because this may have happened to their parents. The MOU is only going to matter in a couple of schools. The people of color in the District and those at a few Title 1 schools are having this problem and those are the ones that are going to be affected by this agreement. She suggested either the District gets rid of the program or re-purposes it. Vice President Richardson recommended waiting for a full Board to consider this and make a solid decision.

MOTION #125 (Richardson) to wait until there is a full Board to make a decision. Motion died for lack of a second.

Trustee Baker said they can start the process and then get to a full decision when there is a complete Board. Their first meeting on this was at the end of June and people are saying the Board has been spinning their wheels. He would second Trustee Murray's motion, but is uncomfortable saying to continue, because if they cannot come to an agreement, they cannot continue. If Trustee Murray is comfortable with saying "to discuss the nature of an agreement to potentially continue the relationship", he would support that and also support voting on an independent process for the equity committee.

Trustee Murray made a motion to keep the relationship with the police department and have a very strong MOU attached to that relationship. It would be a very explicit agreement as to what their role is, and number three, to move forward with an Equity Task Force and look at not only the District's relationship with the police, but relationships across the board and policies across the board.

MOTION #126 (Murray/Baker) to negotiate an agreement to see if the District can continue a relationship with the SSF PD with very clear parameters, such as non-uniformed officers to the extent possible, not handcuffing students in public spaces, contacting parents first, to just list a few examples. The second part of the motion, is moving forward with the development of an Equity Task Force to explore larger systemic racism that exists within District practices and policies and curriculum. (AYES: Baker, Lujan, Murray, Richardson; NOES: Trustee Rangel-Cruz). Motion Carried (Unanimous)

President Lujan asked Superintendent Moore if the Board provided enough guidance for the immediate next steps and clarity on the longer-term goals. Dr. Moore confirmed she is clear on how to proceed.

ADJOURNMENT – 8:04 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of March 11, 2021

CORONAVIRUS DISEASE (COVID-19) NOTICE

This meeting was conducted pursuant to the provisions of the Governor's Executive Order N-35-20 issued on March 21, 2020 allowing for deviation of teleconference rules required by the Brown Act and pursuant to the order of the Health Officer of San Mateo County dated March 16, 2020 as this meeting is necessary so that the South San Francisco Unified School District can conduct necessary business and is permitted under the order as an essential governmental function.

As SSFUSD is an inclusive school district a Spanish language translation of the Board meeting was also available to the Spanish speaking community.

This meeting included closed captions which required the Board to provide a break, for the stenographer's benefit, after approximately 1.5 hours.

OPEN SESSION - 6:30 p.m.

A. CALL TO ORDER

CLOSED SESSION - 6:30 p.m.

1. Conference with Labor Negotiators
Agency Designated Representative: District Assistant Superintendent for HR/Student Services
Employee Organization: SSFCTA
2. Conference with Labor Negotiators
Agency Designated Representative: District Assistant Superintendent for HR/Student Services
Employee Organization: SSFAFT

RECONVENE INTO OPEN SESSION - 7:07 p.m.

B. ROLL CALL

Board Members:	Mr. John Baker - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Jessica Rangel-Cruz, Student Board Member - Present
Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present

Mr. Ted O, Assistant Superintendent,
Business Services - Present
Dr. Jay Spaulding, Assistant Superintendent,
Human Resources and Student
Services – Present

- C. PLEDGE OF ALLEGIANCE** was jointly led by Martin ES student Gabriela Gil-Alvarez and Spruce ES student Edgar Arreola. Martin ES Principal Jonathan Covacha said Gabriela is a super scholar, member of the safety patrol and Ruby Bridges team, earns high grades and helps others. Spruce ES Principal Israel Castillo said Edgar accelerates academically, encourages others, loves fishing with his father, and wants to sell luxury cars and be an actor.

ACTION

- D. REPORTING OUT FROM CLOSED SESSION** - Nothing to report.

E. REVIEW OF AGENDA

Dr. Shawnterra Moore requested Information/Discussion Item 2b, School Reopening Surveys Update be moved up to after Information/Discussion Item 2a, Discussion of the District School Reopening Options.

Dr. Jay Spaulding pulled the Public Hearing on the SSFAFT and SSFUSD proposals.

- F. PTA COUNCIL REMARKS** - PTA Council Communications Officer, John Sanna, thanked the District for its representation at the PTA Council meeting, especially Dr. Spaulding for the information he shared. Vice President Mina Richardson, Trustee Patricia Murray, and Dr. Moore were also in attendance. He advised that October 19 is their PTA Council's 50th anniversary. The unit is looking forward to more years to come, especially to the next year when everyone is on their feet and in class.

G. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators - None

South San Francisco Classroom Teachers Association - President Danny Yanow said he, as any teacher, does not like distance learning. Every camera that is off and every student who is nonresponsive causes him stress. Teachers are working incredibly hard to try to get this right and will all be overjoyed when distance learning is in the rearview mirror. He said since the California legislature passed the bill that incentivized districts to re-open, CTA has been in negotiations to get District schools open. He emphasized that they have never stood in the way of any plan for reopening. However, they have an obligation to their members and

the students and families to ensure that every measure is being taken to keep everyone safe. That is what they are negotiating for. They have to make sure all safety precautions are taken and ventilation and proper cleaning regiments are instituted so the chance of a child or teacher bringing the virus home is minimized. San Mateo County is moving toward the orange tier and many teachers have been vaccinated. Clear procedures need to be in place for dealing with any cases or contacts that occur in classrooms, as well as knowing what the plan is if the District moves back into the red or purple tier in the next two months. The plan being presented to the Board tonight was reviewed by the Teaching and Learning Task Force last week. There were teachers on the task force as well as administrators, parents, and classified employees. He believes the task force chose the best plan because it allows the District to reopen while also allowing students to keep their teachers in the last few weeks of school. It provides an opportunity for teachers to give support to the returning students who need it the most, either through re-teaching, enrichment, or social emotional learning, and they will get the socialization with fellow students that they have been missing for a year. This plan is not perfect but will give them a chance to prepare for bringing teachers and students back longer days in August. Mr. Yanow, speaking on behalf of teachers, looks forward to seeing students back in the classroom and is working towards a comprehensive reopening for 2021-22.

California School Employees Association Chapter 197 - President Jolene Malfatti reported CSEA 197 has reached a tentative agreement with the District regarding negotiations. Even though it was a bit tense at times citing deficit spending for the last five years, they were able to reach an amiable agreement. She asked members to ratify it on March 15 and will give the results to Dr. Spaulding soon. Now the work is on revisiting and finalizing the next phase of the COVID MOU in anticipation of the reopening of schools as soon as possible. She wants to hear that all the CSEA members have had a chance or are fully vaccinated before school reopens. Many classified employees have been on the front lines during this pandemic and all or many were not vaccinated and working without hazard pay. Ms. Malfatti publicly recognized and applauded all CSEA members for their loyal service to the schools and District during COVID.

- H. PERSONNEL COMMISSION** - Assistant Superintendent Spaulding reported that that the next Commission meeting will take place on March 15, 2021.

I. ITEMS FROM BOARD

Trustee John Baker reported that the Bylaws Committee met over the weekend to review bylaws that are in this agenda. The summaries in the staff reports were reviewed twice and will be up for vote tonight.

Trustee Murray said, The General Plan Committee, of which she is a member is holding a number of community meetings between March 15 and 31. She encouraged community members to be a part of this process by listening to the

committee plans and making comments. Information is available on shapessf.com. The Commission on Racial and Social Equity meeting is March 17. Information and the agenda are available on the City's website, ssf.net.

President Daina Lujan reported on a few SMCSBA association updates. Today County Superintendent Nancy Magee provided information on school reopenings from a County perspective. On March 22 the topic will be school reopening. In addition, the Kent award applications are due March 15. She thanked SSFUSD staff and the Board for submitting several applications. March 27 is Legislative Action Day. Assembly member Mullen, Assembly member Berman, Senator Becker, and Senator Wiener will be in attendance and members have submitted questions on coordinating efforts on things such as testing and school reopening dates. She said it should be a great event and is grateful to every San Mateo County board member and superintendent for making it come together.

J. SUPERINTENDENT'S REPORT

- a. Tech distribution update** - Superintendent Moore said at the last Board meeting, a colleague mentioned her concern and frustration in having to wait long periods of time for iPads for her students. She is very happy to share with the Board and community that those iPads were deployed to the school sites on March 1. Unfortunately, IT has been short, so they were not able to move as quickly as they would like.
- c. District-wide COVID-19 testing** - Dr. Moore reported that two weeks ago SSFUSD launched a District-wide COVID-19 testing program for employees supported by the District nurse, health technicians, and Dr. Spaulding. The District developed a cadence of offering testing to employees every two weeks. Additionally, the District is supporting San Mateo County by offering the District office parking lot for them to use for the testing five days a week, Fridays through Tuesdays.
- b. Reopening of school** - the Superintendent acknowledged and thanked the community. She said the last few weeks have presented both good news and challenging news for District families and staff. As the Board starts exploring options for reopening, she noted that it has caused a lot of emotions, frustration, worry, and anger, which is not unique to SSFUSD. Every district that is trying to reopen is experiencing something similar, and there are a lot of divergent perspectives about the topic and the issue, which will be discussed at this meeting. It is a somewhat polarizing topic, but she is proud of the community, in that even when people are disagreeing with the District, for the most part, people are professional, honest, passionate, and respectful and they appreciate that since they are modeling for the students. (Dr. Moore shared a video to give the community a glimpse of some safety measures that have been done to prepare the sites.)

- ASB Reports

- ASB Vice President Daniella Dayao, El Camino High School, highlighted the following recent and upcoming events: this is finals week for the first half of the spring semester; Senior class officers have just concluded senior package sales and all seniors who have ordered a package have officially received their class hoodies and a key chain; juniors will be curating a fun class play list to maintain class spirit and inclusivity; Sophomores will be recognizing all sophomores involved in clubs and their Instagram account; Freshman are holding a social on Thursday, March 18 to get to know each other; ASB celebrated National Women's Day through an informational post on Instagram and they plan on further recognizing the community and their achievements on social media; Senior Sunrise will occur on Wednesday, March 24 from 6:30 a.m. to 8:00 a.m.; on March 25, a special guest speaker will talk about women's history; ASB is preparing for their April talent show; they are also planning for a community clean-up day; it is ASB election season and the leadership class is preparing for next year's new set of officers; clubs are continuing their weekly meetings and events; sports teams are also continuing to practice on campus; the Drama Club is working on the spring musical; and their learning hub has been open for over a month and they will soon begin offering short on-campus learning opportunities, known as learning pods.
- Jessica Rangel-Cruz, ASB President, shared the following events; they have been celebrating teachers and ASB students' birthdays on Instagram recently; they are continuing to promote local businesses and small businesses; they are posting weekly inspirational quotes to uplift students and make sure they are feeling alright; on February 17, they had Random Acts of Kindness Day; during the week of the 22, they posted different clubs on Instagram daily leading up to Club Rush that Friday; on March 2, they had World Teen Mental Illness Day, reminding students that grades do not define them; on March 4, they observed National Marching Music Day; on March 5, their counseling department posted their first counselor spotlight Instagram; on March 8, International Women's Say was announced on Instagram and celebrated through three individual posts; on March 9, they had an International Red Cross Month post; they have been posting inspirational quotes to relieve students' stress during finals season; from February 2 until now, they are working on a tutoring program for EL students; on February 22, they posted two resolutions for Lunar New Year and Women's History Month; they also pushed for Lunar New Year to become a holiday; on February 25, freshmen held a spring game event and handed out \$25 gift cards to the winners; on February 26, sophomores held a Marvel movie night; on March 3, Senior Sunrise began with about 98 seniors participating; on March 5, the junior class held a movie night; on February 20, Earth Club held a

park clean-up at Orange; on March 6, the National Honor Society held a beach clean-up in Pacifica; on March 7, Key Club participated in a DIY bear for children event and has been helping in a second harvest food bank; on March 1, through the 28, sophomores are holding a poster fundraiser; this Saturday, juniors will be holding a Panda Express takeover; the freshman class will be having a society tea fundraiser on March 25; ASB elections begin this week; and the SSFHS graduation date is May 28.

Vice President Richardson asked what happens in Senior Sunrise. Ms. Rangel-Cruz said it is an event strictly for seniors. They simply watch the sun rise at 5:00 a.m. on the football and baseball fields and speak with one another and teachers during the sun rise.

K. PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Martin Elementary School

Principal Jonathan Covacha shared educational priorities and programs at Martin Elementary School. He also recognized the following parent volunteers with certificates of appreciation from the Board: Marta Almeida, Arlene Gomez, Maria Meraz, Vanessa Merino, and Lucia Oviedo.

Trustee Baker asked Principal Covacha what particular things he found helpful that other campuses might want to use as best practices regarding outreach to students, especially the hard to reach ones during distance learning. Principal Covacha replied that the theme for them was constant communication. They held an orientation prior to the start of the year, during which the teachers were able to meet with the parents. It was very important because everything was new. The parents were grateful to at least know what was going to happen that Monday morning when their students went to class. For ongoing communication, they have utilized the “Remind” app messaging system. The communication from both parents and teachers has increased. Some families are harder to reach than others, and in the beginning, they did a few home visits and found that the majority of the time families had very common issues. It was often a technology issue and staff members became tech support, either troubleshooting the hot spots that we provided or just trying to show how the laptop works. It takes both sides and he is very proud of their parents for understanding that the increased communication was important.

Trustee Murray complimented Mr. Covacha and his staff for their

amazing work with distance learning. She appreciates that he includes the Board members when his site has guest speaker and events. She said his sense of community shows through in his presentation.

Vice President Richardson said she likes to see how the children are encouraged to do morning presentations. Starting them this early, is a real head start in being confident and all the things that come with speaking out. She thinks the children got a lot out of Mayor Breed's visit and she was very candid and down to earth. She was impressed that the school has been there a hundred years and asked the date of the upcoming celebration. Principal Covacha replied the date has not been established yet and they definitely want to be able to hold an in person celebration, so the current plan is to have it in January.

President Lujan thanked Mr. Covacha, his students, and families. The academic gains he highlighted in reading progress are heartwarming and it speaks volumes about the school community as a whole. The presentation highlighted opportunities for student enrichment, a variety of opportunities for the students and school community to still connect. He outlined comprehensive and strategic responses to students who may be struggling so they do not slip through the cracks. She said Martin ES is a very comprehensive, well organized school and she thanked Mr. Covacha for his leadership and every staff member for their part in helping keep the community together and make good things happen.

**b. Teaching and learning presentation:
Spruce Elementary School**

Principal Israel Castillo shared educational priorities and programs at Spruce Elementary School. He also recognized the following parent volunteers with certificates of appreciation from the Board: Brisa Casillas, Jeannette De La Rosa, Miguel De La Rosa, Flora Garces, and Karina Perez.

Vice President Richardson said Mr. Castillo is connected to his community. It is gratifying to know he is there on the front line trying to help families that need it the most and that those children are doing very well. It is challenging and expensive to live in SSF and she thanked Principal Israel for all he does. He thanked her for the acknowledgment and said it is a pleasure to support the community.

Trustee Murray thanked Principal Castillo for his presentation and said he, the teachers, and staff have done an amazing job. She is proud to be a part of the District because of the work that they all have been doing. The whole community coming together to support the kids makes her very happy. She noted that they visited many families in

person. Mr. Castillo shared that unfortunately, some families do not have sufficient funds to pay for phones so they went door by door to see how to support them with reaching out and seeing what resources were available from the community. Trustee Murray noted that Spruce ES attendance rose from 80% to 90% and she was thankful that students are being engaged.

Trustee Baker thanked Principal Castillo for his presentation and for hosting the Board in a virtual classroom visit. He appreciated staff doing home visits during the pandemic. The results show in the attendance going up. He asked what particular things worked well in reaching out to hard to reach students which other schools could emulate. Mr. Castillo said the key was finding the root cause, which could be something as simple as no telephone or some families being unaware they needed to come pick up a device, Communication was critical and if students were not responsive, teachers would check on a weekly basis and start knocking on doors. Also, allowing them the opportunity to provide learning hubs was helpful. They were thankful for being able to partner with the Community Learning Center.

President Lujan thanked Principal Castillo for the presentation. She was struck by the staff efforts to go above and beyond to ensure every student had access. The academic and attendance improvements are evidence of the fact that every family has the supports they need and the school's efforts to come up with comprehensive and personalized supports are commendable. She said Mr. Castillo highlighted the value of collaboration amongst himself, his staff, families, and community partners to come up with workable solutions. She commended the families for not giving up and answering the door when someone came to visit for the benefit of every single student.

The Board recessed at 8:24 p.m. for a break and reconvened at 8:35 p.m.

L. COMMUNICATIONS

Public comments were submitted in advance of the meeting, were read by all Board members and posted on the District's website before the meeting.

The following were live comments:

Laurel Dearborn, a teacher, spoke about reducing quality instructional minutes. The new schedule means giving up four weeks of instruction in a term, which affects all class levels. Start to finish they only have a group of students for about two months. She had to cut her Ethnic Studies curriculum twice in eight months.

Catrina Ellis, an ECHS Ethnic Studies teacher, said she had a Socratic seminar today and all 22 students spoke on reforming, abolishing, or defunding the police.

She thinks they would not have been able to have this conversation if they drastically changed the way they do school in these final weeks, since what they have now is finally working. To overturn it now is to severely disadvantage most students. The plan is increasing the opportunity gap between students. She asked how students can get to school during enrichment hours unless they live close to the school or have parents able to take time off of work in the middle of the day. Those families are likely to have a higher socio- economic status and have lower risk people in their households. She said the fact that the Board members do not feel comfortable meeting in person says everything about whether or not it is safe for students to return now.

Rhonda Clements, a teacher, said she was speaking as an educator that is not being heard. She shared thoughts on capacity and outdoor learning. Currently, there is not enough space in the secondary schools to serve the community safely. Class sizes are 30 to 40 or more. She said they do not have the required bandwidth or classroom set up needed to be able to teach students in school and over Zoom. She asked about the long term plan to increase capacity at schools in order to provide students quality in person instruction and online synchronous instruction. She recommended investing in technology that will enable them to solve the capacity issues.

Monyca Currier, a teacher and parent, thanked the Board for being mindful in the return to learning. She believes students should have in person instruction and that teachers and students should not be separated at this point in the year. She thanked the CTA bargaining team for all they are doing to make sure working conditions are safe but feels strongly students need to be back in school five days a week come fall. Kids cannot afford to be behind a computer, isolated from friends and peers any longer. Both the academic and social and emotional benefits they will receive cannot be compared to what they get on Zoom.

Adolfo Leiva, a parent, said families were presented with two choices, a 100% virtual option or face to face instruction. The hybrid model is not clearly outlined, nor has the inequity of having parents find drop off and pick up solutions this fall been explored. Regarding reopening plans for fall 2021, he wants the District to look into other models being presented to parents in 2020. They range from 100% virtual to K-12 open every day, with middle school and high school rotating daily. More tangible solutions are needed before students fall too far behind.

Olivia Pogorelskin, a Buri Buri ES teacher, spoke about the reopening plan. She expressed concerned with the proposed reopening date of April 6 which is immediately after Spring Break when many families are coming back from trips and the District needs to build in two weeks of quarantine. She is also concerned with the plan to cancel elementary flex time and replace it with in person social time, as this will negatively impact many students. Her school has utilized in person learning hubs, but many high need students could not attend because their family's job schedule did not mesh with the half day school schedule. She asked that the District not make the grave error of rushing into reopening just to secure

funds from the State and to put teachers and communities first. She wants to continue distance learning until all teachers are fully immunized.

Phill Naranjo, a 3rd grade teacher, said he appreciates the hard work to develop a reopening plan and wants to make sure the Board is considering all factors in making their decisions. He asked how many students are going to be allowed back in the classroom at one time that will ensure everyone is spaced six feet apart. He asked if students who have symptoms and then go home whether parents are expected to have their child tested and have a negative COVID test in order to return to school. He is concerned with students having to eat in enclosed classrooms and whether the District will provide the N95 masks to staff who oversee students. He recommended not bringing students back on April 6 since many have traveled during Spring Break and could possibly expose others.

Javi E., a Sunshine Gardens community member and partner of a District teacher, commented on the reopening plan. The plan is vague on ventilation and what PPE will be provided to students and staff. Students need to be back in school, but in a way that is appropriate and good for the children. Rushing into an April 6 opening date while having a plan that is not good enough and puts teachers and members of the community at risk is not acceptable. She urged the board to take time to fully prepare for the 2021-22 school year and make the investments needed.

Patrick Kelly, a SSFHS teacher and a member of the South City Educator's Action Committee, said their mission is to ensure teacher, staff, and student suggestions are taken into consideration when deciding how to appropriately return to in person instruction. He said the District's proposed secondary schedule lacks equity for the students, staff, and parents. He asked if it is worth giving up instructional time to every secondary class to benefit those students who have the means or proximity to come to campus. This plan is a reaction to the State and not driven by equity. If the proposed plan was driven by equity, teachers would be given the chance to offer new instruction online and in person throughout the entire school day. He hopes the Board will place a high priority on providing several equity driven solutions when planning for the 2021-22 school year.

Lien Uy, a parent, expressed concern with the lack of progress being made towards reopening. Other speakers say to take time; students have been out of school in person for a year now. She knows that parents have been having a hard time with distance learning. She has spoken with many parents who are looking into private school because they no longer believe public schools have the best interest of their kids at heart. Children will not be vaccinated for the next year, at least, and she fully supports reopening in whatever manner, to learn and prepare to fully reopen in the fall.

Eddie Holman said any effort to reduce public input is a dereliction of duty and the 45-minute limit (on all comments combined) should be eliminated. He said teachers educate the Board on critical issues such as COVID safety and the role of police in schools and echoes the voices of teachers, members of the public, and

students before him. Putting teacher's lives at risk with such a short amount of time left in the school year is a terrible idea. He asked why money from the government is more important than the lives of teachers who already sacrifice so much for the City. Regarding the Board vacancy, he said there needs to be direct questions from the public, students, and teachers.

Liliana Rivera said she disagrees with the commentary dismissive of the work teachers and students have been putting in this school year. Teachers should not have to sacrifice their lives, especially when they are so close to being vaccinated. Reopening involves additional cleaning staff and the fact that kids could be passing COVID between themselves because they are not eligible for a vaccine and go home and infect their parents. If the Board is worried about money from the State why are they not worried about the well-being of the families, students, janitors, teachers, and teachers' families. That should matter most at the end of the day. Students should have a say on who is going to fill the Board vacancy. Also, the Board needs to make Lunar New Year a holiday because it is racist not to.

Sarah Nasr, a SSFHS teacher and a member of the Teacher's Action Committee, said when they welcome students back to campus in April or August, they will have not been in any classroom environment in over a year. Teachers have experienced trauma and are dealing with stress, burnout, anxiety, and other mental health issues in order to best care for the students. She thinks they need additional social emotional training on how to support students before they return to school in August. They are proposing providing mandatory meaningful training for educators and a designated coordinator or wellness counselor in each site that will provide the most beneficial trainings or lead the trainings.

Lucie Bradshaw, a teacher, spoke about concerns with the reopening plan. Co-mingling cohorts with reading, speech, and resource specialists, to see kids in person from different cohorts is a huge risk to all. The most obvious concern is equity. Some parents do not have a job that will allow them to do a drop off and pick up their kids two hours later. Teachers have made it clear how hard they have worked this past year and are thinking they are going to have to work through spring break to accommodate returning to school. She does not know how they will add a two-hour work block, an additional hour of office hours, and prep. She looks forward to seeing the Board in person at the next meeting since it is now safe.

Marcela Rivera said the Board is directly impacting the lives of teachers and students and there is a lot to consider. Only 29.3% of South City has been vaccinated and a lot of those are probably not teachers because they cannot afford to live here based on their salaries. She referenced the video shown earlier and said any student who walked on campus knows that is a false reality and it is not what teachers and students see daily day when they enter the facilities. That is not blaming any of the janitorial staff because they are doing their best but to clean an entire school, that is just an insane workload to put on them, teachers, or even students themselves. She said it is ridiculous to think the Board can provide a safe environment for teachers and students during COVID.

Elijah Maes, the SSFHS Band Director and a member of the South City Educator's Action Committee, spoke about the proposed secondary schedule. He said the proposed solution would be for Mondays and Tuesdays, putting only first and second periods for virtual and in person, and Tuesdays only third and fourth period. This would not only increase the class periods from 56 minutes to 112 minutes, but would also provide students an additional 48 to 72 hours to complete school work. This would provide quality results rather than just quantity assignments. Teachers believe this schedule adjustment would be a good solution should they come back in person and if that is something that is voted upon.

Joseph Smith, an ECHS student teacher, said many students have flourished in distance learning, but some have not. As a teacher, he has learned it is not just the content, it is about the student and making sure they are in a condition that is best suited for learning and development. He thinks the sudden and drastic change to the physical classroom may not be the best decision. He worries about the students and families which have experienced poverty or adversity before COVID and is concerned he will not see some of those faces when classrooms are opened again. He hopes student safety, learning, and development is taken into consideration as well as the financial situation.

Samantha Avila, a student, said the District lost out on a \$1M grant for mental health and asked why people are using mental and social emotional health to push in person learning because the shorter class periods will make students more stressed. The proposed schedule is going to be 8:30 a.m. to 12:30, which means looking at a screen for four hours straight, trying to maintain their learning. Students said they preferred the schedule before but the new one splits classes by semester. Now it is worse because classes are being shortened. She said there should be a concrete plan so they know what they are going to do and can go to the next school year safely. She is confused about how to provide COVID safety guidelines by putting more work on janitors who are underpaid and under recognized. She encouraged the Board to pass a resolution for Lunar New Year.

Erin Chazer said this discussion is difficult because it is a hard time for the community and particularly for the many students and teachers who would like to be back in their classrooms. Students have had to work harder than ever before to learn and find some sort of normalcy and parents have had to step up and be teachers with their regular home and job responsibilities. Teachers are heroic in making this work for students. She hopes students are back in school soon, but that the approach is a safe way for everyone. She asked that the District ensures they have implemented real, workable, safety protocols that have been shown to be successful in preventing COVID.

Joliza Gomez said not enough people that go to District schools have been vaccinated. South City is among those getting vaccinations and they usually go to the middle class and elderly, not the POC low income youth and their families that make up most of the school population. In the new schedule, students would have to stare at a screen for four hours straight. There are 50 minutes of instructional

teaching per class and instruction ends at 12:30, so distance learners are expected to learn the rest from their classes alone. It is an awkward time for parents to drive their students and she does not feel the schedule is going to work for anybody. She said the District needs to consider if it is ready to open the school in terms of whether or not it will be a safe learning environment.

Marion Mendieta, the husband of a SpEd Teacher in the District, said he hopes the District has acquired PPE, shields for tables, and floor markings for social distancing indoors and outdoors. Not all jobs allow parents to bring their kids to school partial days. He doubts all teachers are fully vaccinated and clear of the waiting period for full effectiveness. He asked if the District has built up the janitorial staff, increased cleaning schedules, and stocked up on cleaning supplies. Vaccines for kids are not approved yet and he would not like the District to rush into a plan that puts the burden on the ones they should be trying to protect.

Ethan Mizzi said the school should not go back in person until all teachers and staff are vaccinated. The District's facilities are not prepared if so many educators are complaining about the inadequacies. If the Board of Trustees cannot convene in person, students should not have to either. Reopen when it is safe for everyone.

Yarelin Solorio said less than an hour is the amount of time they are going to be given per class. Campus enrichment for some is not worth it because it will reduce the quality of instruction for all. It is disappointing because students came to the Board at the beginning of the year, saying they were stressed and struggling. Now that they are getting the hang of it, the District wants to switch everything.

2. BUSINESS SERVICES

a. Presentation of Second Interim Financial Report

Assistant Superintendent Ted O presented the 2020-21 2nd Interim Financial Report, for the period ended January 31, 2021. The main purpose of the report is to review the financial condition of the District's general fund budget to ensure that the fiscal obligations in the first quarter and the end of the fiscal year projections can be met.

Ed Code certification definitions

A Positive Certification: WILL MEET their financial obligations for the current and two subsequent fiscal years.

A Qualified Certification: MAY NOT MEET their financial obligations for the current OR two subsequent fiscal years.

A Negative Certification: WILL BE UNABLE TO MEET their financial obligations for the current OR two subsequent fiscal years.

2020-21 SSFUSD Assumptions

- Property taxes budgeted with latest estimates

- Estimated RDA revenue from COE is budgeted
- District will remain Community Funded/Basic Aid
- Estimated Step & Column cost included
- Enrollment/ADA declining
- Estimated STRS/PERS increase included
- Mandated Block Grant and Lottery Funds are budgeted
- Program carryovers from prior year are included
- Contributions to Special Ed are budgeted
- Contributions for Routine Restricted Maintenance and Deferred Maintenance are budgeted
- One-time CARES Act Funds are budgeted
- Contributions to the District's other funds are budgeted

2020-21 General Fund Projected Revenues

<u>Revenues</u>	<u>Dollar amount</u>	<u>Percentage</u>
LCFF Revenue	\$103,534,499	83%
Federal Revenue	\$ 9,552,019	8%
Other State	\$ 9,010,124	7%
Other Local	\$ 2,900,598	2%
Transfer in	\$ 13,301	0%
Total	\$124,910,541	

2020-21 General Fund Projected Expenditures

<u>Expenditures</u>	<u>Dollar amount</u>	<u>Percentage</u>
Certificated Salaries	\$ 50,160,094	37%
Classified Salaries	\$ 18,198,496	13%
Benefits	\$ 29,968,258	22%
Books and Supplies	\$ 16,183,462	12%
Services	\$ 14,533,386	11%
Capital Outlay	\$ 452,188	0%
Other Outgo	\$ 3,569,457	3%
Transfers out	\$ 2,848,000	2%
Total	\$135,913,341	

Changes from 1st interim to 2nd interim

Revenue - The net change is approximately \$413K.

- Net increase in estimated property tax/RDA revenue, \$582K
- Net decrease in Federal Program Grants, \$182K
- Net increase in Local Program Allocations, \$13K

Expenditures - The net change is approximately \$1.6M.

- Decrease due to corresponding expenditures for Federal program grants, \$182K
- Increase in Local program allocation, \$13K
- Increase due to carryover of 19/20 Unspent Program Funds, \$900K

- Increase in CTA salaries due to 3% raise, \$1.2M
- Decrease in estimated Classified Salaries, \$180K
- Decrease Contribution to Nutrition Services Fund, \$127K

Contributions to Other Funds

- As a result of COVID-19, some of the District's other funds are losing a lot of revenue due to:
 - Less meals being served students during Distance Learning
 - Less students participating in the preschool and childcare programs
 - Less programs are active in Adult Education
- They will need some financial support to balance their books this year
- Projected contribution from the General Fund to the other funds are as follows:
 - Adult Education (Fund 11) - \$160,000
 - Child Development (Fund 12) – \$348,000
 - Nutrition Services (Fund 13) - \$1,500,000

2021-22 & 2022-12 MYP Assumptions

- Property tax increases – estimated at 0.0%
- Estimated RDA revenue is budgeted
- Estimated STRS/PERS increase included
- Estimated Step & Column costs included
- Enrollment/ADA projected to decrease by 2% per year
- Maintains Deferred Maintenance transfer
- Contributions to Nutrition Services, Child Development and Adult Education Funds in 2021-22 and 2022-23
- Contributions to Special Ed and Transportation
- Contributions to Routine Restricted Maintenance program

Multi-Year Projections – Actual/projected ending fund balances

	First Interim 2020/21	Second Interim 2020/21	Proposed Budget 2021/22	Proposed Budget 2022/23
Unrestricted and Restricted Funds				
Revenues	\$ 124,497,216	\$ 124,910,541	\$ 116,800,556	\$ 116,762,888
One-time State Funding	0	0	0	0
Total Sources of Funds	\$ 124,497,216	\$ 124,910,541	\$ 116,800,556	\$ 116,762,888
Expenditures	\$ 134,316,123	\$ 135,913,341	\$ 122,449,825	\$ 125,149,530
Total Usage of Funds	\$ 134,316,123	\$ 135,913,341	\$ 122,449,825	\$ 125,149,530
Net Incr/Decr in Fund Balance	\$ (9,818,907)	\$ (11,002,800)	\$ (5,649,269)	\$ (8,386,642)
Beginning Fund Balance	39,855,467	39,855,467	28,852,667	23,203,398
Actual/Projected Ending Fund Balance	\$ 30,036,560	\$ 28,852,667	\$ 23,203,398	\$ 14,816,756

Ending fund balances designations

California school districts are required to show their funds in five categories to maintain consistency. Basic aid districts, such as SSFUSD, are required to put aside 5% in reserves for economic uncertainties, such as covering the months when the District does not receive property tax revenue.

Unrestricted and Restricted Funds	Second Interim 2020/21	Proposed Budget 2021/22	Proposed Budget 2022/23
<i>Actual/Projected Ending Fund Balance</i>	<i>28,852,667</i>	<i>23,203,398</i>	<i>14,816,756</i>
Nonspendable			
Revolving Cash	25,100	25,100	25,100
Stores	65,352	65,352	65,352
Prepaid Expenditures	155,319	155,319	155,319
Restricted	4,686,710	4,686,710	4,686,710
Committed	0	0	0
Assigned/Designated			
STRS/PERS Increase: 2023-24	542,150	542,150	542,150
STRS/PERS Increase: 2024-25	997,525	997,525	997,525
Prop Tax Re-Pymt - Litigation (Est.)	8,500,000	8,208,751	0
Set-aside for 3% On-going Salary Increase	1,200,000	2,400,000	3,600,000
Reserve:			
Reserved for Economic Uncertainties	6,795,667	6,122,491	4,744,600
Undesignated Reserve	5,884,844	0	0

The District's areas of concern are:

- STRS/PERS Increases
- Increases in Special Education Costs
- Re-payment of property taxes due to litigation
- Aging facilities with not enough funding to repair/replace
- Declining Student Enrollment
- Potential delays in Property Tax Receipts
- Cash Flow/Deferrals
- Additional cost due to COVID-19
- Reduction in State Aid
- Increases in Workers' Compensation cost due to SB 1159
- Potential Litigation Costs: COVID-19 Exposure

Next steps

May 2021: Governor's Revision to the proposed budget

June 11, 2021: Public hearings on the 2020-21 LCAP and Budget

June 25, 2021: Public meeting to adopt the 2020-21 LCAP and Budget

Trustee Baker noted that the District had unexpected expenditures. He referenced the \$8.5M set aside for a possible Genentech property

tax repayment. He said they have already lost their case and wanted to state publically, that “If anyone from Genentech Corporate Affairs is listening don't...dare try to take money we spent 16 years ago and we need to use this money...for our students...”

M. CONSENT AGENDA

MOTION #127 (Murray/Baker) to approve Item 1a, Minutes to the special Board meeting, January 28 2021; Item 1b, Minutes to the regular Board meeting, February 11, 2021; Item 1c, CDE Childcare Contract CSPP-0545 amendment #2; Item 2a, Certificated Personnel Assignment Order; Item 2b, Classified Personnel Assignment Order; Item 3a, Gifts to the District for February 2021; Item 3b Professional service agreements under \$25,000. (AYES: Student Trustee Rangel-Cruz, Baker, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. Discussion of the District School Reopening Options

Dr. Moore said the discussion was going to be a high level look at instructional models. Due to the steady decline in COVID, it is anticipated that the County will transition into the orange tier as early as next Wednesday, March 17.

SSFUSD CA Covid -19 Vaccination Update

- Created opportunities for educators to be vaccinated on February 24, 2021
- Communicated to staff on the process and multiple pathways to access the vaccine
- As of this afternoon, 578 employees have been vaccinated, 274 are teachers and 304 are other certificated staff.
- There is no current requirement that employees get vaccinated, so there is guidance to not tie reopening plans to vaccinations because people still have an opportunity to opt out.

2020 - 2021 – Timeline

Dr. Moore recapped the discussions for reopening plans to date.

- July 16, 2020 - Board approved decision to begin the school year in Distance Learning
- November 25, 2020 - Surveyed community on return to in- person preferences
- November 30, 2020 - Study Session regarding recommendation on school reopening/return to in person learning with a 1.19.21 target

return date

- December 10, 2020 - Board direction to maintain current instructional distance learning model, expand learning hubs, invite small cohorts of students (prioritize students with the greatest needs first, and then all others who wanted to return)
- February 12 and February 24, 2021 - SSFUSD submits reopening plan to SMCOE for approval
- Week of February 22, 2021 - Educators begin county-wide vaccination process
- February 25, 2021 - Superintendent report at board meeting communicates plan for reopening discussion and proactive preparation measures
- March 1 and March 4, 2021 - Certificated and Classified Surveys sent to staff
- March 5, 2021 - Parent surveys sent out
- March 11, 2021 - Discussion and action item on return to in person after surveys were sent to staff and parents.

AB/SB 86 - Incentive Grants

Some comments this evening asked about the money, mental health, and how the District should be going out for the incentive grants.

- On March 1, Governor Newsom announced a deal with the Legislature to provide \$2.0B for in person instruction grants and \$4.6B for Expanded Learning Opportunities Grants.
- The state won't mandate a return to the classroom by that date, but districts will lose out on percentages of funding within the \$6.6B budget package for each school day they fail to meet certain criteria for offering in person instruction, starting April 1.
- In order to receive the In Person Instruction Grants, districts must offer in person instruction to students by April 1. A district that is unable to meet these requirements for in person instruction by April 1 remains eligible for incrementally decreased grant amounts as long as the required in person instruction is offered by May 15. The grant is reduced by 1% for each day of instruction between April 1 and May 15 that the LEA does not provide in person instruction in accordance with grant requirements.
- An LEA forfeits the In Person Instruction Grant if it does not offer in person instruction by May 15 or if does not provide continuous in person instruction through the remainder of the school year.

In Person Instruction - Defined

- In person instruction means "instruction under the immediate physical supervision and control of a certificated employee of the local educational agency while engaged in educational activities required of the pupil"

- Above 25/100,000 (Deep Purple): Must offer in person instruction to the prioritized student cohorts but may limit the number of pupils within the cohorts that receive in person instruction if the number of pupils in these cohorts exceeds the physical capacity of an LEA to maintain health and safety pursuant to its COVID-19 safety plan
- Below 25/100,000 (Purple): Must offer in person instruction to the prioritized student cohorts, and K-2
- Red/Orange/Yellow: Must offer in person instruction to prioritized student cohorts, TK-5 (or 6 depending on the elementary model) and at least one full grade level at the middle or high school level.
- LEAs that are providing in person instruction by April 1, or have a board adopted plan for in person instruction by that date and have posted their COVID-19 Safety Plan (CSP), are not required to adopt the required testing cadence in the purple tier.
- A second provision specifies that neither the funding conditions nor the issuance of any nonmandatory guidance issued by the Department of Public Health requires LEAs that have publicly posted CSPs on or before March 31 to revise their plans.

2020 - 2021 - Instructional Models

Assistant Superintendent Keith Irish reviewed the following information.

Distance Learning

Scheduling

- Office hours - time to support students individually or small group
- Contracted hours are 8:30 a.m. - 3:30 p.m.
- Duty free lunch/12:30 p.m. - 1:30 p.m.
- Wednesdays are asynchronous days

Current Instructional Model

- School Days
4 days = Live/Synchronous instruction
1 day = Asynchronous instruction/support
- Teacher Access
Students have more access and support from their teacher in Distance Learning since they have twice as much interaction with their teachers
May have a new teacher depending if teacher returns to work to teach in person classes
- Student Support
Students only interact virtually with all students in their classes
Provides individualized or small group support virtually
Learning hubs can continue as currently designed throughout the school year to support students in need
Minimizes in person contact so there is less likelihood of exposure

to the virus

Learning Hubs - cohorts of less than 12 students conduct synchronous sessions in person at their school or a designated location

Paper - provides educational support (online/virtual tutoring) for secondary students with access to a tutor 24/7

In Person Schedules - Other Districts

- “Zoom in a Room” - where students come into a classroom, such as a designated home room period and the teacher is delivering instruction via Zoom. The students are in there with their head phones on and accessing the live instruction in person, but there's also a cohort at home.
- Combination of Distance Learning and in person on the same day-one of the models being proposed this evening.
- Very few districts are allowing students to transition from one classroom to another; if it does occur it is broken up into morning classes to lunch, or lunch to afternoon classes, Compacting the existing schedule into periods with the a.m. session, even the middle and high school grade spans, is not ideal and puts on staff and students to compact a schedule at this time and synchronous instruction.
- Very few districts are serving lunch in person; most grab and go or eat outside. The District would pick up the cost.
- Many districts have compacted their existing schedule of periods into an AM/PM session even at MS/HS grade spans.
- Capacity limits have been implemented - 50% of school populations
- Many rural or small districts are the exceptions.

The caveat is if this proposed schedule is approved across all grade spans, there would be an elimination of office and flex time to accommodate the p.m. in person instructional block. The schedule would be in effect from April 6 through May 28 only, the remainder of the school year. The District is still awaiting guidance from the CDE, the California Department of Public Health, and local public health on conditions to be put in place for the 2021-22 school year.

In Person Instructional Model

Scheduling

- For in person instructional models:
 - Food will be served - grab and go for students
 - No cost to students;
 - Can still attend community food locations
- Office hours and flex time will be eliminated in order to accommodate the Optional PM In Person Instructional Block.

General Information

- The proposed Distance Learning - Optional PM in person Instructional Block schedules if approved by the SSFUSD Board of Trustees will be in effect from April 6 - May 28, 2021 only, for all grade levels.
- These schedules have been created to limit the disruption of changing teachers during distance learning and the maintain the same number of days of synchronous instruction.
- Families/students still have the choice to remain in 100% Distance learning.
- If the schedules are approved at the middle and high schools; all students will have a reduction in synchronous learning in order to accommodate the Optional PM in person Instructional Block.
- Middle School classes will be reduced by 9 minutes each period.
- High school classes will be reduced by 14 minutes each period.

Optional PM in Person Instructional Block

- Purpose of Optional PM In Person Instructional Block:
 - For the Optional in person PM instructional block, students will have the opportunity to reinforce academic skills and concepts,
 - have the opportunity to interact with other students and we will conduct activities to assist in developing their socio - emotional skills.
 - No new academic content will be introduced in the PM instructional block.
 - Students/families that remain in 100% distance learning will not be penalized if they do not attend the Optional PM In Person Instructional Block.

Proposed Schedules

- Elementary Schools
 - All students will remain in distance learning with the same teacher during the morning (8:30 - 12:30).
 - The optional in person afternoon instructional block can be used for additional instruction, intervention, enrichment, or instruction for social emotional learning.
 - Students/families that opt into the optional in person PM instructional block will be assigned into cohorts.
 - For the optional in Person PM Instructional Block students may have the same teacher or may be assigned to a different teacher.
 - The frequency of how often students will attend the PM instructional block will be determined by the number of students/families that opt into the PM Instructional Block.
 - Students/families who opt out of the PM instructional block will complete asynchronous work from 1:30 - 3:30.

- Flex time /office hours will be eliminated for all students in order to offer the PM instructional block.
- Staff would be compensated for 1 hour at a flat rate - elementary staff would rearrange office hours.
- Middle Schools
 - All students would remain in distance learning with the same teachers in the morning and attend virtually all Four (4) periods between (8:30 - 12:30).
 - The optional PM in person Instructional block can be used for additional instruction, intervention, enrichment, or instruction for social emotional learning.
 - Students/families that opt into the Optional in PM Instructional Block will be
 - assigned into cohorts.
 - For the optional in Person PM Instructional Block students may have the same teacher or may be assigned to a different teacher.
 - The frequency of how often students can attend the PM Instructional Block will be determined by the number of students/families that opt into the PM Instructional Block.
 - Students/families that opt out of the PM Instructional Block will have time to complete asynchronous work from 1:30 - 3:30.
 - Flex time has been eliminated for all students in order to offer the PM Instructional Block.
 - Staff may receive additional compensation for the PM Instructional Block

Optional in Person PM Schedule:

- Mondays - Period 1
- Tuesdays - Period 2
- Wednesdays - None - Asynchronous day
- Thursdays - Period 3
- Fridays - Period 4
- High Schools
 - All students will remain in Distance learning with the same teachers during the morning and attend virtually all Four (4) periods between (8:30 - 12:30).
 - The optional PM in person instructional block can be used for additional instruction, intervention, enrichment, or instruction for social emotional learning.
 - Students/families that opt into the optional in person PM instructional block will be assigned into cohorts.
 - For the optional in person PM instructional block students may have the same teacher or may be assigned to a different teacher.

- The frequency of how often students can attend the PM instructional block will be determined by the number of students/families that opt into the PM Instructional Block.
- Students/families that opt out of the PM instructional block will have time to complete asynchronous work from 1:30 - 3:30.
- Flex time will be eliminated for all students in order to offer the PM instructional block.
- Staff may receive additional compensation for the PM instructional block

Optional in Person PM Schedule:

- Mondays - Period 1
- Tuesdays - Period 2
- Wednesdays - None - Asynchronous day
- Thursdays - Period 3
- Fridays - Period 4

Mr. Irish noted that for students and parents it was a priority to not change teachers, so the District is still offering students and families the choice to stay in distance learning and to not opt into the optional p.m. block. It was also noted in a public comment that there is a reduction in the middle school classes and high school classes if these schedules are approved. He said the purpose of the optional p.m. as appropriate instructional block is for students to have the opportunity to reinforce academic skills and concepts. Interacting with other students is really key and they will work with staff on conducting activities for developing social and emotional schedules.

2. EDUCATIONAL SERVICES

a. School Reopening Surveys Update

Assistant Superintendent Jay Spaulding provided an update on surveys sent to staff and parents/guardian for input on whether SSFUSD should reopen schools for in person instruction with proper safety precautions in place.

Survey Results

- Certificated
 - Elementary: 192 total responses, 113 prefer distance learning, and 79 prefer distance learning with optional in person PM block
 - Middle: 75 total responses, 51 prefer distance learning, and 24 prefer distance learning with optional in person PM block
 - High: 96 total responses, 68 prefer distance learning, and 29 prefer distance learning with optional in person PM block
 - **TOTAL:** 363 total responses, 232 prefer distance learning, and 132 prefer distance learning with optional in person PM block

Trustee Baker asked how many active classroom teachers the District has and Mr. Irish confirmed there are approximately 440.

- Classified – work preferences

- Elementary: 122 total responses, 94 prefer to work in person at site/District, and 28 prefer to work virtually
- Middle: 37 total responses, 26 prefer to work in person at site/District, and 11 prefer to work virtually
- High: 40 total responses, 27 prefer to work in person at site/District, and 13 prefer to work virtually
- **TOTAL:** 199 total responses, 147 prefer to work in person at site/District, and 52 prefer to work virtually

Dr. Spalding stated that there are 420 Classified staff in SSFUSD.

- Family preferences

- Elementary: 2475 total responses, 1363 prefer to stay in distance learning, and 1112 prefer distance learning with optional in person PM block
- Middle: 1151 total responses, 779 prefer to stay in distance learning, and 375 prefer distance learning with optional in person PM block
- High: 1532 total responses, 1087 prefer to stay in distance learning, and 445 prefer distance learning with optional in person PM block
- **TOTAL:** 5158 total responses, 3229 prefer to stay in distance learning, and 1929 prefer distance learning with optional in person PM block

Mr. Irish said that in thinking about the transition to bringing students back and campus, they need identify a date for staff to also return to campus and get acclimated and start preparing, if that is what the Board chooses. Staff also need direction from the Board on whether or not they want the District to continue efforts on receiving the incentive grants. For SSFUSD, \$5.2M is just for one part of the grant.

Dr. Moore reviewed the following:

Reopening Preparation

- Reopening plan has been submitted to SMCOE and SMCPH; need to adjust instructional model section.
- Elementary site plans have been completed.
- COVID - 19 School Guidance Checklist - done
- COVID - 19 Prevention Plan (CPP) - done
- Posted to District website
- On March 4 submitted to SMCOE for final approval.

Discussion and Recommendations

- Approve the instructional model for in person instruction for

elementary.

- Provide direction/approve instructional model for in person instruction for secondary.
- Approve or determine a date for staff to return to campus for in person instruction
- Approve or determine a date to begin bringing students back on campus for in person instruction
- Approve/give direction to staff on whether to continue working on the criteria in order to receive the in person instruction incentive grants and the expanded learning opportunity grants.

MOTION #128 (Baker/Richardson) to extend the meeting to 11:15 p.m. (AYES: Student Trustee Rangel-Cruz, Baker, Lujan, Murray, Richardson; NOES: None). Motion Carried (Unanimous)

The Board recessed at 10:03 p.m. for a break and reconvened at 10:13 p.m.

Trustee Baker asked if there is no new economic content during p.m. shift, how would that qualify the District for the State role which requires in person instruction. Superintendent Moore replied that it actually says it can be supplemental instruction, such as intervention and enrichment support with students engaged in educational activities which would qualify independent of what they were proposing. He asked about teachers who cannot come in for one reason or another, if they would be available via Zoom or Google classroom, during those afternoon optional hours. Dr. Spaulding replied that right now, in person would be in the afternoon and if there are any health concerns from any employee, staff would have those conversations and most likely then put students in other classrooms. Trustee Baker said he did not want to set up a parallel system where those families who choose to stay in distance learning would not be getting the opportunity for some interaction with a learning professional during those hours.

Vice President Richardson referenced the survey results, saying that distance learning is a predominant choice. Parents who are open to returning to school will be there. But she is looking at classes that would not be filled or participating, which would create a surplus of teachers not needed because not many students will be coming in.

Trustee Murray, asked, for the incentive, if the Governor required a certain number of students be present throughout District. Mr. Irish said about 45% of elementary families would opt in to the afternoon optional p.m. instructional block, at the middle school level 32% would opt in, and at the high school level about 30% would opt in. There is no requirement it has to be a certain percentage or a certain number of students there. All of them right now are under the 50% capacity limit

throughout the grade spans. Dr. Moore added that part of the criteria is ensuring that the District offers it to all within those grade spans so that they have an opportunity to come for in person support.

Student Trustee Rangel-Cruz asked if this were to go through, since time would be cut out of the classes and flex time would also be cut, how students that cannot go in person would be helped. With the classes being shorter, they would not have enough time to interact with their teachers and more flex time would not give them the opportunity to ask questions if they cannot go to in person. Assistant Superintendent Irish reiterated that there is no perfect solution. Assigning or increasing asynchronous time is not a great option but it is right to say that would be part of the struggle for some students if the schedule goes through. It is one of those things they are trying to balance for all and it is really difficult. Dr. Moore added that she received feedback from some of her colleagues that had some great ideas. One suggestion was to not shave off the 67 minutes for the instructional periods and then have students come in later in the afternoon for the instructional block, meaning until 4:30 or 5:00. She did not think this was feasible, but that way the students would still have some of that time built in to get help. She was not sure if colleagues or students involved in activities would be willing to stay, but this option can be explored.

Trustee Baker asked if there are after school cohorts and there is a close contact, as what happened with numerous closures of the Children's Center, if there are numbers on how many times those after school programs have closed in the last few months. Dr. Spaulding, speaking as the contract tracer for the District, said the Children's Center has been closed three times this year. He said the Boys and Girls Club and others that have closed because of close contact or a positive case needed to have those students self-quarantine, so there could very well be an impact.

President Lujan asked about Zoom-in-a-Room and why that solution is not feasible for the District at this point in time. Director Joe Siam said the challenge right now is that it is a massive project which requires a massive amount of work. Two out of the three components are currently underway and there are critical components on the agenda tonight. The wireless upgrade portion is a challenge to address the distance learning situation. The District has purchased a tremendous number of mobile devices which will be coming back along with students and staff. The current network infrastructure, including the structured cabling inside the wall that runs in between the buildings, is being replaced. The existing network does not have sufficient capacity, so the software staff is asking for is now for Zoom and online meetings which require a lot of bandwidth to support.

President Lujan asked for clarification on how much the District loses for every instructional day past April that the District is not open. Assistant Superintendent O said the Expanded Learning Opportunity Grant is \$5.3M for this grant. If SSFUSD does not open by May 15, the entire amount will be forfeited. That is the penalty that which the State is putting on the District.

Trustee Murray asked about teachers who choose distance learning and other teachers who would be in person. Dr. Spaulding said right now all teachers would come back in the afternoon to do in person instruction if students are coming back. He also said the parents want to send the student and match them up with their teachers, but it is too difficult to reschedule everybody so that is the direction the District is looking at.

President Lujan asked while reopening plans are considered, whether it is possible to create travel provisions for families who have traveled if they agree to quarantine before returning. Dr. Moore said that is something they can follow up with and see whether or not they have the jurisdiction to do that. She believes other districts have the parents sign something to just indicate that and it is certainly something the District can explore.

President Lujan said she was also curious about children who participate in learning hubs, out of school care. The CDE guidance, California Department of Health Guidance, County Guidance, and the guidance for licensed childcare providers, all are landing in slightly different places and she questioned students' opportunity to cross cohorts. Dr. Moore said it depends on which hub or expanded care learning program the student was in. Under the City's restrictions, their students are not able to be in the program and then go to another. However, some students in a District learning hub would be able to do that because the current guidance is designed in such a way that as long as the Four Pillars are being followed, they will be okay.

Student Trustee Rangel-Cruz asked why there is still a consideration for in person, if the majority of people have opted for strictly online. Dr. Moore said it is being brought back due to communications and requests from some community members that would like to have students back in person. Also, different students thrive in different ways and some families are saying their child would do better at having an opportunity to get some in person support. The instructional model looks at how to allow distance learning to continue while trying to meet the needs of families who want their students to start getting acclimated and be back on campus for in person support.

Vice President Richardson said she would like to give parents the

opportunity to bring their children in for this vital time in their education. It is nice to see that there is an option and the other students are not pressured into coming in.

Trustee Baker noted there are several comments and neither option is good. Dr. Moore said there is not a perfect plan and some elements are not ideal, but they have clearly heard from the community that they are fine staying in distance learning. However, some staff are saying they are ready to welcome students back. While some families want the District to bring all kids back, she wanted to communicate to the community that a full on 100% return is likely not going to happen in the foreseeable future.

Vice President Richardson asked about other school districts. Dr. Moore said within San Mateo County, no district is having 100% of their students in class full time this year and are all doing a form of hybrid model. She thinks people consider a return to school in the traditionally way. Vice President Richardson said even students in private schools are using Zoom in a Room where a proctor, not a teacher, is in the room.

ASB Vice President Dayao asked if teachers would be forced to go back to teaching in person or whether would they also have the option of remaining online like the students. Dr. Spaulding said that due to bargaining, he could not go into details.

Student Trustee Rangel-Cruz asked about plans for maintaining student's mental health and helping them at this time. There are not enough wellness counselors and many students do not feel their needs are being met. Superintendent Moore said they need to explore, as students come back and classrooms open up, what students need and then connect them to the resources so they are not experiencing anxiety as some teachers are saying. This an important aspect for staff to take into consideration and be prepared to implement.

Trustee Murray asked if the District could open up elementary schools and one other middle or high school grade in the hybrid model, likely 12th grade, so the kids could see their friends before the end of the school year and if the District would still be qualified for the incentive. Dr. Moore agreed it is possible. It was confirmed that the District would qualify under the incentive grant.

Trustee Baker said the compromise allows those parents with elementary students to keep the same teachers regardless of distance learning, which is important. He recommends concentrating on a few grades at a time to allow staff to work out kinks in the program and ensure it gets safer over time. The cut in instructional minutes for the middle and high schoolers under this revised plan is a huge flag for

him. There will certainly be a few cohorts that shut down because of contacts. A standard return would be safer, would help students academically, and would seem to fit the results of the parent survey. He noted that the vaccine is not available to all educators who want it yet. Plus, immunity does not become effective until a couple weeks after the second dose. If kids are coming back, it is likely they will come into contact with unvaccinated staff who do not have immunity. Also, some families travel during the break. Trustee Baker said he would like the Board to consider a staggered return, as per the original plan and possible bonus pay for teachers, health techs, etc.

Vice President Richardson noted that many parents want their elementary children back in school. Given the numbers on the survey, she suggested starting kids back in elementary school. It would also be great for seniors to be back in school to see their friends before the of the school year. Last year, the 12th graders missed out on every single milestone that seniors had.

Trustee Murray inquired about the opening of the AP and CAASPP testing period. Mr. Irish said the CAASPP testing has already been observed for the District. Most schools will start to test for CAASPP about a week and a half after Spring Break. For the AP test, the District picked the second test administration during the 3rd and 4th week of May. All AP tests are remote exempt for world language which need to be in person.

President Lujan said that listening to public comments, reading the comments, and seeing similar trends to what her colleagues have noted, it seems appropriate to look at potentially a staggered return, and prioritizing elementary. She is concerned about the reduced instructional time at middle schools and high schools. In looking at the survey responses, she wonders if families picked distance learning the way they did because of the models that were presented. She wondered about having a travel provision in place, at least for the elementary sites. Dr. Moore asked how the Board wants to implement a staggered approach - at the elementary level or a staggered approach between elementary, middle and high. If the approach is staggered, the District would forego the funding.

Trustee Murray asked about starting later as happened two weeks after New Year's Day due to people traveling to see family. Since families will travel during Spring Break, she suggested a return date closer to April 20 even though the funds would be less. Dr. Spaulding noted that April 19 is a Monday.

President Lujan said County Superintendent Magee provided a helpful perspective that it is important to be strategic and navigate more

feedback than ever for districts which it is not landing in consistent, predictable ways, and it is important to move forward in a way that is measured. President Lujan said it is not pleasant to lose funding, but at the same time, funding alone cannot drive the Board's decision. Waiting until April 19 gives staff time to come back and for the reopening committees to engage in those conversations in a timely manner. The Board also needs to consider their return to in person meetings. If staff is asked to come back in person, that expectation should be the same for the Trustees. Vice President Richardson noted that Governor Newsom has not lifted the restrictions yet on big crowds gathering. President Lujan said if there are health concerns, the trustees would need to participate in a reasonable accommodation process as they cannot have every member of the public join them.

Dr. Moore confirmed the primary focus is going to be on elementary students returning April 19. They will continue the conversation on scheduling at the middle and high school levels and bring back another proposal before the Board about returning in person. Mr. Irish asked the Board if they want Cabinet to bring back and various schedules for middle and high schools. He wanted to make sure the Board is aware they will need to survey the middle and high school families again with the other model. He said cabinet is working on other priorities and is worried about the timeline which forces Dr. Spaulding to have negotiations with elementary and CTA verses secondary.

ACTION

1. ADMINISTRATION

a. Approval of the District School Reopening Options

MOTION #129 (Richardson/Murray) to approve the District's proposed schedule with a start date for TK-5 elementary families to return on April 19 and a hold on all middle schools and high schools for now. (AYES: Student Trustee Rangel-Cruz, Baker, Lujan, Murray, Richardson; NOES: None). Motion Carried (Unanimous)

2. BUSINESS SERVICES

a. Approval of the Second Interim Financial Report and Positive Certification of Financial Condition

MOTION #130 (Murray/Richardson) to approve the Second Interim Financial Report and positive certification of financial condition for fiscal Year 2020-21, declaring that the School District will be able to meet its financial obligations for the current year and subsequent two

fiscal years. (AYES: Student Trustee Rangel-Cruz, Baker, Lujan, Murray, Richardson; NOES: None). Motion Carried (Unanimous)

Due to the lengthy discussion on school reopening, the remaining items below were not considered by the Board and were included in the March 18 agenda.

REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS *(subject to change)*

March 17, 2021 – Special Meeting

- First round of interviews to fill Board vacancy

March 18, 2021 – Special Meeting

- Second round of interviews to fill Board vacancy
- Discussion of the District School Reopening Incentive Grant Options
- 1st reading of District's New and Updated Board Policies
- LCAP update
- 2nd Reading of District's updated Board Policy
- Approval of 2021-22, 2022-23, and 2023-24 school year calendars
- Approval of recommended dates for 2021-22 LCAP and budget hearings and adoptions
- Approval of award of contract for wireless access points system
- Approval of contract for mobile UV room sanitizer systems
- Approval of contract for ECHS football field network connectivity

March 22, 2021 – Special Meeting/Study Session

- Equity Network session #3

March 25, 2021

- Teaching and learning presentation - Los Cerritos ES
- Update on SSFHS mascot
- Resolution for Child Abuse Prevention Awareness Month
- Resolution for Earth Day
- Resolution for Autism Awareness Month
- Approval of LCFF supplemental funded positions
- Adoption of CSEA agreement & approval of Public Disclosure - AB 1200

April 15, 2021

- Teaching and learning presentation- Sunshine Gardens ES
- Williams report for 1st quarter ending 3/31/21
- Approval of declaration of need for fully qualified educators, 2021-22
- Resolutions for retirees

April 26, 2021 – Special Meeting/Study Session

- Equity Network session #4

April 29, 2021

- Teaching and learning presentation - Monte Verde ES
- Presentation on Performance Management - Information Technology
- Approval of SPSAs
- Discussion on changing name of Junipero Serra ES (report on logistics, costs, etc.)
- Resolution honoring Asian Pacific American Heritage Month
- Resolution for Day of the Teacher (5/13)
- Resolution for Classified School Employee Week (5/17-5/23)
- Resolutions for retirees

May 13, 2021

- Recognition for outgoing Student Trustee Rangel-Cruz
- Teaching and learning presentation - Westborough MS
- Approval of the Board meeting calendar for the 2021-22 school year
- Approval of Graduates – Baden HS, ECHS, SSFHS, and Adult Ed.
- Approval of designated representatives to CIF

SUMMARY OF BOARD DIRECTIVES

1. Cabinet to plan on a reopening date of April 19 for TK- 5.
2. Bring back a discussion for middle and high school reopening at a later date.
3. Bring back a discussion on in person Board meetings at a later date.

GOOD AND WELFARE - None

ADJOURNMENT – 11:13 p.m. in memory of the more than 525K deaths from COVID-19 in America during the last year.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting of March 17, 2021

This meeting was conducted pursuant to the provisions of the Governor's Executive Order N-35-20 issued on March 21, 2020 allowing for deviation of teleconference rules required by the Brown Act and pursuant to the order of the Health Officer of San Mateo County dated March 16, 2020 as this meeting is necessary so that the South San Francisco Unified School District can conduct necessary business and is permitted under the order as an essential governmental function.

OPEN SESSION

A. CALL TO ORDER - 6:03 p.m.

B. ROLL CALL

Board Members:	Mr. John Baker - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Jessica Rangel-Cruz, Student Board Member - Present
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Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present Mr. Ted O, Assistant Superintendent, Business Services - Present Dr. Jay Spaulding, Assistant Superintendent, Human Resources and Student Services – Present
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C. PLEDGE OF ALLEGIANCE was led by Trustee Patricia Murray.

D. COMMUNICATIONS

Public comments were submitted in advance of the meeting, were read by all Board members and posted on the District's website before the meeting.

The following were live comments:

Aristel de la Cruz said the Board needs a Trustee who can use educational data and is informed on new practices. Other districts listen to transformative

processes that are data informed. The Board should take informed decisions and considers students, mental health, and restorative justice in school.

Russell Lee, an ECHS alumnus, said the candidate needs to build on the prior work of last year and break down the white supremacist barriers that have led to disparity. Students need quality Wi-Fi, which varies by area. The Board needs to do their part for racial and social equity and should involve students in the decision-making process.

Alicia Santamaria, a parent, thanked the Board for their service and supports Ms. Nasrah's candidacy based on her dedication, inclusivity, and compassion for service.

Laura Walsh spoke in support of Ms. Nasrah. She worked with her on the PTA and described her as courteous, a community member, and is highly regarded by parents and students. She is also a great fundraiser and great asset.

Samantha Avila, a SSFHS student, noted that Oakland allows youth 16+ to vote on Board elections and SSFUSD should allow student input on questions for someone who will represent them. She said the District does not have a democratic process. Ms. Powers has shown up for the District, has an equity lens, experience in race and equity, and it makes sense to select her.

Andrea Sims said it is important for student voices to ask questions of those who will represent them. Ms. Powers was on the Task Force Committee and relates to youth.

Marcella Rivera said students have been pushing for change and should have been allowed to ask questions of candidates. The candidates' biographies show Ms. Powers is data-driven and is younger with a fresh perspective, which would be useful for the Board.

Cesar Rodriguez, an SSFHS alumna, said the Board should select someone with cutting edge ideas, with a recent higher education, and an advocate of data-driven decision. He supports Ms. Powers based on her work on the Task Force Committee and private sector experience.

INFORMATION/DISCUSSION

a. Explanation of the interview process

Superintendent Shawnterra Moore reviewed the process whereby the Trustees interviewed the four qualified candidates to fill the vacancy on the Board.

On January 28, 2021, Trustee Eddie Flores was appointed to the South San Francisco City Council. Mr. Flores resigned from the South San Francisco School District Board of Trustees effective that date.

Education Code §5091 provides that when a vacancy occurs on a governing

board or a resignation is filed with the County Superintendent of Schools, the Board has two options available to fill it within sixty (60) days.

At the Special Board meeting on February 11, 2021, per Education Code §5091, the Board of Trustees voted to make a provisional appointment to fill the Board vacancy. The person appointed will have all of the powers or duties of a governing board member upon appointment and will hold office only until the next regularly scheduled election for the position they are replacing (November 2022).

Qualified candidates completed applications to be considered for the provisional appointment. The deadline for these applications was March 11, 2021.

The four remaining Trustees (President Daina Lujan, Vice President Mina Richardson, Trustee John Baker, and Trustee Patricia Murray) will conduct interviews, in open session, at this Special Board meeting. If needed, a second round of interviews for the top two candidates will take place during the March 18, 2021 Special Board meeting.

At the March 25, 2021 Regular Board meeting, the Trustees may or may not announce the appointed candidate who would replace Trustee Flores. If a selection is made, the appointee would be sworn in to office and begin serving on the Board of Trustees immediately.

b. Interviews of candidates for provisional appointments to Board

The four candidates interviewed were: Scott Grindy, Chialin Hsieh, Reem Nasrah, and Kayla Powers.

The following questions were posed to each candidate, by the Board members:

1. As a trustee, what do you see as your primary purpose or primary role? How would you fulfill that role, both as an individual and as a member of the governing board?
2. Please summarize the strengths you would bring as member of the board.
3. Identify a recent board decision that you felt strongly about, and describe how you would balance community concerns, student needs, state and federal law, staff considerations, and your personal value and beliefs to determine how to vote on the issue.
4. What does equity mean? What does a commitment to equity mean to you?
5. In your opinion what are the areas of improvement for the Board and how will your addition to the team address such concerns?

President Lujan stated that the Board would not take action tonight to appoint a Trustee.

Trustee Baker said all the candidates were well-prepared and provided thoughtful answers.

The Trustees ranked their top two candidates as follows:

- Murray - Nasrah, Hsieh
- Baker - Powers, Nasrah
- Richardson - Hsieh, Nasrah
- Lujan - Hsieh, Powers

Ms. Nasrah received 3 votes, Dr. Hsieh 3 votes, and Ms. Powers 2 votes.

Trustee Baker said he is looking for what they do not have on the Board. Ms. Powers works with a focus on equity and lives in the downtown area of SSF, which is not represented by a Board member.

Trustee Murray stated that many public comments were in favor of Ms. Nasrah.

Trustee Baker asked if the three candidates could be invited for the second round of interviews. President Lujan noted that is a change in their current process of only asking the top two back. Superintendent Moore said, per legal counsel, the Board could modify the process at this meeting and invite three candidates to return tomorrow. The Trustees agree to move all three candidates to the second round of interviews.

ADJOURNMENT – 8:16 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting of March 18, 2021

This meeting was conducted pursuant to the provisions of the Governor's Executive Order N-35-20 issued on March 21, 2020 allowing for deviation of teleconference rules required by the Brown Act and pursuant to the order of the Health Officer of San Mateo County dated March 16, 2020 as this meeting is necessary so that the South San Francisco Unified School District can conduct necessary business and is permitted under the order as an essential governmental function.

As SSFUSD is an inclusive school district a Spanish language translation of the Board meeting was also available to the Spanish speaking community.

This meeting included closed captions which required the Board to provide a break, for the stenographer's benefit, after approximately 1.5 hours.

OPEN SESSION

A. CALL TO ORDER - 6:01 p.m.

B. ROLL CALL

Board Members:	Mr. John Baker - Present Ms. Daina Lujan - Absent Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Jessica Rangel-Cruz, Student Board Member - Present
Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present Mr. Ted O, Assistant Superintendent, Business Services - Present Dr. Jay Spaulding, Assistant Superintendent, Human Resources and Student Services – Present

Due to President Daina Lujan's absence, Vice President Mina Richardson conducted this Board meeting.

C. PLEDGE OF ALLEGIANCE was led by Assistant Superintendent Keith Irish.

D. REVIEW OF AGENDA - No changes.

E. PTA COUNCIL REMARKS - None

F. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators - None

South San Francisco Classroom Teachers Association - President Danny said CTA is negotiating with administration for a safe return to class. He noted that the number of COVID cases are dropping and San Mateo County is in the orange tier at last. The number of incidents of violence against Asian America is increasing and must be condemned by all. The growing economic gap is also increasing the disparities. He said equity is a goal and as the Board is selecting a candidate, they need to keep that in mind.

California School Employees Association Chapter 197 - None

G. PERSONNEL COMMISSION - Assistant Superintendent Jay Spaulding reported that the last meeting was held virtually on March 15. During that meeting, they ratified four position announcements and four eligibility lists. The next Commission meeting will take place on April 19, 2021.

H. ITEMS FROM BOARD

Vice President Richardson reported that San Mateo County Manager Callagy said yesterday the entire County is in the orange tier and minimal restrictions apply.

I. SUPERINTENDENT'S REPORT

a. Paper tutoring service - Superintendent Shawnterra Moore said the District has a partnership with this virtual tutoring company that has tutors available 24 hours a day seven days a week to support students in various subject areas. Distance learning has been difficult and in addition to the support received from teachers, she wanted to make sure the community knows that this resource is also available.

- **ASB Reports**

- Jessica Rangel-Cruz, ASB President, shared the following events: finals week kicked off this week; on Monday they had an assembly with guest speaker, Gabriel Salazar; ASB has been holding Week on the Screen during lunch; on Tuesday a song guessing game took place; on Wednesday, students watched Wandavision and had a Jeopardy game with many students participating and having a lot of fun; this is Election week, today the voting ended and tomorrow the winners will be announced; the ASB Counselor Connect Task Force will be holding a self-care event where students will be meditating and guest artists

lead students in an art activity; next week is Multicultural week where students will be able to participate in celebrating and learning about different, beautiful cultures from around the world.

- Abigail Verino, ASB President, El Camino High School – no report.

J. COMMUNICATIONS

Public comments were submitted in advance of the meeting, were read by all Board members and posted on the District's website before the meeting.

The following were live comments:

Lien Uy, a District parent, spoke about the appointment of a new Board member. She is glad to see that women of color applied, which is comforting as a woman of color herself. Both Dr. Hsieh and Ms. Powers spoke very well in terms of their willingness to collaborate, hear all the different voices and take them into account in making their decisions with a real focus on teamwork. Her choice for Trustee is Dr. Hsieh because she differentiated equity versus equality in mentioning that certain groups of students may need more resources. It is very important to have someone who represents the Asian American community, which is close to 40% of the District's student body.

Catrina Ellis said it is an atrocity that the Board was limiting speakers to 20 minutes since they are supposed to be hearing from everyone. She agreed with a Trustee's prior statement that there is no perfect plan. There is no really good answer to the question of how returning can be equitable. She said the real reason for considering going back is because the District would like to have a "soft reopening". But that does not make sense if they are going to restrict all students by limiting their minutes. Only ten ECHS teachers and very few students said they wanted to return. She would like the District to hold off having secondary school students return until the 2021-22 school year and listen to elementary school teachers who need to have control over who is in their cohorts because they have done a lot of work to make that work this year.

Katie DeLeuw, a parent, said the Board should wait on appointing a Trustee until President Lujan returns. She supports Ms. Powers, who will commit to equity and keep the Board accountable to the resolution they passed last year. She is serving on the City's Commission on Racial and Social Equity and will bring her unique expertise and vast skillset to the District.

David Pena, a student, said he was representing the students as the Board plans to make a decision that will affect their lives. Based on his own experience, he had to complete the survey for his family because they are not familiar with modern technology or the English language. He asked what measures the Board has taken that will guarantee student's safety and that of their families. He also asked how this will be communicated in an alternative language so parents and students can

make an informed decision. The Board needs to consider these questions, as ones that will impact the EL students.

Olivia Pogorelskin, a Buri Buri ES teacher, spoke about the reopening plan and urged the Board to offer a virtual option for families who are unable to make a half day afternoon schedule work for a variety of reasons. Many of her students were unable to make this schedule work when they were invited to come to campus to join a learning hub. She is concerned about her students and how they will receive even less instructional time with the elimination of afternoon flex time and possible office hours. 45% of elementary families shared that they were comfortable with in person instruction and worried that the plan is not as equitable as it could be. A solution is to match families who prefer distance learning for their students with educators in a virtual setting to continue to meet the needs of all District students and their unique needs at this time.

Brenda Widrin recommended Ms. Powers be appointed to the Board. She is intelligent, kind, professional, knowledgeable on several levels, and always does a great job with her research and processes. She also has great ways to collaborate and find common ground. These qualities will improve the community. Her dedication and enthusiasm are inspiring and she would be a fantastic addition to the Board with fresh perspectives and ideas.

Javi E., a Sunshine Gardens community member and partner of a District teacher, urged the Board to appoint Ms. Powers or Dr. Hsieh as an alternate choice. At the last Board meeting, Cabinet was told to bring back a reworked plan for middle and high school, but they did not do that. She urged the Board to hold Cabinet accountable in creating a safe environment for students and teachers. The main thing that needs to be addressed is ventilation in all classrooms. Until the District does that, it is not safe to come back.

Anna Wickes, a teacher and member of the SSFHS Action Committee, spoke as an educator who feels the mission is to ensure that teacher and student input is recognized and valued in the decision making process, as the plan to return to in person learning is being discussed. Teachers, students, parents, and community members voiced their concerns with the proposed schedule at the last Board meeting and since no changes have been made to the schedule, she urged the Trustees to consider other scheduling options before ratifying the current version. The committee is asking that whoever is making this decision be transparent about their process and addresses the equity, social, and emotional concerns that the current version does not or sign off on one which the committee has created that deals with these issues.

Ethan Mizzi said Dr. Hsieh and Ms. Powers are the strongest candidates.

Liliana Rivera said the Board should wait on both the reopening and the appointment. For reopening, the Board should be listening to the teachers who say they are not ready to return to school. The survey was not distributed in a way that made it easy for people since it was not translated. The responses are from a

group that is not representative of the District as a whole. Regarding the Trustee appointment, because students were not able to ask questions that took away from the process. At the end of the day, the Board is supposed to be representing the students' best interests and the majority of kids in school cannot vote. They are the ones that have to live with the decisions of the Board. She thinks Ms. Powers and Dr. Hsieh seem to be very qualified candidates for the vacancy.

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. Interview of Candidates for Provisional Appointment to the Board

Superintendent Moore said that four candidates for the open seat on the Board were interviewed yesterday, at the March 17, 2021 Board meeting. At that meeting, the Board modified the process and determined the top three candidates (Ms. Reem Nasrah, Dr. Chailin Hsieh, and Ms. Kayla Powers) would move on to the second round of interviews at this meeting.

An action item where the Board will vote to appoint the candidate is scheduled to take place on March 25, along with a public hearing that will give the community an opportunity to weigh in on the candidates. Once a selection is made, the appointee will be sworn in to office and begin serving on the Board of Trustees immediately.

The following questions were posed to each candidate, by the Board members:

1. What do you see as opportunities and challenges in our District?
2. What do you think is the most important aspect of a Board Member's responsibility and how does that responsibility effect staff, community and children?
3. There is a lot of information Board Members receive on a regular basis. If selected, how do you plan to attend to your daily personal/family responsibilities and continue to be knowledgeable with School District information and issues?
4. What information would you need in order to make an effective Board decision? If you didn't receive the information you needed to make an effective decision, how would you go about getting that information?

Trustee John Baker said a decision would be considered next week with all four Trustees, rather than three. The extra questions tonight gave him at least a little more in depth view of each candidate.

Vice President Richardson asked Student Trustee Rangel-Cruz her

opinion of the candidates. She said Dr. Hsieh and Ms. Powers gave great responses. Vice President Richardson noted that they were well qualified.

b. Discussion of the District School Reopening Incentive Grant Options

Staff provided information as it relates to reopening of school with incentive grant considerations. Dr. Moore said the Board asked to bring this item back for further review and discussion and to seek greater clarity on what the direction is because it has implications to the work to be done for the Teaching and Learning Task Force. She said staff is seeking greater clarity regarding AB86, the incentive grants, and whether or not the Board is interested in having them continue to pursue it or not. The Board did provide direction to continue exploring reopening options for middle school. They will convene the committee next week.

Superintendent Moore said there is a \$6.6B proposition to be divided and shared with school districts. \$2B will assist in returning students to in person instruction by April 1 and then \$4.6B will be allotted for expanded learning opportunities. If the District moves forward, the first half apportionment of funds would be coming in around May 15 and the second apportionment around August 15. The funds would need to be spent by August 31, 2022.

AB 86 In person instruction grant

- \$2B to be allocated based on each LEA's proportional share of LCFF
 - SSFUSD's estimated allocation: \$2,498,239
 - Penalty of 1% for each instructional day after April 1
 - Forfeiture of funds if not open by May 15
- Eligible use of funds includes any purpose relating to in person instruction
 - PPE/EPE, safety upgrades, etc.
 - Certificated and classified salaries (i.e. increased staffing) for employees offering in person instruction or services
 - Mental Health support services

Reopening Requirements

- Deep Purple Tier (Adjusted Case Rate: >25)
 - Must provide in person instruction to cohorts of prioritized pupil groups
- Purple (Adjusted Case Rate: 7-25)
 - Must provide in person instruction to TK-2 and prioritized pupil groups Deep Purple Tier (Adjusted Case Rate: >25)
- Red/Orange/Yellow (Adjusted Case Rate: <7)

- Must provide in person instruction to TK- 5 (6), prioritized pupils, one full grade level at the middle or high school level
- In person includes a Hybrid model
- Families who want to stay in Distance Learning can

Expanded Learning Opportunities

- \$4.6 billion to be allocated based on each LEA's proportional share of LCFF and \$1,000 per homeless student
 - SSFUSD's estimated allocation: \$5,295,465
 - 85% must be used for in person instruction
 - 10% must be used for paraprofessionals
- Eligible use of funds includes any purpose relating to addressing learning loss
 - Extended School Year (Summer School, Intersession)
 - Extended School Day
 - Specific programs to address social-emotional learning
 - Professional Learning for Staff
 - Access to school meals
- Plan must be adopted by the Board by June 1, 2021

Requirements

Superintendent Moore reviewed the requirements to offer in person instruction as a condition of receiving the grant, based on the color tiers in the Blueprint for a Safer Economy.

The District has to offer TK-12 specialized cohorts. This means foster youth, homeless students, students at risk of neglect or abuse, English Learners, students who may not be as engaged in distance learning, students with disabilities, and students without access to technology in distance learning. This includes at least one middle or high school grade level.

The funding for the combined grants would be \$7.8B for SSFUSD. Dr. Moore said there is real fear and real concerns and the District wants to do what is best for the community. The State tried to incentivize school districts reopening. Staff brought this back to the Board to discuss and provide direction on whether to go after the funding, particularly because the funds could be used to support reopening efforts for students, staff, and instructional services, in particular.

Trustee Patricia Murray asked if the District could apply for the second grant independent of the first grant. Mr. Irish confirmed that the expanding learning opportunities is totally separate. Educational Services will work with the community and bring the plan to the Board for approval in June.

Trustee Murray said, in December, the Board gave direction that once the County was in the orange tier, then students would come back in

two weeks in a staggered way. Getting to the orange tier is what has changed between last week and this week. Dr. Moore clarified that this is a little different in that the cohort model is separate from the in person learning model that was identified. But the Board did indicate, as soon as the District is in the orange tier, then two weeks later to start bringing students back.

Trustee Baker noted that the timing almost fits perfectly except for the fact that Spring Break is in the middle. He wants to have a plan that does not cut minutes to the extent seen last time, a plan where everyone can feel safe enough to come back, and one that the students would approve. If the District is getting to the point where it takes three weeks to get a plan, it is going to take a couple of weeks to put all the pieces in place, and it will be the beginning of May. If the District cannot come up with a plan by May 2, it might not be worth it. But if the teachers can work out a plan and it comes back with staff; he is willing to look at it.

Dr. Moore said staff is not only trying to plan for this, but also trying to plan for summer, and have the foresight to start planning for the fall. With negotiations, as well as developing a plan, it is a real possibility that might not be until May. She said it would be helpful to know how staff should be spending their time.

Dr. Spaulding said this meeting is for trying to get clarity. Money is always important in a public school setting, but then after that, providing direction what secondary might look like, Educational Services can work with their team to provide direction to HR for bargaining. He said they are close to reaching a bargaining agreement, but it is more elementary right now.

Trustee Baker asked for confirmation that the action on elementary schools is still what the District is doing. Mr. Irish said that if the direction from the Board this evening is to go back and have the Teaching and Learning Task Force look at secondary schedules, they have already received some schedules from the secondary school sites. Staff needs to know what the schedule is because they might have to go back out at the secondary level and inform parents exactly what the schedule is so they can make informed decisions. At the secondary level, it will take site leaders and Educational Services a few weeks to create the survey or, depending on what the schedule is. Some feedback from parents was to do another informational session so they could really understand what the schedule is. He said if they get a new schedule, the tentative date to return would be May 3 and the high schools are doing AP testing at that point. He is trying to prioritize because they also have the expanding learning grant, and he does not want to miss that opportunity to get that \$4.6M.

Dr. Moore said staff just wants to provide a clear picture. They want to do what is right for the District and students but want the Board to see all the different aspects that are going into it. They will do whatever is the the pleasure of the Board.

Vice President Richardson said she does not like the idea of having students return on April 19 because of community members traveling during Spring Break. She believes they would be on the honor system and self-quarantine. Another plan would take additional time which she is trying to avoid. She wants to see some movement that kids are back in school because they need to be.

Trustee Murray asked about taking away two hours from kids that are staying in distance learning and who cannot attend the in person classes. Dr. Moore confirmed that everyone gets their classes, but they have been condensed by 14 minutes so that everyone does distance learning in the morning, and then the afternoon is set aside for those who are interested in and able to do the in person hybrid. Mr. Irish confirmed that in the approved schedule at the elementary level, there is elimination of office hours and flex time to offer the optional in person instructional block. Some of the concerns from staff, parents, and Board members are whether there is a way for the District to possibly provide that service virtually still.

Trustee Murray, at the last meeting, recommended having the seniors go back, and parents have told her they would appreciate that even if it is only for six weeks. Dr. Moore said if the Board were to choose that grade level, they would have to identify a date to bring staff back, a start date, and work on the plan. She stated that it is not just the one grade level, but the one grade level plus specialized cohorts of students.

The Board recessed at 7:25 p.m. for a break and reconvened at 7:35 p.m.

Trustee Baker said a teacher pointed out there needs to be a way of getting some help during the asynchronous afternoon time for those students who choose to remain in distance learning. Otherwise, it sets up a potential inequity for those who can get what amounts to one on one time and those who cannot. He recommended figuring out a way to accommodate those students, with perhaps a teacher who is choosing not to go back, or hiring a temporary tutor, being able to go in the classroom at that time or by some other means providing online homework help or something. They want to be able to accommodate as many students who need help. Trustee Baker said he understands the time crunch between the testing, planning, etc. His priority would be to prepare for summer school and fall reopening plans. He does not want planning for a spring return for the secondaries coming in the

way of that. While he would like to see a plan to get secondary students back, he does not want to sacrifice the academic integrity, especially since the previous plan cut down the instructional minutes.

Student Trustee Rangel-Cruz asked about electives with bringing one class back, because there are different grades in electives so it is not just 11th graders in one elective class, it is a mix between 9th to 12th graders. Dr. Moore said if the District moves forward, it would be TK-12, all specialized cohorts, which means everybody interested would be coming back. Students would follow their schedule at the secondary level, based on the current plan that they are going to be re-evaluating. Mr. Irish confirmed that the District would need to create a schedule for all students at the secondary level because, especially in high school, there are mixed grades. In order to do that, the entire schedule needs to change to accommodate the specialized cohorts. So, you would have EL, SpEd, foster youth, homeless, and 12th graders that chose in person to be there. But, 9th - 11th graders, not in a specialized cohort would not be able to come in in person. He thinks it is going to be a struggle to come up with a secondary schedule that is going to meet the needs of every student in one week. Staff does not want any student to have a different teacher right now with four weeks or five weeks to go. He also noted that they are hearing to not minimize instructional minutes, which gives them very limited options on what they can do in the schedule.

Trustee Baker said it would have been better if the schedule began at the beginning of this week, when the new semester started. But he does not think middle and high school students should return this semester. It is just too complicated to plan otherwise.

Trustee Murray agreed with Trustee Baker and asked about the flex time for elementary school. Dr. Spaulding requested direction from the Board on this because parents have said they will send their kids back if they keep the same teacher. He asked if it is a different teacher of record, who may not even be at the same school in the same grade level, if that would be okay. Then he could work with CTA and bargain on the impact, because the District does not have the IT infrastructure to provide in person instruction as well as Zoom in a Room instruction. Half of the students would be in class in the afternoon and half the kids would be on the computer. It just would not be the same.

Trustee Baker said if they take the time that they were going to use for an in person return this semester, maybe they could get something additional for the English Learners, SpEd, homeless, and foster students. At this point with vaccinations, they may have more volunteers to staff the learning hubs. Although it would cost the District \$2M in grants, he asked what the cost would be to avoid academic

disruption. He suggested redirecting efforts to make the priority a safe summer school and fall semester. Dr. Moore said her recommendation is to at least focus on supports for students in vulnerable populations. She has agonized over this for kids who need something different. She said it is absolutely crucial to think of other ways to return those who want to be on campus. It might be a learning hub, but the District needs to be able to provide some support both academically and mentally. Dr. Moore shared that this is what keeps her awake at night and acknowledged that she is hearing from parents where kids are struggling, which is of grave concern to her. Staff will work as a team to figure out how to expand learning hubs and offer something for kids who really need in person support for mental health and academics.

Trustee Baker shared that he is a parent of a child in the SpEd program who is at home and does not get the support he normally would have. He has to think about the overall health of the District and success of its students and cannot do that with the options they have.

Dr. Moore said she appreciated the clarity and knows they are going to be focused on moving forward and have time to work with their colleagues to develop some schedules for the fall, plan for the summer, and communicate timely to the community. Dr. Spaulding asked for confirmation that for secondary, they are not having a start date for bringing secondary, middle and high school back. Dr. Moore stated that they are not doing it at all for this year.

Vice President Richardson said she feels equally bad in not offering something to SpEd kids, and if they need counseling, the District should reach out. Everybody says trust the science and dealing with children and health and they have to do what they are advised. They have to follow what is safe. Most of the people she worries about are not getting the support needed. She said the District is doing everything possible. The Board is trying their best and it will not be perfect, but the District is not that imperfect.

Trustee Murray asked if the learning hub grants can be used at some secondary schools. Dr. Moore confirmed that.

Dr. Spaulding asked for confirmed that the District was still moving forward with elementary students returning on April 19.

Trustee Murray asked about the two-hour flex time. Dr. Spaulding said they have gathered data and spoken with principals today. They are analyzing the data to understand how many parents want to send their TK-5 students back to classrooms and how many students are going to be in each classroom. He asked if there are only a few students in a classroom, after a conversation with CTA, whether they can they move students or would they have students move to another class and then

another teacher would do the distance learning at home in the afternoon working with the other group of students. That is a conversation they are going to have and hopefully have that data next week. Trustee Murray noted that since the two-hour period is mostly enrichment and socialization skills, it might be something that PTA's can engage in. If there are only a few kids in one class, it might be possible to move them to an Arts in Action program or something else.

c. 1st reading of District's New and Updated Board Policies

Staff presented the first reading of the new and updated District's Board Policies as follows:

1. BP 1340 - Community Relations
2. BP 3551(a) - Food Service Operations/Cafeteria Fund
3. BPs 4127(a), 4227, 4327 - Temporary Athletic Team Coaches
4. BP 4312.1(a) - Administrative and Supervisory Personnel
5. BP 6142.93(a) - Science Instruction
6. BP 6146.1 - High School Graduation Requirements

Trustee Baker, as a current member of the Bylaws Committee, reported that these items were actually reviewed by two different iterations of the committee and recommended their approval.

Vice President Richardson commented on BP 6142.93(a) on Science Instruction. She asked that the Board consider changing one word in the second paragraph. It reads "parents/guardians shall be informed of the types of science laboratory activities that will be conducted and encouraged to sign consent forms for their child's participation." She wanted to change "encouraged" to "must" sign consent forms.

Mr. Irish confirmed that parents have choices and rights. Some parents decide to not have their children participate. So that's why the language is "encouraged" and not "must", because it is hard to mandate participation. Just like in the sex education or health curriculum, parents can opt out and that is why they always use the word encourage. They follow up with parents to understand what their concerns are if the District gets a form that says they are declining to participate. He proposed leaving the language the way it is.

Vice President Richardson said accidents happen and parents do not want to subject their kids to some sort of bad experiment or something. But that doesn't take liability away from the District anyway and the school in general. The District cannot say "You allowed your child to be in this program to forgive any kind of accident that could happen." She

asked if parents are encouraged to sign the consent form, what assurance does the District have that all the precautions and protocols are being followed. She asked if the parents do not want their child to participate, are they given a form at the beginning of the course and they all have to sign off on it. Mr. Irish replied that the District is required to give an alternative educational activity. If a parent decides to opt out, for whatever reason, it cannot be held against the student. He said the way the curriculum is set up, safety is always first before students interact with the material, such as an auto engine or cooking equipment. There are safety protocols and teachers need to get safe certification. Vice President Richardson said she would take his word for it and withdrew her request and concern.

These policies will be brought back for a second reading at a future Board meeting.

2. EDUCATIONAL SERVICES

a. LCAP Update

Assistant Superintendent Irish provided an update on the LCAP progress, process, and upcoming stakeholder engagement meetings. The District, along with many other school districts, has started the engagement process. They began with the Special Education Parent Advisory Committee (SEPAC) on February 16. Dr. Groth presented LCAP information for DELAC on March 9. Vice President Richardson participated in that meeting. Currently Business Services and Educational Services is work on the LCAP update. They need to finish the LCAP annual update for 2019-20, which was due last year, and then have to work on this year's, 2021 LCAP. A flyer will be put on Peach Jar for all District families. Virtual LCAP stakeholder engagement meetings will be held on April 1, April 5, and May 5 during which they will get input from the students, families, and community. At the June 10 Board meeting, a public hearing on the entire LCAP will take place and on June 24 it will be approved and then sent to the County office for review. Mr. Irish said they hope to many community members give them input on the proposed LCAP actions and services.

Trustee Baker said the LCAP presentation at the SEPAC meeting was well developed.

ACTION

a. ADMINISTRATION

a. Approval of the District School Reopening Incentive Grant Options

MOTION #131 (Baker/Murray) to approve proceeding with the direction given and to not plan a secondary return at this time. (AYES: Student Trustee Rangel-Cruz, Baker, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. 2nd Reading of District's Updated Board Policy

MOTION #132 (Baker/Murray) to approve the District's and updated Board Policy listed below. (AYES: Student Trustee Rangel-Cruz, Baker, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

1. BP 0410 - Nondiscrimination in District problems and Activities

2. HUMAN RESOURCES

a. Approval of School Year Calendars

Dr. Spaulding said possibly making the Lunar New Year a holiday was previously brought up. The School Calendar Committee has already convened and moved forward with gathering information. However, with the pleasure of the Board, the professional development (PD) day on the 2021-22 school year calendar can be moved. Now the PD day is on January 31 and the actual Lunar New Year is on February 1. The PD day could be moved to Tuesday versus Monday. For the 2022-23 calendar, the PD day is already planned for January 30. The Lunar New Year is Sunday, January 22, 2023, so the PD day could be moved to Monday, January 23. These would be holidays for kids, but not holidays for the adults. The contract does allow holidays for staff. For the 2023-24 school calendar, the Lunar New Year is Saturday, February 10. January 29 is already a PD day. They could move the PD day to Monday, February 12. If the Board approves these calendars, he can work with Educational Services to move the PD days to align with Lunar New Year.

Trustee Baker agreed with the recommendation if they talk to Educational Services and the bargaining units and let them know the ask is for the community. For the second two years, it is not as much of a deal because it is on a weekend both times.

Student Trustee Rangel Cruz said a lot of teachers celebrate Lunar New Year and asked if there is a way to get them something or support them if they will not be having that day off. Dr. Spaulding replied that in their contract, employees can take up to two days off to celebrate holidays. She asked if it is possible to increase the number of days for teachers, because there are a lot of holidays, and since the community is trying to get this one included, it would be amazing for teachers.

Trustee Baker said when they talked about this, Dr. Spaulding said it was already in committee but he would consider adding that on the next calendar cycle as an official holiday. Dr. Spaulding replied that it is something which could be brought up with the committee and also any other religious holidays, because if it is made a holiday for the whole District, it extends the instructional year for students.

MOTION #133 (Baker/Murray) to approve the 2021-22, 2022-23, and 2023-24 school year calendars. (AYES: Student Trustee Rangel-Cruz, Baker, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

3. BUSINESS SERVICES

a. Approval of Dates for 2021-22 LCAP and Budget Hearings and Adoptions

MOTION #134 (Murray/Baker) to approve the recommended dates for the 2021-22 Local Control Accountability Plan (LCAP) and Budget hearings and adoptions. (AYES: Student Trustee Rangel-Cruz, Baker, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. Approval of Award of Contract for the Wireless Access Points Systems

Trustee Baker asked whether the wireless protocol is future-proof. Director Joe Siam replied that the wireless access points specified by the bidder have the capacity to handle much more traffic which will be needed, especially when school resumes in the fall. The District will have the capacity and the increased bandwidth to be able to handle the nearly 10K additional devices that were purchased for all of staff and students.

Vice President Richardson asked if Zoom in a Room would be possible. Mr. Siam said that is what they are preparing for and more.

MOTION #135 (Baker/Murray) to approve award of contract to the lowest bidder, AAA Network Solutions, Inc. for Wireless Access Points System. (AYES: Student Trustee Rangel-Cruz, Baker, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

c. Approval to Purchase Mobile UV Room Sanitizer Systems

MOTION #136 (Baker/Murray) to approve the R-Zero Systems, Inc. proposal, in the amount of \$540,000.00, to purchase mobile UV room

sanitizers systems. "Exempt from Public Contract Code Section 20111, pursuant to 2 CFR Section 200.320(c)(3)." (AYES: Student Trustee Rangel-Cruz, Baker, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

d. Approval of Network Connectivity to ECHS Football Field

Trustee Baker asked if the proposal includes the architecture work as well or whether it has already been done. Director Siam they will be trenching a very short distance across a small parking lot. The rest of the cyber run will be parallel to the fence and will be a direct fiberoptic cable link.

MOTION #137 (Baker/Murray) to approve the AAA Network Solutions, Inc. proposal, in the amount of \$27,728.27, to provide network connectivity to the ECHS football field. (AYES: Student Trustee Rangel-Cruz, Baker, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS *(subject to change)*

March 22, 2021 – Special Meeting/Study Session

- Equity Network session #3

March 25, 2021

- Teaching and learning presentation - Los Cerritos ES
- Update on SSFHS mascot
- Resolution for Child Abuse Prevention Awareness Month
- Resolution for Earth Day
- Resolution for Autism Awareness Month
- Adoption of agreement with CSEA & approval of Public Disclosure - AB 1200
- Approval of 2022-23 and 2023-24 school year calendars

April 15, 2021

- Teaching and learning presentation- Sunshine Gardens ES
- Williams report for 1st quarter ending 3/31/21
- Approval of LCFF supplemental funded positions
- Approval of declaration of need for fully qualified educators, 2021-22
- Resolutions for retirees

April 26, 2021 – Special Meeting/Study Session

- Equity Network session #4

April 29, 2021

- Teaching and learning presentation - Monte Verde ES

- Presentation on Performance Management - Information Technology
- Discussion on changing name of Junipero Serra ES (report on logistics, costs, etc.)
- Approval of SPSAs
- Resolution honoring Asian Pacific American Heritage Month
- Resolution for Day of the Teacher (5/13)
- Resolution for Classified School Employee Week (5/17-5/23)
- Resolutions for retirees

May 13, 2021

- Recognition for outgoing Student Trustee Rangel-Cruz
- Teaching and learning presentation - Westborough MS
- Approval of the Board meeting calendar for the 2021-22 school year
- Approval of Graduates – Baden HS, ECHS, SSFHS, and Adult Ed.
- Approval of designated representatives to CIF (California Interscholastic Federation)

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Trustee Baker thanked the teachers and staff for accommodating the Board on their virtual visits last week. It is always great to see how each school is adapting to this, hopefully soon to be resolved, new normal. Students and teachers were well engaged. He encouraged all three prospective new trustees, if they are able, to attend the Board's equity session next week so that when they are appointed, they will be a little more up to speed. He wished everyone a good weekend.

Trustee Murray said she loves virtual tours during this time. She thanked staff who have been working hard and she appreciates them.

Vice President Richardson wished that President Lujan gets well soon.

ADJOURNMENT – 8:33 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting of March 22, 2021

OPEN SESSION

A. CALL TO ORDER – 6:00 p.m.

B. ROLL CALL

Board Members: Mr. John Baker - Present
 Ms. Daina Lujan – Present
 Mrs. Patricia Murray - Present
 Mrs. Mina Richardson - Present
 Ms. Jessica Rangel-Cruz, Student Board
 Member - Excused

Cabinet Members: Dr. Shawnterra Moore, Superintendent -
 Present
 Mr. Keith Irish, Assistant Superintendent,
 Educational Services and Categorical
 Programs - Excused
 Mr. Ted O, Assistant Superintendent,
 Business Services - Excused
 Dr. Jay Spaulding, Assistant Superintendent,
 Human Resources and Student Services -
 Excused

C. PLEDGE OF ALLEGIANCE

D. COMMUNICATIONS - None

Public comments were submitted in advance of the meeting, were read by all Board members and posted on the District's website before the meeting.

There were no live comments during the meeting.

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. Equity Network 2.0

The Board of Trustees and Superintendent are participating in quarterly meetings this year with a focus on leading through the lens of educational equity in SSFUSD. At this meeting, the Board discussed

Effective Governance, School Board Equity Assessment, a draft of Board Policy 415 – Equity, Avoiding Racial Equity Detours, and The Water of Systems Change. The Board also worked on a policy and equity statement.

ADJOURNMENT – 8:21 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D, Superintendent

THRU: Eric Claybon, Child Development Program Coordinator

DATE: April 15, 2021

RE: Approval of the San Mateo County Superintendent of Schools' CSPP Quality Rating and Improvement System (QRIS) 2020-21 Block Grant Agreement

BACKGROUND:

A Child Development Services agreement, CSPP Subcontractor QRIS 2020-21 Block Grant, between the San Mateo County Office of Education and SSFUSD has been a continual proposal. The funding is provided by the California Department of Education (CDE), Child Development Division for the District to operate the District's State Preschool Program at Children's Center for the 2020-21 school year. The Child Development Program receives funding for our early learning CSPP sites that achieved a Tier 4 on their Quality Rating and Improvement System (QRIS) rating between July 1, 2020 and June 30, 2021.

FISCAL IMPLICATIONS

The agreement is the amount of \$14,424. The Child Development Program will utilize these funds to maintain quality in the preschool classrooms.

RECOMMENDATION

It is recommended that the South San Francisco Unified School Board of Trustees approve the CSPP Subcontractor – QRIS Block Grant Agreement for the fiscal year of 2020-2021.



**SAN MATEO
COUNTY
OFFICE OF
EDUCATION**

Excellence and Equity in Education

Nancy Magee • County Superintendent of Schools

March 17, 2021

Dr. Shawnterra Moore, Superintendent
South San Francisco Unified School District
530 Tamarack Lane
South San Francisco, CA 94080

Dear Dr. Shawnterra:

Attached is your CSPP Subcontractor-QRIS 2020-2021 Block Grant Agreement for your County-contracted CSPP sites that achieved a Tier 4 or higher on the QRIS rating. Your award is \$14,424.00 for the period July 1, 2020 to June 30, 2021. The purpose of the funds is intended to maintain the quality of your sites rated at Tier 4 or to bring up the quality of all your sites.

Please email a signed original agreement, the completed budget and the budget narrative to both Sheryl Chan and Veronica Pantoja on or before March 26, 2021. Attached to this agreement, you will also find the block grant formula, a copy of the QRIS Matrix, the reporting requirement and the fiscal reporting template. Please following the fiscal reporting instruction on the reporting requirement attachment.

Thank you to you and your staff for all that you do for the children and families in San Mateo County. If you have any questions, please email me at schan@smcoe.org.

Sincerely,

Sheryl Chan
State Preschool Manager

April 15, 2021



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2020-2021 CSPP SUBCONTRACTOR –QUALITY RATING AND IMPROVEMENT SYSTEM BLOCK GRANT AGREEMENT

AGREEMENT BETWEEN THE SAN MATEO COUNTY SUPERINTENDENT OF SCHOOLS CALIFORNIA STATE PRESCHOOL PROGRAM AND THE SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT FOR THE SAN MATEO COUNTY PRESCHOOL – QUALITY RATING AND IMPROVEMENT SYSTEM BLOCK GRANT (SMCOE-CSPP Subcontractor-QRIS).

I. PURPOSE OF AGREEMENT

THIS AGREEMENT is made on behalf of the San Mateo County Superintendent of Schools California State Preschool Program (SMCOE-CSPP) and entered into by and between the **San Mateo County Superintendent of Schools** (“County Superintendent”) and the **South San Francisco Unified School District** (“Agency”), a subcontractor for CSPP spaces, for the purpose of giving a CSPP Subcontractor QRIS Block Grants to SMCOE-CSPP sites that have been rated at quality level of tier 4 or 5.

The San Mateo County Superintendent of Schools is the lead agency and fiscal agent for the SMCOE Subcontractor-QRIS Block Grant in San Mateo County. The County Superintendent has received a grant from the Early Education and Support Division of the CA Department of Education (CDE) for the purpose of implementing the provisions of Senate Bill 858, Statute of 2014. The County Superintendent was notified of the grant award and directed to implement the Block Grant in accordance with the approved Plan and Budget.

The Agency has been selected by the County Superintendent to receive a CSPP Subcontractor local block grant because one or more of its CSPP sites was fully rated by Quality Counts, the San Mateo County QRIS, and achieved a quality rating of tier 4 or 5 according to the procedures and protocols described in the CA QRIS Implementation Guide. It is the intent that the local block grant funds be used to maintain or increase the quality of the Agency’s CSPP Sites (e.g., keeping ratios low, paying for qualified staff, supporting strong teacher-child interactions, and maintaining a quality program).

II. TERM OF AGREEMENT

The term of this Agreement shall be for the period **July 1, 2020 through June 30, 2021**, subject to the termination provisions noted in paragraph III.5.

III. COUNTY SUPERINTENDENT'S RESPONSIBILITIES

1. The County Superintendent shall issue payment to the Agency in an amount not to exceed **FOURTEEN THOUSAND FOUR HUNDRED TWENTY FOUR DOLLARS AND ZERO CENTS (\$14,424.00)**, in accordance with the local block grant formula in the approved SMCOE-CSPP Subcontractor-QRIS Plan for 2020-2021 (see Attachment A).
2. The grant funds will be disbursed within 30 days of receipt of the signed Agreement. The County Superintendent will inform the Agency of the reporting requirements and any additional guidance provided by the CDE concerning the use of and reporting requirements for local PS-QRIS block grants (see Attachment B).
3. The County Superintendent will account for the funds and activities of the SMCOE-CSPP Subcontractor-QRIS Block Grant according to the reporting requirements decided upon by the CDE.
4. The County Superintendent shall maintain a database to house the data collected on Quality Counts San Mateo County QRIS, its participating sites, staff, children and families.
5. The County Superintendent may, at any time from execution of this Agreement, terminate this Agreement, with or without cause, upon 30 days written notice specifying the effective date of such termination.
6. Payment by the County Superintendent of the local block grant funds pursuant to this Agreement is contingent upon availability and receipt of funds from the California Department of Education. The County Superintendent may terminate the Agreement for unavailability of said funds. In this event, the County Superintendent shall inform the Agency of such unavailability as soon as it becomes known.

IV. AGENCY RESPONSIBILITIES

1. The Agency shall return an electronically executed original Agreement to the office of the County Superintendent by **March 26, 2021**.
2. Submit a Budget Form and Budget Narrative on or before March 26, 2021 that describes how the Agency plans to use the local SMCOE-CSPP Subcontractor-QRIS block grant to maintain the quality of its CSPP sites rated at tier 4 or 5, and provide high quality early learning services to the San Mateo County community. The Budget should be guided and informed by the approved Quality Improvement Plans developed by the Agency sites participating in Quality Counts San Mateo County QRIS. Grant funds may be used for expenses incurred for the period July 1, 2020 through June 30, 2021. **All funds must be fully expended by June 30, 2021.**
3. The Agency agrees to report grant expenses, as they are incurred, according to the CDE reporting requirements described in Attachment B to the required reporting schedule.
4. Continue to participate in the Quality Counts San Mateo County QRIS by 1) creating and updating Site and Classroom Quality Improvement Plans (QIPs) that are specific, measurable, realistic and informed by child and program assessments and best practices; 2) providing leadership and support to Agency CSPP sites and staff to implement their plans; 3) providing

all required data on the CSPP sites and their QIPs. Participate in ongoing evaluation of Quality Counts San Mateo County QRIS and SMCOE-CSPP Subcontractor-QRIS Block Grant by collection and provision of data, participation in focus groups or other methods determined by the Quality Counts San Mateo County QRIS Consortium or Quality Counts CA.

5. Agency agrees to provide to the County Superintendent, to any Federal or State department having monitoring or reviewing authority, to the County Superintendent's authorized representatives and/or their appropriate audit agencies upon reasonable notice, access to and the right to examine and audit all records and documents necessary to determine compliance with relevant Federal, State, and local statutes, rules and regulations, and this Agreement.
6. Agency shall maintain a Certificate of Insurance to be made available upon request to the County Superintendent showing evidence of sufficient insurance coverage as will protect it while performing the services required by this Agreement.
7. Agency shall indemnify and save harmless the County Superintendent, its officers, agents, employees and servants from any and all claims, suits or actions of every name, kind or description, in any way occasioned by or arising out of the performance of this Agreement, but only in proportion to, and to the extent, that any and all such claims, suits or actions of every name, kind or description solely result from the negligence or willful misconduct of the Superintendent, its officers, agents and/or employees.

In the event of concurrent negligence of the Agency, its officers, agents, employees and servants and the County Superintendent, its officers, agents, employees and servants, then the liability for any and all claims for injuries or damages to persons and/or property which arise out of the terms and conditions of this Agreement shall be apportioned under the California theory of comparative negligence as established presently, or as may be hereafter modified.

The duty to indemnify and save harmless, as set forth herein, shall include the duty to defend as set forth in Section 2778 of the California Civil Code; provided, however, that nothing herein shall be construed to require either party hereto to indemnify the other party hereto, their officers, agents, employees and servants against any responsibility or liability in contravention of Section 2782 of the Civil Code.

8. Responsibility for Audit Exceptions:

Audit exceptions are defined as any unfavorable finding in any audit of Agency's performance under this Agreement. Agency is aware and is hereby on notice that any and all failure to comply with relevant Federal, State, and local statutes, rules, and regulations, including requirements of the County Superintendent, may result in Agency liability to repay part or all of the funds under this Agreement.

Agency will notify the County Superintendent in writing immediately of any audit exception(s). Agency may at that time or anytime thereafter, give notice of intent to terminate this Agreement subject to satisfactory corrections within thirty (30) days.

Agency agrees to correct and resolve all audit exceptions to the County Superintendent's satisfaction and agrees to give such response to the County Superintendent as the County Superintendent deems necessary regarding any audit exception. Agency is aware and is hereby on notice that audit exceptions may result in the County Superintendent's liability to the State of California, among others, for part or all of the funds provided under this Agreement and so

agrees to pay to the County Superintendent the full amount of the County Superintendent's liability resulting from said audit exceptions attributable to the Agency.

V. OTHER TERMS OF AGREEMENT

This agreement is of no force or effect unless, or until, the authorized signatures from the County Superintendent and the Agency appear on this document.

VI. ADDRESSES

All correspondence, notices, claims, etc. will be sent to the following persons and addresses:

FOR THE
County
Superintendent

Alyson Suzuki, Executive Director
Early Learning Support Services
San Mateo County Office of Education
101 Twin Dolphin Drive
Redwood City, CA 94065-1064
650-802-5623
650-802-5622 (fax)
asuzuki@smcoe.org

FOR THE
Agency

Dr. Shawnterra Moore, Superintendent
South San Francisco Unified School District
530 Tamarack Lane
South San Francisco, CA 94080
650-877-8700
650-583-4717 (fax)
smoore@ssfusd.org

IN WITNESS WHEREOF, the parties hereto, by their duly authorized representative, have affixed their hands on the day and year first written.

AS
SC

Dr. Shawnterra Moore
Superintendent
South San Francisco Unified School District

Denise Porterfield, Deputy Superintendent
Business Services Division
San Mateo County Superintendent of Schools

Dated

Dated

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

It is recommended that the following Certificated Personnel items be approved:

RESIGNATION

Warren, Carmen a Teacher at Spruce Elementary School, effective June 1, 2021.

UNPAID LEAVE OF ABSENCE

Lee, Yuk Lin a teacher at Children's Center, effective April 5, 2021 through May 28, 2021.

Troutman, Greg, a teacher at South San Francisco High School, reduction in FTE, from 1.0 to 0.8, effective August 10, 2021, through May 28, 2022.

MEMORANDUM OF UNDERSTANDING AND AGREEMENT

Authorizes the Assistant Superintendent of Human Resources and Student Services to enter into a partnership by and between University of Southern California and South San Francisco Unified School District to provide supervised teaching and other internship and practicum sites for graduate students effective July 1, 2021, through June 30, 2024.

USC SCHOOL/SCHOOL DISTRICT PLACEMENT AGREEMENT

This School / School District Placement Agreement (“Agreement”) is made this 23rd day of August, 2021 (the “Effective Date”), by and between [South San Francisco Unified School District], with an address located at [398 “B” Street South San Francisco, CA 94080] (“School” or “District”), and the University of Southern California, a California nonprofit educational institution, with an address of Waite Phillips Hall, 3551 Trousdale Parkway, ADM 352, Los Angeles, CA 90089 (“USC”). USC and School/District may be referred to collectively as the “parties” and individually as a “party.”

WHEREAS, USC offers graduate degree programs to its students (“Candidates”) in classroom and in online learning environments; and

WHEREAS, with respect to the online learning environment, USC Rossier offers graduate degree programs with an online learning component and field placement experiences (“Programs”), including, among others, Programs in the fields of teaching and school counseling.

NOW THEREFORE, intending to be legally bound hereby, the parties agree as follows:

1. Placements. The School/District agrees to host one or more Candidates in accordance with the terms of this Agreement and as further set forth in either: (a) the Teaching Candidate Addendum with respect to teaching Candidates; (b) the School Counseling Candidate Addendum with respect to School Counseling Candidates; or (c) such other addenda for such additional Programs as may be agreed upon by the parties from time to time. Each aforementioned Addendum (collectively, the “Addenda”) is incorporated into and made a part of this Agreement.

2. Placement Opportunities.

(a) USC will request placements for its Candidates for one or more of the Programs detailed in the Addenda. Each request shall identify the particular Candidate (or, for groups of Candidates, a composite description of relevant background, assignment request, assignment objectives and suggested activities as appropriate to requested assignments for the Candidate group). USC shall comply with any School/District policy applicable to such placement requests and provided by the School/District to USC.

(b) The School/District agrees to use good-faith efforts to place Candidates proposed by USC within the School/District. The School/District shall have the sole discretion with respect to all Candidate assignments hereunder, provided that the School/District shall involve USC throughout the decision-making process. The School/District shall not in any way be obligated to accept assignments of Candidates beyond the capabilities of the School/District, as determined by the School/District in its sole discretion. The School/District shall have the right to terminate its relationship with any Candidate for violation of the School’s/District’s regulations or for other reasonable cause in accordance with the School’s/District’s standard policies or practice.

3. Compliance with Law.

(a) *Background Investigations.* (i) USC shall inform each Candidate being hosted by the School/District that they are required to complete a background check and receive appropriate clearance(s) in accordance with applicable state and local law prior to commencing any assignment at the School/District (e.g., a State-issued Certificate of Clearance in the case of a teacher placement in California). (ii) The School/District may impose requirements upon Candidates in addition to those required by state law as set forth in Section 3(a)(i) above (the “Additional Requirements”). In such event, the School/District agrees to provide all such Additional Requirements in writing to USC promptly following execution of this Agreement (or, as applicable, promptly upon any adoption or modification thereof occurring during the Term of this Agreement). USC shall communicate all such Additional Requirements to Candidates, and shall advise Candidates to make any and all additionally required submissions directly to the School/District. Upon notice to the Candidate, the School/District shall have the right to reject any Candidate who fails to comply with the Additional Requirements from participating in an assignment at the School/District.

4. No Employment Relationship of Candidates.

(a) Candidates are students, and not employees of USC or the School/District. As such, they are not covered by USC's or the School's/District's workers' compensation policies.

(b) Candidates are neither entitled to, nor shall receive, any compensation or other employee-related benefit (without limitation) from USC or the School/District. Candidates shall not displace any School/District employee.

(c) The School/District shall provide in writing any requirements for Candidates to obtain and maintain personal liability insurance coverage, which requirements may vary based on the applicable Program. USC shall communicate to Candidates any such School/District coverage requirements, provide reasonable assistance to Candidates in obtaining such coverage, and facilitate each Candidate's submission of appropriate documentation thereof directly to the School/District (which the School/District agrees to accept).

5. Information, Hiring & Confidentiality.

(a) USC is a non-profit, educational research institution interested in evaluating the success of its graduates in impacting student achievement relative to comparable teachers, school counselors, or other appropriate position, as the case may be. As such, USC may request the School/District to provide information to assist USC in its evaluative process. If available, the School/District shall provide such information to USC following any such reasonable request.

(b) The School/District may hire any Candidate(s) upon program completion, but is under no obligation to do so.

(c) USC shall not request the School/District to provide any health or other records of any student of the School/District covered by the Family Educational Rights and Privacy Act ("FERPA"); nor shall USC request any Candidate to share any protected School/District data (whether about School/District students or personnel) with USC.

(d) To the extent that any party to this Agreement discloses any confidential information to any other party hereto in connection with the relationships contemplated hereunder, the parties agree during the term of this Agreement (and all renewals thereof) and for a period of two (2) years thereafter to use reasonable efforts to protect, maintain as confidential, and not disclose, any such confidential information of any other party.

6. Compliance with the Law. The parties hereto shall comply with all applicable federal, state and local laws, rules, statutes, acts, regulations, code and similar legal requirements, including but not limited to FERPA.

7. Non-Discrimination. Each party represents that it is an equal opportunity employer. Each party certifies that it does not, and shall not, discriminate against its employees, students, Candidates or applicants on any unlawful basis. Each party certifies that it is, and shall remain, in compliance with all laws, regulations, executive orders or other legal prohibitions against discrimination.

8. Indemnification.

(a) *Indemnification by School/District.* The School/District shall indemnify, defend and hold harmless USC, its employees, agents and representatives, from all claims, actions, awards or judgments for damages, including costs, expenses and attorneys' fees, where liability is found to exist by reason of the acts or omissions of the School/District, its employees, agents or representatives.

(b) *Indemnification by USC.* USC shall indemnify, defend and hold harmless the School/District, its employees, agents and representatives, from all claims, actions, awards or judgments for damages,

including costs, expenses and attorneys' fees, where liability is found to exist by reason of the acts or omissions of USC, its employees, agents or representatives.

9. Governing Law. The interpretation, application, and enforcement of this Agreement shall be governed by the laws of the State of California without reference to choice of law principles. Any claim, suit, or cause of action involving the interpretation, application, or enforcement of this Agreement shall be commenced in the appropriate state or federal courts in the State of California.

10. Term, Termination and Renewal. The Term of this Agreement shall begin as of the later of the Effective Date or the date of the School's/District's signature set forth below ("Term Commencement Date") and continue through June 30th of the calendar year following the third anniversary of the Term Commencement Date. Unless any party terminates this Agreement pursuant to this Section 10, this Agreement shall automatically renew for successive one (1) year periods beginning each July 1st thereafter. Any party may terminate this Agreement with or without cause upon written notice to the other parties, provided that any such termination shall only be effective after the end of the school year during which the written notice of termination is issued. For the avoidance of doubt, other than where the School/District removes a Candidate pursuant to Section 2(b) above, the School/District shall permit current Candidates to complete the current school year at the time of any such termination.

11. Notices. Any notice to be given hereunder by any party to this Agreement shall be in writing and will be deemed given on the date received as evidenced by confirmation of receipt, except if such confirmation is later than 3:00 p.m. (School/District local time), addressed as follows (provided that, upon written notice in accordance herewith, any party may update its notice recipients at any time during the term of this Agreement):

(a) *If to the School/District:*

"DISTRICT"
South San Francisco Unified School District
Ted O, Assistant Superintendent of Business Services
398 "B" Street
South San Francisco, CA 94080
(650) 877-8707

(b) *If to USC:* University of Southern California, Rossier School of Education, Waite Phillips Hall, 3470 Trousdale Parkway, WPH-504G, Los Angeles, CA 90089; attention: Dr. Kathy Stowe, Associate Dean of Academic Programs; Facsimile No. (213) 740-5799.

12. Limitation of Liability. Except as such damages may be sought or assessed in respect to third party actions covered by the indemnification provisions herein, no party shall be liable to the other for consequential, incidental, indirect, exemplary, punitive or special damages of any nature or character (including loss of profits, data, business or goodwill or any indirect economic damages whatsoever), from causes of action of any kind, including contract, tort (including strict liability or other legal theory), a breach of any warranty or term of this agreement, or otherwise, even if the party at fault or in breach has been advised or had reason to know in advance of the possibility of incurring such damages.

13. Severability. In the event that any provision of this Agreement conflicts with the law under which this Agreement is to be construed or if any such provision is held invalid or unenforceable by a court with jurisdiction over the parties to this Agreement, such provision will be restated to reflect as nearly as possible the original intentions of the parties in accordance with applicable law; and the remaining terms, provisions, covenants, and restrictions of this Agreement will remain in full force and effect.

14. Entire Agreement/No Modification/Counterparts/Execution/Binding Agreement. This Agreement constitutes the entire agreement between the parties with respect to its subject matter, and fully supersedes and replaces any and all prior or contemporaneous understandings or agreements, written or oral, between the parties hereto or any of their respective affiliates regarding such subject matter. Any waiver, change in, amendment, addition, supplement or

other modification of any provision of this Agreement will be valid and effective only if in writing and signed and dated by all parties hereto subsequent to the execution of this Agreement. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original as against any party whose signature appears thereon, and all of which shall together constitute one and the same instrument. This Agreement shall become binding when one or more counterparts hereof, individually or taken together, bear the signatures of all of the parties reflected hereon as the signatories. A faxed, PDF or electronic signature shall have the same legally binding effect as an original signature. This Agreement will be binding upon the parties and their successors, affiliates, subsidiaries, assigns, officers, directors, employees, and agents. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

15. Arbitration. All controversies, claims and disputes arising in connection with this Agreement shall be settled by mutual consultation between the parties in good faith as promptly as possible, but failing an amicable settlement shall be settled finally by arbitration in accordance with the provisions of this paragraph. Such arbitration shall be conducted in Los Angeles, California, in accordance with the Commercial Arbitration Rules of the American Arbitration Association (“AAA”). The parties hereto hereby agree that the arbitration procedure provided for herein shall be the sole and exclusive method of resolving any and all of the aforesaid controversies, claims and disputes. The costs and expenses of the arbitration, including without limitation attorneys’ fees, shall be borne by the parties in the manner determined by the arbitrator. Legal action for (i) entry of judgment upon any arbitration award or (ii) adjudication of any controversy, claim or dispute arising from a breach or alleged breach of this paragraph may be heard and tried only in the courts of the State of California for the County of Los Angeles or the Federal District Court for the Central California for the County of Los Angeles or the Federal District Court for the Central District of California. Each of the parties hereto hereby irrevocably and unconditionally waives any right(s) to trial by jury in any action or proceeding arising under this Section 15 and each party further waives any defense of lack of in personam jurisdiction of said courts. Each party agrees that service of process in such action may be made upon each of them by mailing it certified or registered mail to the other party at the address provided for in this Agreement. Both parties agree that the prevailing party shall be entitled to recover from the non-prevailing party reasonable expenses, including without limitation, attorneys’ fees.

16. No Agency; No Assignment. Both parties acknowledge that they are independent contractors, and nothing contained herein shall be deemed to create an agency, joint venture, franchise, or partnership relation between the parties. Neither party hereto shall have the right, directly or indirectly, to assign, transfer, convey or encumber any of its rights under this Agreement without the prior written consent of the other party. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the respective successors and assigns of the parties.

INTENDING TO BE LEGALLY BOUND HEREBY, the parties affix their respective hands below:

SCHOOL/DISTRICT SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT 398 “B” Street South San Francisco, CA 94080	UNIVERSITY OF SOUTHERN CALIFORNIA, ON BEHALF OF THE USC ROSSIER SCHOOL OF EDUCATION
Print Name: 	Print Name:
Signature: 	Signature:

Dated: _____	Dated: _____
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TEACHING CANDIDATE ADDENDUM TO THE ROSSIER PLACEMENT AGREEMENT

This Teaching Candidate Addendum to the School/School District Placement Agreement (“Addendum”) is incorporated into and made a part of that certain School / School District Placement Agreement (the “Agreement”) executed concurrently with this Addendum (or subsequently on the date indicated below), and is effective as of “Term Commencement Date”, as defined in the Agreement. Capitalized terms not otherwise defined in this Addendum shall have the meaning ascribed to them in the Agreement.

1. Controlling Terms. The terms of this Addendum modify and supplement the Agreement. Whenever any inconsistency or conflict exists between the Agreement and this Addendum, the terms of this Addendum control and supersede the Agreement. In all other respects, the terms of the Agreement are ratified and confirmed.

2. Placement Opportunities. USC shall identify prospective Candidates to the School/District for potential placement within the School/District, including assignment to a teacher of record, in the following categories: (i) “Observation Students” (*e.g.*, recess observation, lunchtime interactions, interactions with parents/teachers, etc.); (ii) “Research Students” (*e.g.*, case study, classroom observation with student interaction, lesson delivery as part of fieldwork, etc.); and (iii) “Student Teachers” (*i.e.*, “Guided Practice”, with “Guiding Teachers”, as defined in Section 3 below). USC shall supply the Candidate’s name, relevant program and background clearance information and type of assignment appropriately matching the prospect’s needs. Notwithstanding the foregoing, the School/District shall at all times have discretion over the maximum number of Candidates it shall accept as Observation Students, Research Students and Student Teachers, the length of assignments, and the distribution of assignments.

3. Guiding Teachers.

(a) The School/District shall make recommendations to USC regarding teachers whom it believes are appropriate to serve as Guiding Teachers (defined below). Through the School’s/District’s recommendations, USC’s observations and Student Teacher reference, USC shall identify teachers working within the School/District to supervise and prepare Student Teachers during their student teaching experiences (“Guiding Teacher”).

(b) Both the School/District and USC shall approve the participation of any teacher as a Guiding Teacher, provided that the School/District shall use its best efforts to approve a sufficient quantity of Guiding Teachers necessary to oversee the agreed-upon number of Student Teachers placed within the School/District at any time.

(c) Should any Guiding Teacher become unable to perform or fulfill his or her duties hereunder, the School/District shall assign an alternative Guiding Teacher to the Student Teacher (excluding a substitute teacher that replaces the original Guiding Teacher within the School/District).

4. Credential Seeking Candidates. Any credential seeking USC Student Teacher Candidate shall be required to sit for and pass applicable, state- and subject-specific exams (*e.g.*, CSET, CBEST, etc.) prior to the commencement of his or her assignment as a Student Teacher.

5. Honorarium.

(a) Upon each Student Teacher’s completion of his or her guided learning assignment, USC shall pay, or direct a designated third party to pay, an honorarium of \$350.00 directly to each Guiding Teacher for his or her participation in a Student Teacher’s guided learning assignment. The School/District agrees that USC may require Guiding Teachers to submit reasonable documentation to USC prior to USC making payments hereunder.

(b) USC shall comply with any School/District policy requiring that the School/District, and not third parties, make Guiding Teacher payments to Guiding Teachers. In such event, the School/District may require USC

to make Guiding Teacher payments to the School/District for distribution by the School/District to Guiding Teachers, provided that the School/District shall first invoice USC for any such payment(s). For the avoidance of doubt, in the event that USC makes Guiding Teacher payments to the School/District in accordance with this Section 5(b), Section 5(a) above shall be deemed stricken from the Agreement with respect thereto.

(c) Should any Guiding Teacher fail to complete his or her assignment hereunder (either due to such teacher's own circumstances or due to USC's removal of the teacher as a Guiding Teacher), USC shall pay the corresponding honorarium on a pro rata basis.

(d) USC shall comply with any written School/District policy or procedure contrary to this Section 5, provided that the School/District shall provide any copy/copies thereof upon execution of the Agreement or subsequent adoption thereof.

6. Use of Video. USC utilizes video recording throughout its programs, including as an essential element of its instruction methodology. (By way of example only, the State of California requires USC to administer a Teaching Performance Assessment ("TPA") of its students as part of USC's teacher preparation program, with a component of that TPA being video that USC must obtain from each Student Teacher and maintain on file with the California Commission on Teacher Credentialing.) As such, any Student Teacher may make video recordings as part of his or her program studies throughout his or her assignment at the School/District. USC shall require Student Teachers to be responsible for obtaining appropriate and signed video release/authorization forms (which USC shall provide to Student Teacher) on behalf of recorded individuals, as appropriate, including obtaining parent/guardian signatures on behalf of recorded individuals who are minors (*i.e.*, under the age of legal competence). The School/District may provide reasonable assistance to Student Teachers in obtaining signatures on such forms.

7. Performance Data. Should the School/District hire any teacher Candidate(s), the School/District shall support USC's program evaluation initiatives by sharing student-level performance data for students he or she teaches to measure teacher efficiency relative to other Master of Arts in Teaching graduates and to other new teachers prepared through other pathways. USC shall keep such data confidential and use it only to facilitate analysis of its effectiveness, and will share its findings with the School/District. This paragraph 7 shall survive the expiration or termination of the Agreement for any reason.

INTENDING TO BE LEGALLY BOUND HEREBY, the parties affix their respective hands below:

SCHOOL/DISTRICT SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT 398 "B" Street South San Francisco, CA 94080	UNIVERSITY OF SOUTHERN CALIFORNIA, ON BEHALF OF THE ROSSIER SCHOOL OF EDUCATION
Print Name: _____	Print Name: _____
Signature: _____	Signature: _____
Dated: _____	Dated: _____

SCHOOL COUNSELING CANDIDATE ADDENDUM TO THE ROSSIER PLACEMENT AGREEMENT

This School Counseling Candidate Addendum to the School / School District Placement Agreement (“Addendum”) is incorporated into and made a part of that certain School / School District Placement Agreement (the “Agreement”) executed concurrently with this Addendum (or subsequently on the date indicated below), and is effective as of “Term Commencement Date”, as defined in the Agreement. Capitalized terms not otherwise defined in this Addendum shall have the meaning ascribed to them in the Agreement.

1. Controlling Terms. The terms of this Addendum modify and supplement the Agreement. Whenever any inconsistency or conflict exists between the Agreement and this Addendum, the terms of this Addendum control and supersede the Agreement. In all other respects, the terms of the Agreement are ratified and confirmed.

2. Placement Opportunities. USC shall identify prospective Candidates to the School/District for potential placement within the School/District, including assignment to a school-site supervisor of record. USC shall supply the Candidate’s name, relevant program and background clearance information and type of assignment appropriately matching the prospect’s needs. Notwithstanding the foregoing, the School/District shall at all times have discretion over the maximum number of Candidates it shall accept as School Counselor Students, the length of assignments, and the distribution of assignments.

3. School-site Supervisor.

(a) The School/District shall make recommendations to USC regarding [staff members] whom School/District believes are appropriate to serve as “School-site Supervisors” (defined below). Through the School’s/District’s recommendations, USC’s observations and School/District staff references, USC shall identify counselors and other staff working within the School/District to supervise and prepare School Counselor Candidates during their in-school experiences (“School-site Supervisors”).

(b) Both the School/District and USC shall approve the participation of any staff as a School-site Supervisor, provided that the School/District shall use its best efforts to approve a sufficient quantity of School-site Supervisors necessary to oversee the agreed-upon number of School Counselor Candidates placed within the School/District at any time.

(c) Should any School-site Supervisor become unable to perform or fulfill his or her duties hereunder, the School/District shall assign an alternative School-site Supervisor to the School Counselor Candidate (excluding a substitute teacher that replaces the original School-site Supervisor within the School/District).

4. Credential Seeking Candidates. Any credential seeking USC School Counselor Candidate shall be required to sit for and pass applicable, state-specific exams (*for example, in California, the California Basic Educational Skills Test*), as applicable in the Candidate’s state of residence, prior to the commencement of his or her assignment as a School Counselor Candidate.

5. Use of Audio. USC utilizes audio recording throughout its programs, including as an essential element of its instruction methodology. As such, any Candidate may make audio recordings as part of his or her program studies throughout his or her assignment at the School/District. USC shall require Candidates to be responsible for obtaining appropriate and signed audio release/authorization forms (which USC shall provide to Candidate) on behalf of recorded individuals, as appropriate, including obtaining parent/guardian signatures on behalf of recorded individuals who are minors (*i.e., under the age of legal competence*). The School/District may provide reasonable assistance to Candidates in obtaining signatures on such forms.

6. Performance Data. Should the School/District hire any school counselor Candidate(s), the School/District shall support USC's program evaluation initiatives by sharing student-level performance data for students he or she counsels to measure school counselor efficiency relative to other Master of Education in School Counseling graduates and to other new school counselors prepared through other pathways. USC shall keep such data confidential and use it only to facilitate analysis of its effectiveness, and will share its findings with the School/District. This paragraph 6 shall survive the expiration or termination of the Agreement for any reason.

INTENDING TO BE LEGALLY BOUND HEREBY, the parties affix their respective hands below:

SCHOOL/DISTRICT SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT 398 "B" Street South San Francisco, CA 94080	UNIVERSITY OF SOUTHERN CALIFORNIA, ON BEHALF OF THE ROSSIER SCHOOL OF EDUCATION
Print Name: _____	Print Name: _____
Signature: _____	Signature: _____
Dated: _____	Dated: _____

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

It is recommended that the following Classified Personnel items be approved:

RESIGNATION

Walton, Lauren, Paraprofessional II – Special Education, Martin Elementary School, 6.0 hours per day, Range 29, Step 3, effective May 28, 2021.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: April 15, 2021

RE: Acceptance of Gifts

BACKGROUND:

The District has received the attached cash gifts during the month of April 2021.

FISCAL IMPLICATIONS:

The gifts will benefit the District Office or school sites that have been requested by the donors.

RECOMMENDATION:

Staff recommends that the Board of Trustees accepts the gifts on behalf of the District.

**TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT –
ACCEPTANCE OF GIFTS FOR APRIL 2021.**

It is recommended that the South San Francisco Unified School District Board of Trustees accept the following gifts for the District:

\$145,334.00 from San Mateo Credit Union to the South San Francisco Unified School District for the purpose of the Learning Hubs Expansion Fund, a grant applied through the county.

\$2,500.00 from the Ponderosa PTA to Ponderosa Elementary School in support of student and school needs for Renaissance AR.

\$2,500.00 from the Ponderosa PTA to Ponderosa Elementary School in support of student and school needs for Soul Shoppe.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: April 15, 2021

RE: Professional Services Agreements

BACKGROUND:

The following Professional Service Agreements are being submitted for approval:

District Office – Business Services

\$15,000 Contract with Mr. John Daley to assist with facilities preparation and training at school sites for the re-opening of schools. This is for the period from April 14, 2021 - May 14, 2021, and the services will be paid from the CARES Act funds, which is an allowable use of the funds. There is no impact on the General Fund. Amount not to exceed \$15,000.

District Office – Education Services

Up to \$20,000.00 JR Sheetz - Create two heartwarming "Thank You!" videos showing Genentech gratitude for the massive support they have provided to the South San Francisco Unified School District over the years. Target delivery date: May 15, 2021. Approximately \$15,000-\$20,000 will cover all four phases of video-making: pre-production and design, production and creation, editing and post-production and feedback and unlimited revisions.

\$500.00 Dr. Jacobson Consulting – CTE Workshop Virtual Presentation, working with students on the concept of Power Skills, what they are and how they lead to success, how it applies to their own life. This is will be an interactive presentation with students able to ask questions, participate,

and understand what their true dreams are. Commencing April 14, 2021.

\$16,800

Contract with Dr. Karla Groth as Interim Director. Dr. Groth has completed the required work days as of May 31, 2021 for the current school year. Staff is in need of her to assist with some critical year-end tasks, which includes the preparation of the LCAP, coordination of Summer School Programs and other department functions, to finish the school year. Salary will be based on her current salary, and the effective date of service is from June 1, 2021 to June 30, 2021 (21 days).

El Camino High School

\$16,200.00

Young Audiences of Northern California – 6 week online mural planning and design workshop and in-person mural installation. Commencing March 15, 2021 through May 31, 2021.

FISCAL IMPLICATIONS:

Listed above.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the agreements as presented.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: April 15, 2021

RE: In Person Board Meetings

BACKGROUND:

On March 11, 2021, staff recommended the school board begin discussions regarding whether they believe the school board is ready to return to in person Board meetings.

In person Board meetings are not required at this time. The Governor's Executive Order N-29-20, issued on March 17, 2020, temporarily eliminates the requirement to provide at least one publicly accessible location in jurisdictions subject to "social distancing" rules imposed or recommended by State or local health officials. The order provides that "[s]uch a body need not make available any physical location from which members of the public may observe the meeting and offer public comment." That order remains in effect.

The school board will have the opportunity to discuss this item, what the needs might be and hear from staff if we are able to successfully meet those needs.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

For information and discussion only.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Jay Spaulding, Ed. D., Assistant Superintendent, Human Resources and Student Services

DATE: April 15, 2021

RE: Quarterly Report on Williams Uniform Complaints – January 1, 2021 through March 31, 2021

BACKGROUND:

The passage of legislation in the wake of the Williams Case Settlement (Education Code Section 35186) requires all school districts in California to prepare a report summarizing data on the nature and resolution of all Williams Uniform Complaints received by the district in the past three months. Districts must submit these reports even if there have been no complaints received during that time period. The information is to be reported publicly at a governing board meeting and submitted to the County Superintendent of Schools in April, July, October, and January.

No complaints were filed this quarter.

FISCAL IMPLICATIONS:

None

STAFF RECOMMENDATION:

For information only.

**Quarterly Report on 2020-2021 *Williams* Uniform Complaints
[Education Code § 35186]**

District: South San Francisco Unified School District

Person completing this form: Jay Spaulding Title: Assistant Superintendent, Human Resources

Quarter covered by this report (*check one*):

- ☐ 1st Quarter: July 2020 *through* September 2020 – **DUE October 30, 2020**
☐ 2nd Quarter: October 2020 *through* December 2020 – **DUE January 29, 2021**
☒ 3rd Quarter: January 2021 *through* March 2021 – **DUE April 30, 2021**
☐ 4th Quarter: April 2021 *through* June 2021 – **DUE July 30, 2021**

Date for information to be reported publicly at governing board meeting: April 15, 2021.

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. **Copies of the complaint and the district's written response will be sent to SMCOE.**

General Subject Area	Number of Complaints Received	Number of Complaints Resolved	Number of Complaints Unresolved
Textbooks and Instructional Materials	N/A	N/A	N/A
Facility Conditions	N/A	N/A	N/A
Teacher Vacancy or Misassignment	N/A	N/A	N/A
TOTAL	N/A	N/A	N/A

Shawnterra Moore

Print Name of District Superintendent

Signature of District Superintendent

Date

*Remember to sign and date the report **after** it is presented at the district's board meeting.*

Please submit Quarterly Report via email to cmaponte@smcoe.org.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: April 15, 2021

RE: New and Updated Board Policies – 2ND Reading

BACKGROUND:

The following Board Policies are new or have been updated to keep the District in compliance with Education Code and State laws.

1. BP 1340 - Community Relations
2. BP 3551(a) - Food Service Operations/Cafeteria Fund
3. BPs 4127(a), 4227, 4327 - Temporary Athletic Team Coaches
4. BP 4312.1(a) - Administrative and Supervisory Personnel
5. BP 6142.93(a) - Science Instruction
6. BP 6146.1 - High School Graduation Requirements

FISCAL IMPLICATIONS:

None

RECOMMENDATION:

It is recommended that, following a second reading, the South San Francisco Unified School District Board of Trustees, approve these new and updated Board Policies to bring the District into compliance with Education Code and State laws.

Second Reading

04-15-21

PROPOSED

CSBA Sample Board Policy

Community Relations

BP 1340(a)

ACCESS TO DISTRICT RECORDS

The Governing Board recognizes the right of citizens to have access to public records of the district. The Board intends the district to provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3580 - District Records)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)
(cf. 6162.5 - Student Assessment)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

(cf. 4040 - Employee Use of Technology)
(cf. 9012 - Board Member Electronic Communications)

The district may charge for copies of public records or other materials requested by individuals or groups. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

ACCESS TO DISTRICT RECORDS (continued)

Legal Reference:

EDUCATION CODE

35145 Public meetings
35170 Authority to secure copyrights
35250 Duty to keep certain records and reports
41020 Requirement for annual audit
42103 Publication of proposed budget; hearing
44031 Personnel file contents and inspections
44839 Medical certificates; periodic medical examination
49060-49079 Student records
49091.10 Parental review of curriculum and instruction

GOVERNMENT CODE

3547 Proposals relating to representation
6250-6270 California Public Records Act
6275-6276.48 Other exemptions from disclosure
53262 Employment contracts
54957.2 Minute book record of closed sessions
54957.5 Agendas and other writings distributed for discussion or consideration
81008 Political Reform Act, public records; inspection and reproduction

CALIFORNIA CONSTITUTION

Article 1, Section 3 Right of access to governmental information

CODE OF REGULATIONS, TITLE 5

430-438 Individual student records

COURT DECISIONS

City of San Jose v. Superior Court (2017) 2 Cal.5th 608
Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282
International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, (2007) 42 Cal.4th 319
Los Angeles Times v. Alameda Corridor Transportation Authority, (2001) 88 Cal.App.4th 1381
Kleitman v. Superior Court, (1999) 74 Cal.App. 4th 324
Fairley v. Superior Court, (1998) 66 Cal.App. 4th 1414
North County Parents Organization for Children with Special Needs v. Department of Education, (1994) 23 Cal.App. 4th 144

ATTORNEY GENERAL OPINIONS

71 Ops.Cal.Atty.Gen. 235 (1988)
64 Ops.Cal.Atty.Gen. 186 (1981)

Legal Reference continued: (see next page)

ACCESS TO DISTRICT RECORDS (continued)

Legal Reference: (continued)

Management Resources:

CSBA PUBLICATIONS

Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017

ATTORNEY GENERAL PUBLICATIONS

Summary of the California Public Records Act, 2004

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

The People's Business: A Guide to the California Public Records Act, 2008

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <https://oag.ca.gov>

Institute for Local Government: <http://www.cacities.org>

State Bar of California: <http://www.calbar.ca.gov>

(2/99 11/08) 5/17

Policy Reference UPDATE Service

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CURRENT

South San Francisco USD

Board Policy

Access To District Records

BP 1340

Community Relations

The Governing Board recognizes the right of citizens to have access to public records of the district. The Board intends the district to provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3580 - District Records)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)
(cf. 6162.5 - Student Assessment)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)

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35170 Authority to secure copyrights

35250 Duty to keep certain records and reports

41020 Requirement for annual audit

42103 Publication of proposed budget; hearing

44031 Personnel file contents and inspections

44839 Medical certificates; periodic medical examination
49060-49079 Pupil records
49091.10 Parental review of curriculum and instruction
52850 Applicability of article (School-Based Program Coordination Plan availability)
GOVERNMENT CODE
3547 Proposals relating to representation
6250-6270 California Public Records Act
6275-6276.48 Other exemptions from disclosure
53262 Employment contracts
54957.2 Minute book record of closed sessions
54957.5 Agendas and other writings distributed for discussion or consideration
81008 Political Reform Act, public records; inspection and reproduction
CALIFORNIA CONSTITUTION
Article 1, Section 3 Right of access to governmental information
CODE OF REGULATIONS, TITLE 5
430-438 Individual pupil records
COURT DECISIONS
International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, (2007) 42 Cal.4th 319
Los Angeles Times v. Alameda Corridor Transportation Authority, (2001) 88 Cal.App.4th 1381
Kleitman v. Superior Court, (1999) 74 Cal.App. 4th 324
Fairley v. Superior Court, (1998) 66 Cal.App. 4th 1414
North County Parents Organization for Children with Special Needs v. Department of Education, (1994) 23 Cal.App. 4th 144
ATTORNEY GENERAL OPINIONS
71 Ops.Cal.Atty.Gen. 235 (1988)
64 Ops.Cal.Atty.Gen. 186 (1981)

Management Resources:

ATTORNEY GENERAL PUBLICATIONS

Summary of the California Public Records Act, 2004

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

The People's Business: A Guide to the California Public Records Act, 2008

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.caag.state.ca.us>

Institute for Local Government: <http://www.cacities.org/index.jsp?zone=ilsg>

State Bar of California: <http://www.calbar.ca.gov>

Policy SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

adopted: November 18, 2010 South San Francisco, California

Second Reading

04-15-21

PROPOSED

CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3551(a)

FOOD SERVICE OPERATIONS/CAFETERIA FUND

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

The Superintendent or designee shall ensure that all food service personnel possess the required qualifications and receive ongoing professional development related to the effective management and implementation of the district's food service program in accordance with law.

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the California Department of Education (CDE). (42 USC 1776)

Meal Sales

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation. Such students shall not be overtly identified or treated differently from other students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments, and shall clearly communicate these procedures and related district policies to students and parents/guardians. The procedures adopted by the Superintendent or designee shall conform with 2 CFR 200.426 and any applicable CDE guidance, and shall not overtly identify students with unrecovered or delinquent debt or treat them differently than other students.

Cafeteria Fund

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

(cf. 3230 - Federal Grant Funds)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

Contracts with Outside Services

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Procurement of Foods

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. *Domestic commodity or product* means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonable quantities of a satisfactory quality, or when competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product. In such cases, the Superintendent or designee shall retain documentation justifying the exception.

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements related to maintenance of the nonprofit school food service account, meal charges, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

38080-38086 Cafeteria, establishment and use

38090-38095 Cafeterias, funds and accounts

38100-38103 Cafeterias, allocation of charges

42646 Alternate payroll procedure

45103.5 Contracts for management consulting services; restrictions

49490-49493 School breakfast and lunch programs

49500-49505 School meals

49554 Contract for services

49550-49562 Meals for needy students

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

CODE OF REGULATIONS, TITLE 5

15550-15565 School lunch and breakfast programs

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Legal Reference: (continued)

UNITED STATES CODE, TITLE 42

1751-1769j School lunch programs

1771-1791 Child nutrition, including:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 2

200.56 Indirect costs, definition

200.400-200.475 Cost principles

200 Appendix VII Indirect cost proposals

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

250.1-250.70 USDA foods

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Food Distribution Program Administrative Manual

Unpaid Meal Charges: Local Meal Charge Policies, Clarification on Collection of Delinquent Meal Payments, and Excess Student Account Balances, Management Bulletin, SNP-03-2017, April 2017

Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs, Bad Debt Policies, and the Handling of Unpaid Meal Charges, Management Bulletin USDA-SNP-06-2015, May 2015

Cafeteria Funds--Allowable Uses, Management Bulletin NSD-SNP-07-2013, May 2013

Paid Lunch Equity Requirement, Management Bulletin USDA-SNP-16-2012, October 2012

Storage and Inventory Management of United States Department of Agriculture (USDA) Donated Foods, Management Bulletin USDA-FDP-02-2010, August 2010

Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, Management Bulletin 00-111, July 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

FAQs About School Meals

Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017

Indirect Costs: Guidance for State Agencies and School Food Authorities SP 60-2016, September 2016

Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, September 2016

Unpaid Meal Charges: Local Meal Charge Policies, SP 46-2016, July 2016

Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 24-2016, February 2016

Discretionary Elimination of Reduced Price Charges in the School Meal Programs, SP 17-2014, January 2014

WEB SITES

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California School Nutrition Association: <http://www.calsna.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cn>

(3/11 12/13) 5/17

Policy Reference UPDATE Service

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CURRENT

South San Francisco USD

Board Policy

Food Service Operations/Cafeteria Fund

BP 3551

Business and Noninstructional Operations

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

The Superintendent or designee shall ensure that all food service personnel possess appropriate qualifications and receive ongoing professional development related to the effective management and implementation of the district's food service program.

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the California Department of Education (CDE). (42 USC 1776)

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(cf. 3553 - Free and Reduced Price Meals)

Meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

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The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

Contracts with Outside Services

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements related to maintenance of the nonprofit school food service account, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

38080-38086 Cafeteria, establishment and use
38090-38095 Cafeterias, funds and accounts
38100-38103 Cafeterias, allocation of charges
42646 Alternate payroll procedure
45103.5 Contracts for management consulting services; restrictions
49490-49493 School breakfast and lunch programs
49500-49505 School meals
49554 Contract for services

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code
CODE OF REGULATIONS, TITLE 5
15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch programs
1771-1791 Child nutrition, including:
1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 2

225 Cost Principles for State, Local, and Indian Tribal Governments

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program
250.1-250.70 USDA foods

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Food Distribution Program Administrative Manual

Cafeteria Funds--Allowable Uses, Management Bulletin NSD-SNP-07-2013, May 2013

Paid Lunch Equity Requirement, Management Bulletin USDA-SNP-16-2012, October 2012

Storage and Inventory Management of United States Department of Agriculture (USDA) Donated Foods, Management Bulletin USDA-FDP-02-2010, August 2010

Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs; and the Handling of Unpaid Meal Charges, Management Bulletin USDA-SNP-01-2008, February 2008

Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, Management Bulletin 00-111, July 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Financial Management of the School Meal Programs, Correspondence, August 30, 2013

Indirect Costs: Guidance for State Agencies and School Food Authorities, 2011

U.S. DEPARTMENT OF EDUCATION GUIDANCE

FAQs About School Meals

WEB SITES

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California School Nutrition Association: <http://www.calsna.org>
U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>
U.S. Department of Education: <http://www.ed.gov>

Policy
adopted: March 12, 2015

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
South San Francisco, California

Second Reading
04-15-21
PROPOSED

**CSBA Sample
Board Policy**

All Personnel

BP 4127(a)

4227

TEMPORARY ATHLETIC TEAM COACHES

4327

The Governing Board desires to employ highly qualified coaches for the district's sports and interscholastic athletic programs in order to enhance the knowledge, skills, motivation, and safety of student athletes.

(cf. 6142.7 - Physical Education and Activity)
(cf. 6145.2 - Athletic Competition)

The Superintendent or designee may hire a certificated or noncertificated employee, other than a substitute employee, to supervise or instruct interscholastic athletic activities as a temporary employee in a limited assignment capacity. (5 CCR 5590)

(cf. 4121 - Temporary/Substitute Personnel)

When hiring a person to fill a position as a temporary athletic team coach, the position shall first be made available to qualified certificated teachers currently employed by the district. (Education Code 44919)

A potential hiree-coach can submit either the Activity Supervisor Clearance Certificate or the Department of Justice and Federal Bureau of Investigation criminal background check.

All coaches shall be subject to Board policies, administrative regulations, and California Interscholastic Federation bylaws and codes of ethical conduct.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.63 - Steroids)
(cf. 5141.1 - Child Abuse Prevention and Reporting)

Noncertificated coaches shall have no authority to assign grades to students. (5 CCR 5591)

(cf. 5121 - Grades/Evaluation of Student Achievement)

TEMPORARY ATHLETIC TEAM COACHES (continued)

Qualifications and Training

The Superintendent or designee shall establish qualification criteria for all athletic coaches in accordance with law and district standards. These criteria shall ensure that coaches possess an appropriate level of competence, knowledge, and skill.

Any noncertificated employee or volunteer who works with students in a district-sponsored interscholastic athletic program shall, prior to beginning his/her duties, submit to the Superintendent or designee either an Activity Supervisor Clearance Certificate issued by the Commission on Teacher Credentialing or a Department of Justice and Federal Bureau of Investigation criminal background clearance. (Education Code 49024)

Coaches should also complete a training course related to the nature and warning signs of sudden cardiac arrest and retake such a course every two years thereafter.

(cf. 1240 - Volunteer Assistance)

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

TEMPORARY ATHLETIC TEAM COACHES (continued)

Following the selection of a temporary athletic team coach, the Superintendent or designee shall certify to the Board, at the next regular Board meeting or within 30 days, whichever is sooner, that the coach meets the qualifications and competencies required by 5 CCR 5593. By April 1 of each year, the Board shall certify to the State Board of Education that the provisions of 5 CCR 5593 have been met. (5 CCR 5594)

In addition, the Superintendent or designee shall regularly report to the Board regarding the extent to which the district's coaches have completed the trainings required by law, including those required pursuant to Education Code 33479.6 and 49032, and by district policy.

Legal Reference:

EDUCATION CODE

35179-35179.7 Interscholastic athletics

33479-33479.9 The Eric Parades Sudden Cardiac Arrest Prevention Act

35179-35179.7 Interscholastic athletics

33479-33479.9 The Eric Parades Sudden Cardiac Arrest Prevention Act

44010 Sex offense

44011 Controlled substance offense

44332-44332.5 Temporary certificates

44424 Conviction of a crime

44808 Liability when students are not on school property

TEMPORARY ATHLETIC TEAM COACHES (continued)

Legal Reference: (continued)

EDUCATION CODE

44916 Written statement indicating employment status
44919 Classification of temporary employees
45125.01 Interagency agreements for criminal record information
45347 Instructional aides subject to requirements for classified staff
45349 Use of volunteers to supervise or instruct students
49024 Activity Supervisor Clearance Certificate
49030-49034 Performance-enhancing substances
49406 Examination for tuberculosis

CODE OF REGULATIONS, TITLE 5

5531 Supervision of extracurricular activities
5590-5596 Duties of temporary athletic team coaches

COURT DECISIONS

Neily v. Manhattan Beach Unified School District, (2011) 192 Cal. App. 4th 187
Kavanaugh v. West Sonoma County Union High School District, (2003) 29 Cal. 4th 911
CTA v. Rialto Unified School District, (1997) 14 Cal. 4th 627
San Jose Teachers Association, CTA, NEA v. Barozzi, (1991) 230 Cal.App.3d 1376

Management Resources:

CSBA PUBLICATIONS

Steroids and Students: What Boards Need to Know, Policy Brief, July 2005

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

California Interscholastic Federation Constitution and Bylaws

Pursuing Victory with Honor, 1999

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), July 20, 2010

WEB SITES

CSBA: <http://www.csba.org>
California Athletic Trainers' Association: <http://www.ca-at.org>
California Department of Education: <http://www.cde.ca.gov>
California Interscholastic Federation: <http://www.cifstate.org>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
National Athletic Trainers' Association: <http://www.nata.org>

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Policy Reference UPDATE Service

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CURRENT

South San Francisco USD

Board Policy

Temporary Athletic Team Coaches

BP 4127

Personnel

The Governing Board desires to employ highly qualified coaches for the district's sports and interscholastic athletic programs in order to enhance the knowledge, skills, motivation, and safety of student athletes.

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee may employ a certificated or noncertificated employee, other than a substitute employee, to supervise or instruct interscholastic athletic activities as a temporary employee in a limited assignment capacity. (5 CCR 5590)

(cf. 4121 - Temporary/Substitute Personnel)

When hiring a person to fill a position as a temporary athletic team coach, the position shall first be made available to qualified certificated teachers currently employed by the district. (Education Code 44919)

The Superintendent or designee shall establish qualification criteria for all athletic coaches in accordance with law and district standards. These criteria shall ensure that coaches possess the proper credential or Activity Supervisor Clearance Certificate and an appropriate level of competence, knowledge, and skill.

All coaches shall be subject to Board policies, administrative regulations, and California Interscholastic Federation bylaws and codes of ethical conduct.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.63 - Steroids)

Noncertificated coaches have no authority to give grades to students. (5 CCR 5591)

(cf. 5121 - Grades/Evaluation of Student Achievement)

Legal Reference:

EDUCATION CODE

35179-35179.7 Interscholastic athletics

44010 Sex offense

44011 Controlled substance offense

44258.7 Credential types; Activity Supervisor Clearance Certificate

44332-44332.5 Temporary certificates

44424 Conviction of a crime

44808 Liability when students are not on school property

44919 Classification of temporary employees

49024 Activity Supervisor Clearance Certificate

49030-49034 Performance-enhancing substances

CODE OF REGULATIONS, TITLE 5

5531 Supervision of extracurricular activities

5590-5596 Duties of temporary athletic team coaches

COURT DECISIONS

CTA v. Rialto Unified School District, (1997) 14 Cal. 4th 627

San Jose Teachers Association, CTA, NEA v. Barozzi, (1991) 230 Cal.App.3d 1376

Management Resources:

CSBA PUBLICATIONS

Steroids and Students: What Boards Need to Know, Policy Brief, July 2005

A School Board Member's Guide to CIF and Interscholastic Sports, 1997

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

Pursuing Victory with Honor, 1999

California Interscholastic Federation Constitution and Bylaws

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

09-19 Implementation of Assembly Bill 1025 Concerning the Activity Supervisor Clearance Certificate (ASCC), December 2, 2009

WEB SITES

CSBA: <http://www.csba.org>

California Athletic Trainers' Association: <http://www.ca-at.org>

California Department of Education: <http://www.cde.ca.gov>

California Interscholastic Federation: <http://www.cifstate.org>

National Athletic Trainers' Association: <http://www.nata.org>

Policy
adopted:

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
November 18, 2010 South San Francisco, California

Second Reading

04-15-21

NEW

CSBA Sample Board Policy

Administrative and Supervisory Personnel

BP 4312.1(a)

CONTRACTS

The Governing Board recognizes the importance of employing qualified and competent individuals to manage district programs and to assist the Superintendent in coordinating efforts to achieve district goals and objectives. To that end, the Board may fill certificated administrative and supervisory positions and classified senior management positions on a contract basis.

(cf. 0000 - Vision)

(cf. 2121 - Superintendent's Contract)

(cf. 4111/4211/4311 - Recruitment and Selection)

(cf. 4300 - Administrative and Supervisory Personnel)

(cf. 4313.2 - Demotion/Reassignment)

(cf. 4314 - Transfers)

The Board may offer a continuing contract of up to four years to any deputy, associate, or assistant superintendent; any certificated employee holding a position requiring a supervision or administration credential; or any senior manager of the classified service. (Education Code 35031, 44929.20)

Prior to entering into any such contract, the Board and Superintendent shall consider the financial impact of the contract on the district. The proposed contract shall also be reviewed by legal counsel to ensure that all legally required provisions are included in the contract and to address any potentially adverse obligations for the district.

(cf. 3460 - Financial Reports and Accountability)

CONTRACTS (continued)

The Board may deliberate in the closed session of a regular meeting about the terms of an employment contract for a deputy, associate, or assistant superintendent; other certificated employee holding a position requiring a supervision or administration credential; or a senior manager of the classified service. Discussions regarding salary, salary schedule, or other compensation may occur in the closed session of a regular meeting only between the Board and

its designated representative(s), as permitted under Government Code 54957.6 (the "labor exception") for the purpose of reviewing the Board's position and/or instructing the designated representative(s) prior to or during bona fide negotiations with the employee. Such deliberations shall not be held during a special meeting. (Government Code 54956, 54957, 54957.6)

CONTRACTS (continued)

representative(s) prior to or during bona fide negotiations with the employee. Such deliberations shall not be held during a special meeting. (Government Code 54956, 54957, 54957.6)

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

The Board shall take final action on an employment contract during an open session of a regularly scheduled Board meeting, and that action shall be reflected in the Board's minutes. At that meeting, prior to taking action, the Board shall orally report a summary of the recommendation for the final action on salary or compensation in the form of fringe benefits. (Government Code 3511.1, 53262, 54953)

Copies of any contract and other public records created or received in the process of developing the recommendation related to the salary, benefits, and other compensation shall be available to the public upon request. (Government Code 53262, 54953)

(cf. 1340 - Access to District Records)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9324 - Minutes and Recordings)

Extension of Contract/Reemployment

A contract shall be extended only by Board action and subsequent to a satisfactory evaluation of the employee's performance. No employment contract shall include a provision for automatic renewal of the contract.

(cf. 4315 - Evaluation/Supervision)

During the term of the contract and with the consent of the employee involved, the Board may reelect or reemploy the employee starting on the next succeeding first day of July and based on terms and conditions mutually agreed upon by the Board and the employee. (Education Code 35031)

If the Board decides not to reelect or reemploy a deputy, associate, or assistant superintendent or a senior manager of the classified service upon the expiration of his/her term, it shall notify the employee in writing 45 calendar days prior to the expiration of the term of the contract. (Education Code 35031)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Termination of Contract

The Board may terminate an employment contract prior to its expiration date in accordance with the conditions and process specified in the contract.

BP 4312.1(c)

CONTRACTS (continued)

Every employment contract shall include a provision specifying the legal maximum cash settlement that the employee may receive in the event that the contract is terminated prior to its expiration date. (Government Code 3511.2, 53260)

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

In addition, all employment contracts shall include a provision that, if the employee is convicted of a crime involving an abuse of his/her office or position, he/she shall fully reimburse the district for payments he/she receives as paid leave salary pending investigation or as cash settlement upon his/her termination and for any funds expended by the district in his/her criminal legal defense. (Government Code 53243-53243.4, 53260)

Legal Reference:

EDUCATION CODE

35030 Title of deputy, associate or assistant superintendent for certain positions

35031 Term of employment

44842 Automatic declining of employment

44843 Notice of employment to county superintendent

44929.20 Continuing contract

44951 Continuation in position unless notified

GOVERNMENT CODE

3511.1-3511.2 Local agency executives

53260-53264 Employment contracts

54953 Oral summary of recommended salary and benefits of district executive

54954 Time and place of regular meetings

54956 Brown Act - Open meeting laws; special meetings

54957 Closed session, personnel matters

ATTORNEY GENERAL OPINIONS

57 Ops.Cal.Atty.Gen. 209 (1974)

Management Resources:

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Local Legislative Bodies, 2003

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Office of the Attorney General: <https://oag.ca.gov>

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April 15, 2021

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Action

Second Reading

04-15-21

NEW

CSBA Sample Board Policy

Instruction

BP 6142.93(a)

SCIENCE INSTRUCTION

The Governing Board believes that science education should focus on giving students an understanding of the biological and physical aspects of science, key scientific concepts, and methods of scientific inquiry and investigation. Students should become familiar with the natural world and the interrelationship of science, mathematics, technology, and engineering. As part of science instruction, students should learn how to apply scientific knowledge and reasoning.

(cf. 0440 - District Technology Plan)
(cf. 5145.8 - Refusal to Harm or Destroy Animals)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)

Philosophical and religious theories that are based, at least in part, on faith and are not subject to scientific test and refutation shall not be discussed during science instruction.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

The district's academic standards for science instruction shall meet or exceed the California Next Generation Science Standards (CA-NGSS). The Superintendent or designee shall ensure that curricula used in district schools are aligned with these standards and the state curriculum framework.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee shall ensure that students have access to and are enrolled in a broad course of study including science courses.

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall provide certificated staff with opportunities to participate in professional development activities designed to enhance their knowledge of district-adopted academic standards, instructional strategies for teaching science, and changes in scientific theories.

SCIENCE INSTRUCTION (continued)*(cf. 4131 - Staff Development)**(cf. 4331 - Staff Development)*

Pursuant to 8 CCR 5191, whenever a school laboratory uses hazardous chemicals, it is required to have a written chemical hygiene plan to protect employees. See BP/AR 3514.1 - Hazardous Substances. In addition, Education Code 49340-49341 encourage educational efforts to increase student and staff awareness dealing with hazardous materials in school laboratories in order to minimize injuries, loss of property, and classroom disruptions.

The Superintendent or designee shall develop and implement appropriate safety measures for science laboratory classes, including, but not limited to, staff and student safety training, use of eye safety devices, hearing protection, first aid procedures, regular equipment maintenance, safe use of heat sources, safe use and disposal of hazardous chemicals, proper ventilation, prevention of exposure to bloodborne pathogens from sharp instruments, fire prevention and control, an emergency response plan, and evacuation procedures. Parents/guardians shall be informed of the types of science laboratory activities that will be conducted and encouraged to sign consent forms for their child's participation.

*(cf. 3514.1 - Hazardous Substances)**(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)**(cf. 4157/4257/4357- Employee Safety)**(cf. 5142 - Safety)*

Pursuant to Education Code 60640, the California Assessment of Student Performance and Progress includes administration of science assessments at grades 5, 8, and 10. The California Standards Tests are to be used for this purpose until a science assessment that is aligned with the CA-NGSS is adopted. Students with disabilities who are unable to participate in the science assessments, even with allowable testing variations and resources, must be administered either the California Modified Assessment or California Alternate Performance Assessment in accordance with their individualized education program. See AR 6162.51 - State Academic Achievement Tests.

The Superintendent or designee shall regularly report to the Board regarding the implementation and effectiveness of the science curriculum at each grade level. At a minimum, each report shall address the extent to which the program is aligned with the CA-NGSS, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

*(cf. 0500 - Accountability)**(cf. 6162.51 - State Academic Achievement Tests)*

SCIENCE INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE

8774 Residential outdoor science program

32030-32034 Eye safety

32255-32255.6 Student's right to refrain from harmful or destructive use of animals

33475-33475.5 Model curriculum on stem cell science

49340-49341 Hazardous substances education

51210 Areas of study, grades 1 through 6

51210.3 Elementary science coach

51220 Areas of study, grades 7 through 12

51225.3 High school graduation

52060-52077 Local control and accountability plan

60640-60649 California Assessment of Student Performance and Progress

CODE OF REGULATION, TITLE 5

14030 Science laboratories, design specifications

CODE OF REGULATIONS, TITLE 8

5191 Occupational exposure to hazardous chemicals in laboratories; chemical hygiene plan

Management Resources:

CSBA PUBLICATIONS

Supporting Implementation of the California Next Generation Science Standards (CA-NGSS), Governance Brief, November 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Science Framework for California Public Schools: Kindergarten Through Grade Twelve, ~~1990~~ 2016

Next Generation Science Standards Systems Implementation Plan for California, 2014

California Next Generation Science Standards, 2013

Science Safety Handbook for California Public Schools, 2012

WEB SITES

CSBA: <http://www.csba.org>

California Alliance for Next Generation Science Standards: <http://cdefoundation.org/stem/ca4ngss>

California Department of Education: <http://www.cde.ca.gov>

California Science Teachers Association: <http://www.cascience.org>

U.S. Department of Education, STEM Education: <http://www.ed.gov/stem>

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Second Reading

04-15-21

PROPOSED

CSBA Sample Board Policy

Instruction

BP 6146.1(a)

HIGH SCHOOL GRADUATION REQUIREMENTS

The Governing Board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Three courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I.

Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete three mathematics courses in grades 9-12. (Education Code 51224.5)

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6152.1 - Placement in Mathematics Courses)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3) and must include one year each of Biological and Physical Sciences

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)

(cf. 6142.94 - History-Social Science Instruction)

5. One course in visual or performing arts, foreign language, including American Sign Language, or career technical education (CTE) (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.8 - Comprehensive Health Education)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Exemptions and Waivers

A foster youth, homeless student, or former juvenile court school student who transfers into the district any time after completing his/her second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether he/she qualifies for it. (Education Code 51225.1)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.3 - Education for Juvenile Court School Students)

In addition, the Superintendent or designee shall facilitate the on-time graduation of children of military families by waiving specific course requirements for graduation if the student has satisfactorily completed similar coursework in another district. (Education Code 49701)

(cf. 6173.2 - Education for Children of Military Families)

Retroactive Diplomas

Until July 31, 2018, any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 60851.6)

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to

BP 6146.1(d)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Legal Reference:

EDUCATION CODE

47612 Enrollment in charter school
48200 Compulsory attendance
48412 Certificate of proficiency
48430 Continuation education schools and classes
48645.5 Acceptance of coursework
48980 Required notification at beginning of term
49701 Interstate Compact on Educational Opportunity for Military Children
51224 Skills and knowledge required for adult life
51224.5 Algebra instruction
51225.1 Exemption from district graduation requirements
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
51225.3 High school graduation
51225.35 Mathematics course requirements; computer science
51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
51225.5 Honorary diplomas; foreign exchange students
51225.6 Compression-only cardiopulmonary resuscitation
51228 Graduation requirements
51240-51246 Exemptions from requirements
51250-51251 Assistance to military dependents
51410-51412 Diplomas
51420-51427 High school equivalency certificates
51430 Retroactive high school diplomas
51440 Retroactive high school diplomas
51450-51455 Golden State Seal Merit Diploma
51745 Independent study restrictions
56390-56392 Recognition for educational achievement, special education
60851.5 Suspension of high school exit examination
60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination
66204 Certification of high school courses as meeting university admissions criteria
67386 Student safety; affirmative consent standard
CODE OF REGULATIONS, TITLE 5
1600-1651 Graduation of students from grade 12 and credit toward graduation
4600-4687 Uniform complaint procedures
COURT DECISIONS
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

BP 6146.1(e)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>

University of California, List of Approved a-g Courses:

<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

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South San Francisco USD Board Policy

High School Graduation Requirements

BP 6146.1

Instruction

The Governing Board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Two courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. (Education Code 51224.5)

Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall satisfy the algebra coursework requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

(cf. 6011 - Academic Standards)

(cf. 6142.92 - Mathematics Instruction)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)

(cf. 6142.93 - History-Social Science Instruction)

5. One course in visual or performing arts, foreign language, including American Sign Language, or career technical education (CTE) (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education and Activity)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

The Superintendent or designee shall exempt or waive specific course requirements for foster youth or children of military families in accordance with Education Code 51225.1 and 49701.

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education for Children of Military Families)

High School Exit Examination

As a condition of high school graduation, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics unless he/she receives a waiver or exemption. (Education Code 60851, 60859)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program)

(cf. 6162.52 - High School Exit Examination)

Supplemental instruction shall be offered to any student in grade 7-12 who does not demonstrate "sufficient progress," as defined in BP 6179 - Supplemental Instruction, toward passing the exit

exam. (Education Code 60851)

(cf. 5148.2 - Before/After School Programs)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)
(cf. 6179 - Supplemental Instruction)

Students who have passed all state and local graduation requirements by the end of grade 12 except one or both parts of the exit exam shall be informed of educational options available within the district and/or the community to enable them to continue their progress toward a high school diploma or the equivalent of a diploma.

(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6184 - Continuation Education)

Students who have passed all graduation requirements by the end of grade 12 except one or both parts of the exit exam also are eligible to receive a certificate of completion or comparable form of recognition to indicate that they have completed the required course of study.

The Superintendent or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except for the passage of the exit exam and the resources that have been offered to such students.

Retroactive Diplomas

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Legal Reference:

EDUCATION CODE

37252 Supplemental instructional programs
37254 Supplemental instruction based on failure to pass exit exam by end of grade 12
37254.1 Required student participation in supplemental instruction
47612 Enrollment in charter school
48200 Compulsory attendance

48412 Certificate of proficiency
 48430 Continuation education schools and classes
 48645.5 Acceptance of coursework
 48980 Required notification at beginning of term
 49701 Interstate Compact on Educational Opportunity for Military Children
 51224 Skills and knowledge required for adult life
 51224.5 Algebra instruction
 51225.1 Exemption from district graduation requirements
 51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
 51225.3 High school graduation
 51225.5 Honorary diplomas; foreign exchange students
 51228 Graduation requirements
 51240-51246 Exemptions from requirements
 51250-51251 Assistance to military dependents
 51410-51412 Diplomas
 51420-51427 High school equivalency certificates
 51450-51455 Golden State Seal Merit Diploma
 51745 Independent study restrictions
 56390-56392 Recognition for educational achievement, special education
 60850-60859 High school exit examination
 66204 Certification of high school courses as meeting university admissions criteria
 CODE OF REGULATIONS, TITLE 5
 1600-1651 Graduation of students from grade 12 and credit toward graduation
 COURT DECISIONS
 O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, High School: <http://www.cde.ca.gov/ci/gc/hs>

University of California, List of Approved a-g Courses:
<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

Policy
 adopted: March 12, 2015

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
 South San Francisco, California

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Keith B. Irish, Assistant Superintendent, Educational Services and Categorical Programs

DATE: April 15, 2021

RE: Local Control Funding Formula (LCFF) - Supplemental Funded Positions 2020-2021

BACKGROUND:

In the 2021 -2022 school year, SSFUSD will spend its LCFF Supplemental funds on actions and services principally directed towards our unduplicated students groups, by offering a variety of programs, additional staffing and support for English learners, low income students and foster youth. The staffing chart below indicates a list of positions that I would like to propose for the 2021-2022 school year.

<u>Funding Source</u>	<u>Site</u>	<u>Position/Course</u>	<u>#Sections</u>	<u>FTE</u>	<u>Total Cost</u>
LCFF Supplemental	District wide	CTE Coordinator	5	1.0	102,700
LCFF Supplemental	Buri	RTI	5	1.0	102,700
LCFF Supplemental	Junipero Serra	RTI	5	1.0	102,700
LCFF Supplemental	Los Cerritos	RTI	5	1.0	102,700
LCFF Supplemental	Martin	RTI	5	1.0	102,700
LCFF Supplemental	Monte Verde	RTI	5	1.0	102,700
LCFF Supplemental	Ponderosa	RTI	5	1.0	102,700
LCFF Supplemental	Skyline	RTI	5	1.0	102,700
LCFF Supplemental	Spruce	RTI	5	1.0	102,700
LCFF Supplemental	Sunshine Gardens	RTI	5	1.0	102,700

LCFF Supplemental	Martin/Spruce	RTI	5	1.0	102,700
LCFF Supplemental	Los Cerritos/ Sunshine Gardens	RTI	5	1.0	102,700
LCFF Supplemental	District wide	TOSA-C & I - ELD	5	1.0	102,700
LCFF Supplemental	District wide	TOSA - ELA/ELD -K-8	5	1.0	102,700
LCFF Supplemental	District wide	TOSA - ELA/ELD -9-12	5	1.0	102,700
LCFF Supplemental	District Wide	TOSA - Math - (K-5 & 6-12)	10	2.0	205,400
LCFF Supplemental	District wide	TOSA - Science - K- 5	5	1.0	102,700
LCFF Supplemental	District wide	TOSA -Science 6-8	5	1.0	102,700
LCFF Supplemental	District wide	TOSA -Science 9 - 12 (Genentech)	5	1.0	102,700
LCFF Supplemental	District wide	TOSA- Technology	10	2.0	205,400
LCFF Supplemental	District wide	TOSA-SPED	10	2.0	205,700
LCFF Supplemental	District wide	ELD TOSA	30	6.0	616,000
LCFF Supplemental	District wide	TOSA - SEL (Socio - Emotional Learning)	5	1.0	102,700
				Total-LCFF Supplemental	3,184,400

FISCAL IMPLICATIONS:

SSFUSD LCFF Supplemental Allocation is approximately 5.62 million for 2020-21. The proposed positions have an approximate cost of \$3,184,400.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the LCFF Supplemental funds positions as outlined above.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Jay Spaulding, Ed. D., Assistant Superintendent, Human Resources and Student Services

DATE: April 15, 2021

RE: Approval of Declaration of Need for Fully Qualified Educators 2021-22 School Year

BACKGROUND:

On an annual basis, the District is required to adopt a Declaration of Need for Fully Qualified Teachers. This declaration certifies that there are an insufficient number of certificated persons to meet the District's specified employment criteria for the upcoming year in specific areas. The Declaration allows us to hire teachers who have an emergency permit for the following areas: CLAD/English Learner authorization and Limited Assignment Permits. It also allows us to request Limited Assignment Permits in the following areas: Multiple Subject; Single Subject; and Special Education. It is important to note all of these teachers have credentials but the credential may not match all of the teacher's assigned classes. It is the District's expectation that teachers who are hired with an emergency or limited assignment permit will become fully authorized within their first two years with us or be released.

FISCAL IMPLICATIONS:

There are no fiscal implications for the district.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Declaration of Need for Fully Qualified Educators for the 2021-22 school year.



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2021-2022

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: South San Francisco Unified School District District CDS Code: 69070

Name of County: San Mateo County CDS Code: 41/040

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 04 / 15 / 2021 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2021.

Submitted by (Superintendent, Board Secretary, or Designee):

Jay Spaulding, Ed. D. Assistant Superintendent, HR

Name

Signature

Title

650.583.1747

650.877.8725

04/07/2021

Fax Number

Telephone Number

Date

398 B Street, South San Francisco, CA 94080

Mailing Address

jspaulding@ssfusd.org

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>Email Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	<u>6</u>
Bilingual Authorization (applicant already holds teaching credential)	<u>1</u>
List target language(s) for bilingual authorization: _____	
Resource Specialist	<u>3</u>
Teacher Librarian Services	<u>0</u>

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	3
Special Education	5
TOTAL	10

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes ☐ No ☒

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes ☒ No ☐

If yes, how many interns do you expect to have this year? 9

If yes, list each college or university with which you participate in an internship program.

Cal State, East Bay, USF, SFSU, NDNU, National, Holy Names, University of Phoenix,
Alliant, University of Pacific, San Jose, St. Mary's.

If no, explain why you do not participate in an internship program.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

**RESOLUTION NO. 21-09
CLASSIFIED SCHOOL EMPLOYEE WEEK
MAY 16-22, 2021**

WHEREAS, The third full week of May (May 16-22, 2021) has been designated as **Classified School Employee Week** by the California State Legislature. The theme for this week is ***Essential Workers: Getting it Done***; and

WHEREAS, Classified school employees provide valuable services to the schools and students of the South San Francisco Unified School District; and

WHEREAS, Classified school employees contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, Classified school employees play a vital role in providing for the welfare and safety of South San Francisco Unified School District's students; and

WHEREAS, Classified school employees employed by the South San Francisco Unified School District strive for excellence in all areas relative to the educational community;

NOW, THEREFORE, BE IT RESOLVED That the South San Francisco Unified School District Board of Trustees hereby recognizes and wishes to honor the contributions of the classified school employees to quality education in the state of California and in the South San Francisco Unified School District and declares the week of May 16-22, 2021, as **Classified School Employee Week**.

Regularly passed and adopted this 15th day of April 2021.

AYES in Favor of Said Resolution

ATTEST:

Secretary/Clerk of the Board

Superintendent of Schools

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Jay Spaulding, Ed. D., Assistant Superintendent, Human Resources and Student Services

DATE: April 15, 2021

RE: Approval of Elimination of Classified positions in the Parent Involvement Project: Early Child Development Coach and School Community Liaison - Child Development and Adoption of Resolution #21-10

BACKGROUND:

The Parent Involvement Project (PIP) has been in operation for 13 years with SSFUSD. When the program began during the 2007-2008 school year, the focus was serving preschool to first grade students at Children's Center, Spruce and Martin Elementary Schools. In 2013, the program began to focus its efforts on preschool students at Children's Center. The project is funded by the Silicon Valley Community Foundation, and is currently under the direction of West Ed, Center for Child and Family Studies.

Beginning in the 2021-22 school year, the funding source for PIP will conclude, which will result in the elimination of the two (2) classified positions located at Children's Center. The positions for elimination are Early Child Development Coach and School Community Liaison - Child Development, both 7.5 hours per day, 10 month positions. Both positions were established in 2007 specifically to serve PIP.

FISCAL IMPLICATIONS:

The Early Child Development Coach and the School Community Liaison – Child Development are unique positions that were created solely as grant-funded positions. Therefore, there will be no fiscal implications to the District.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the eliminations of the Early Child Development Coach position and School Community Liaison – Child Development position, effective June 30, 2021 and adopt Resolution #21-10.

COUNTY OF SAN MATEO, STATE OF CALIFORNIA
RESOLUTION NO. 21-10

In the Matter of the Reduction of) RESOLUTION TO LAY OFF
Positions in the Classified Service) CLASSIFIED EMPLOYEES
_____))

WHEREAS, due to lack of work and/or lack of funds in the South San Francisco Unified School District, the Governing Board, under the authority of Education Code section 45114, 45115, 45117, 45298, and 45308, hereby finds it necessary and in the best interest of the District to eliminate the full-time equivalent (FTE) of the classified service as specified below:

CLASSIFICATION	FULL TIME EQUIVALENT
One (1) Early Child Development Coach	1.0
One (1) School Community Liaison – Child Development	1.0
TOTAL	2.0

NOW, THEREFORE, BE IT RESOLVED, that as of June 30, 2021, the classified positions set forth above shall be discontinued to the extent herein above set forth.

BE IT FURTHER RESOLVED, that the Superintendent or his/her designee is authorized and directed to give notices of layoff to all affected employees not later than 60 days prior to the effective date of the layoff set forth above.

BE IT FURTHER RESOLVED, that the Superintendent or his/her designee be authorized and directed to take any other actions necessary to effectuate the intent of this resolution.

PASSED AND ADOPTED by the Governing Board of the South San Francisco Unified School District this 15th day of April 2021, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Daina R. Lujan
President of the Governing Board
South San Francisco Unified School District

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Jay Spaulding, Ed. D., Assistant Superintendent, Human Resources and Student Services

DATE: April 15, 2021

RE: Approval of Elimination of two (2) Classified positions at Adult Education: Paraprofessional I and Adoption of Resolution #21-11

BACKGROUND:

Before the 2020-21 school year began, the South San Francisco Adult Education Program changed their Adult Secondary Education program model by using Edgenuity as the core program. The decision for this change was made based on the recommendation from the 2020 Western Association of Schools and Colleges (WASC) committee to have updated academic curriculum that is based on Common Core standards, as well as to provide students with flexible options that take into consideration the fluid student population.

Due to the remodeling of the Adult Education Program, it has been determined that two (2) Paraprofessional I positions that are assigned at SSFAE Learning Center are no longer needed, due to the move to a fully computer based program. One position is 4.0 hours per day, 211 days per year and one position is 2.5 hours per day, 80 days per year.

FISCAL IMPLICATIONS:

The elimination of two (2) Paraprofessional I positions will result in a savings of approximately (Position 1: \$20,324.00; Position 2: \$4816.00) \$25,140.00.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the elimination of two (2) Paraprofessional I positions effective June 30, 2021 and adopt Resolution #21-11.

COUNTY OF SAN MATEO, STATE OF CALIFORNIA
RESOLUTION NO. 21-11

In the Matter of the Reduction of) RESOLUTION TO LAY OFF
Positions in the Classified Service) CLASSIFIED EMPLOYEES
_____))

WHEREAS, due to lack of work and/or lack of funds in the South San Francisco Unified School District, the Governing Board, under the authority of Education Code section 45114, 45115, 45117, 45298, and 45308, hereby finds it necessary and in the best interest of the District to eliminate the full-time equivalent (FTE) of the classified service as specified below:

CLASSIFICATION	FULL TIME EQUIVALENT
One (1) Paraprofessional I	0.53
One (1) Paraprofessional I	0.33
TOTAL	0.86

NOW, THEREFORE, BE IT RESOLVED, that as of June 30, 2021, the classified positions set forth above shall be discontinued to the extent herein above set forth.

BE IT FURTHER RESOLVED, that the Superintendent or his/her designee is authorized and directed to give notices of layoff to all affected employees not later than 60 days prior to the effective date of the layoff set forth above.

BE IT FURTHER RESOLVED, that the Superintendent or his/her designee be authorized and directed to take any other actions necessary to effectuate the intent of this resolution.

PASSED AND ADOPTED by the Governing Board of the South San Francisco Unified School District this 15th day of April 2021, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Daina R. Lujan
President of the Governing Board
South San Francisco Unified School District

<u>RESOLUTION NO.</u>	<u>NAME</u>	<u>POSITION</u>	<u>YEARS OF SERVICE</u>
Resolution No. 21-12	Sharon Ng	Martin - Teacher	20 years, 8 months, 30 days
Resolution No. 21-13	Edith Luther	District Nurse	4 years, 9 months, 20 days
Resolution No. 21-14	Cynthia Benedetti	Spruce - Administrative Assistant	21 years, 9 months, 20 days
Resolution No. 21-15	Edward Fristoe	Speech Language Pathologist	24 years, 10 months, 8 days
Resolution No. 21-16	Rory Nunsiale	Campus Security	22 years, 10 months, 30 days
Resolution No. 21-17	Ululau Seamaala	SPED - Adult Education	10 years, 10 months, 1 day
Resolution No. 21-18	Peter Unsinn	District Office - Grounds Maintenance Worker	10 years, 10 months, 1 day
Resolution No. 21-19	Debbie Mangone	SPED - Para - ECHS	33 years, 7 months, 11 days
Resolution No. 21-20	Susan Bacigalupi	Spruce - Para I	34 years, 1 month
Resolution No. 21-21	Catherine Souza	District Office - Budget/Position Control Analyst	4 years, 2 months, 26 days
Resolution No. 21-22	Paula Campbell	District Office - Executive Assistant HR	20 years, 3 months, 27 days
Resolution No. 21-23	Marianne Galli	Skyline - Para	11 years, 2 months, 19 days
Resolution No. 21-24	Ron Vose	District Office -Director of Facilities	2 years, 8 months
Resolution No. 21-25	Diana Ariani	District Office -TOSA CTE Coordinator	21 years, 9 months, 2 days

Resolution No. 21-26	Bonnie White	District Nurse	14 years, 9 months, 16 days
Resolution No. 21-27	Lisa Davis	School Support Secretary II, El Camino High School	40 years, 1 month, 9 days
Resolution No. 21-28	Diane Gretter	Office Assistant, Buri Buri Elementary School	11 years, 9 months, 13 days
Resolution No. 21-29	Margaret Weiss	Junipero Serra - Office Assistant	28 years, 8 months, 30 days
Resolution No. 21-30	Claire Hawkins	Baden - Teacher	27 years, 1 month, 26 days
Resolution No. 21-31	Elizabeth Kvarna	Buri Buri Teacher	36 years, 8 months, 29 days
Resolution No. 21-32	Tausa'afia Tofaeono	District Office Security Assistant	39 years, 6 months, 22 days

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Jay Spaulding, Ed. D., Assistant Superintendent, Human Resources and Student Services

DATE: April 15, 2021

RE: Approval of Memorandum of Understanding between the South San Francisco Unified School District and the South San Francisco Federation Classroom Teachers Association to address conditions related to the declared State of Emergency as a result of the COVID-19 pandemic.

BACKGROUND:

Representatives of the South San Francisco Unified School District and the South San Francisco Classroom Teachers Association met to address conditions related to the declared State of Emergency as a result of the COVID-19 pandemic.

FISCAL IMPLICATIONS:

None

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees adopt the Tentative Agreement, between the South San Francisco Unified School District and the South San Francisco Classroom Teachers Association to address conditions related to the declared State of Emergency as a result of the COVID-19 pandemic and the reopening of our district.

Memorandum of Understanding
by and between the
South San Francisco Unified School District and
South San Francisco Classroom Teachers Association
for Elementary Hybrid / In-Person Learning during the COVID-19 Pandemic

SSFCTA and SSFUSD enter this Memorandum of Understanding regarding issues related to the COVID-19 Pandemic and the changes needed to reopen school safely for our students and staff. The Parties recognize the need to address the District's teaching and learning environment and instructional model given the continuing pandemic, the SSFCTA (the Association) and SSFUSD (The District) collectively referred to as the "Parties," enter this Memorandum of Understanding ("MOU") regarding issues related to the COVID-19 pandemic.

The Parties recognize that we are in a time of unprecedented change for our educational system. It is in the mutual interest of the Parties to abide by the recommendations of public health officials to prevent illness and further spread of the virus based on the best available public health data at this time, national and international best practices, and the practical realities of managing school operations.

The Parties recognize that schools are critical to daily life and that collaboration between local public health, education officials, and educators is the best means to determine and balance competing concerns surrounding school reopening decisions.

I. Health and Safety Issues for in-Person Learning

- A. COVID Guidelines.** The District shall adhere to SSFUSD COVID-19 Policies, Procedures, and Guidelines, including but not limited to the District's CSP and Reopening Plan, which follow the COVID guidelines issued by the California Department of Public Health (CDPH), California Department of Education (CDE), San Mateo Pandemic Recovery Framework (SMPRF), and the San Mateo County Health Department (SMCHD). Previous MOU agreements between SSFCTA and SSFUSD will not be superseded by this document unless something is considered obsolete by both parties.
- B. Physical Distancing.** The District shall ensure minimum physical distancing of six (6) feet between educator and student workspaces. The District shall calculate the maximum capacity of all community work spaces, classrooms, and shared offices, while maintaining physical distance requirements consistent with CDPH and SMPRF guidelines. The capacity of each of these spaces shall be posted outside of each area and adhered to. All work spaces shall be measured and marked by administration to maintain the physical distancing requirements prior to the start of in-person learning.
- C. Additional Essential Protective Equipment (EPE).** Necessary additional EPE's (including 3-ply surgical face masks, gowns, face shields, gloves, goggles) requested by members shall be provided by the District. All necessary PPE requested by unit members will be provided prior to the start date of in-person learning.

- D. Student/Staff Movement and Flow.** Student/staff movement on campuses will be directed to minimize congregation, including but not limited to, increasing the number of ingress and egress points, unidirectional pathways to the extent possible, and marking for physical distancing.
- E. Bathrooms.** Bathrooms will be assigned for each classroom. Each bathroom will be cleaned and sanitized three times during the day.
- F. Drinking Fountains** – All drinking by mouth from indoor and/or outdoor fountains shall be prohibited.
- G. Gathering.** Aside from stable student groups, no more than 10 people should congregate in any one place without observing required physical distancing.
1. Family members should not enter the campus where stable student groups are meeting or be allowed to loiter on school grounds during school hours.
 2. All school events shall occur outdoors or virtually if more than one stable student group is involved including, but not limited to assemblies, parades, graduations, open houses, fundraising events, rallies, etc.
 3. At the beginning of In-Person Instruction participating families and staff will be provided with a list of recommendations consistent with SMCDH, SMPRF, guidelines that promote the safety of stable student groupings.
 4. The use of playgrounds and playground structures will be scheduled to allow stable student groups to play without coming into contact with other stable student groups.
- H. Face Coverings.** The District will require all employees and students on campuses to properly wear facial coverings (masks) in accordance with federal, state, and local guidelines as of March 9, 2021. If a unit member or a student is in need of a facial covering (mask), one will be provided by the District. Individuals who cannot wear a mask because of a documented health issue shall instead be required to wear a face shield that extends below the chin or other EPE shall be required as appropriate, including clear protective barriers for classroom teachers and/or student desks.
- I. Hand Washing.** The District shall comply with the following hand washing requirements:
1. Every room with a sink shall be stocked with soap, appropriate alcohol-based hand sanitizer, and hand drying equipment.
 2. Students and staff shall wash hands/use hand sanitizer upon entering and exiting classrooms and after using restrooms.
 3. Classrooms utilized for in-person learning will have signage for hand-washing guidelines posted no later than the day prior to the start of in-person instruction.
- J. Room Cleaning.** The District shall insure that all classrooms, restrooms, and workspaces that are being used are cleaned daily, including but not limited to chairs, desks, doorknobs, light switches, faucets, and other high touch fixtures.

- K. Student Use of Supplies/Equipment** - All use of supplies and equipment by students shall be individual, consistent with applicable public health guidelines.
- L. HVAC Systems.**
1. The District shall ensure HVAC systems operate on the mode which delivers the most air changes per hour. This includes disabling demand-controlled ventilation and opening outdoor air dampers to 100% as indoor and outdoor conditions safely permit. Only classrooms that have MERV-13 air filters will be used and the MERV-13 air filters will be replaced as needed, in accordance with manufacturer recommendations.
 2. The District shall further ensure that all HVAC systems comply with applicable legal standards to ensure sufficient ventilation in all school classrooms and shared workspaces per American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) guidance on ventilation, CalOSHA, and CDPH requirements.
 3. With the exception of Project Frog classroom modules, those classrooms and workspaces without an operable window with a minimum of a 6-inch opening and door opening to exterior air and those that do not meet the standards set forth in paragraph J.2, shall be provided with portable air purifiers.
 4. If a unit member must return to in-person instruction to a room without proper ventilation, the unit member will be provided an alternate room or area with appropriate ventilation within the guidelines mentioned above.
- M. Wellness Screenings.** The District shall ensure that all employees and students who are intending to be on campus complete a wellness screening process on a daily basis before entering campuses. The wellness check will include a temperature check. Only employees and students who pass the screening process, including a temperature lower than 100.4 degrees (with touchless forehead thermometer), will be allowed on campus. If a student's family does not complete the wellness screening at home, site administration will provide the wellness screening prior to coming into a classroom. Unit members shall not be required to conduct student wellness screenings. If a student does not pass the screening process, they will be sent home with their parents/guardians.
- N. Visitor Screenings.** The District shall ensure that visitors perform a wellness screening process prior to entering campus. School sites will develop a plan to minimize access to schools for non-essential visitors.
- O. Symptomatic Individuals and Close Contact.** Staff, students and visitors with any symptom consistent with COVID-19, not attributed to other health conditions (such as allergies) or who have had close contact with a person with COVID-19 shall be sent home or sent to an isolation room on-site pending travel home.
- P.** Unit members shall refer a student to site administration if they see a child exhibit COVID-19 symptom such as fever, runny nose or cough. The student that is referred will not return to the classroom until they satisfy applicable CDPH, SMCPH, and SMPRF return to school procedures.
- Q. Contact Tracing and Notification.** Upon notification that an employee or student has been infected with COVID-19, the District shall initiate contact tracing in conjunction with

local health officials. All persons who may have come in contact with the infected individual shall be notified. Additionally, all unit members shall be notified by the District if anyone infected with COVID-19 was on campus. The District shall also notify the Association within one business day.

II. Return to In-Person Instruction

- A. In-Person Instructional Support.** Students whose parents have opted for hybrid learning may return to campus to receive in-person instructional support. Hybrid / In-Person instructional support will begin April 19, 2021 for all elementary grades (TK-5) if authorized by current public health guidelines.
- B.** All elementary unit members shall be responsible for providing afternoon in-person instructional support for their own students. Student(s) will only be reassigned to another teacher in the event that their assigned teacher is medically unable or does not return to in person instruction as a result of an authorized leave of absence.
1. In the event that circumstances at a site grade level permit and consistent with the provisions set forth in this MOU, classes of students receiving in-person instructional support in the afternoon may be combined or otherwise reconfigured at the discretion of the site principal, with agreement of the affected teachers. If no agreement can be reached between the administrator and the affected teachers, each teacher will retain their own students, as in B. (above).
 2. Sites shall have the flexibility to offer remote academic support for students who are not participating in the in-person afternoon instruction. In the event a site elects to offer remote academic support, unit members will not be required to teach remotely (synchronous learning) and in-person simultaneously, pursuant to Letter E. in this MOU.
 3. Unit members with verified child care needs for children 5 years of age or younger for whom providing in-person instructional support in the afternoons would create a hardship, may request and shall be granted a partial unpaid leave of absence for the FTE represented by the afternoon in-person portion of their assignment.
- C. Unit Members Return Prior to Hybrid/In-Person Instruction.** During the week of April 12-16-all elementary unit members who will provide in-person instructional support in the Hybrid / In-Person model, shall return to campus on two (2) days prior to the beginning of Hybrid / In-Person instruction. Teachers may elect to assign asynchronous instruction on these days in order to provide them with time to prepare their physical teaching environment. These asynchronous days shall be scheduled by the teacher with site administration.
- D.** The contractual workday for unit members shall include a daily one-hour duty free lunch period and daily duty-free preparation period within the contractual work day of 7 hours per Article 8 of the Agreement between the District and Association 2018-21.
- E.** Unit members will not be required during the 2020-2021 school year to teach remotely (synchronous learning) and in-person simultaneously.

- F. Teaching During Remote Learning. Unit members are not required to teach in their classrooms during morning Distance Learning. Unit members may teach remotely during synchronous/asynchronous learning time.
- G. Elementary unit members that provide In-Person afternoon instructional support (PM session), from the first day of in-person instruction through May 28, 2021, will receive a stipend of \$800. This stipend will be paid no later than May 31, 2021.
- H. Unit members that provide in-person afternoon support will not be required to hold office hours.
- I. Unit members will not be required to assign any additional asynchronous work to students who are in distance learning only.
- J. Student rosters for in-person Optional Afternoon Sessions will be given to participating unit members no later than one week prior to the start of in-person instruction.
- K. Elementary Special Education Staff, which includes Psychologists, Speech and Language Pathologists, RSP, and SDC teachers may be required to provide services in-person as needed in the afternoon from 1:30 – 3:30. There will be no mixing of students from different Stable Student Groups.
- L. School Counselors shall work in-person two afternoons per week as designated by the site administrator from 1:30 – 3:30 for the purposes of creating the master schedule for the 2021-22 school year. Site administrators shall work with the counseling departments to schedule these days.
- M. Contracted Agency service providers will be held to the same safety protocols and testing procedures as District staff.
- N. **Notice of Inability to Return to In-Person Instruction.** Unit members who are medically unable to return to in-person instruction shall provide notice to the District as soon as possible and at least five (5) days in advance of their required return to Hybrid / In-Person Instruction services.

III. Sick Leave, Illness and High Risk

- A. **Sick Leave Exemption.** Employees who are asked to self-isolate due to workplace exposure to an individual who has tested positive for COVID-19 will not be required to use their sick days for the time that they are not on campus as long as they remain available to work.
- B. **Illness.** Staff, administrators, and students who are sick are expected to remain home and shall not be permitted on a District site while sick. In addition, any unit member subject to non-industrial quarantine or self-isolation shall remain home and, if unable to work, shall be required to use any available leaves for which they qualify under the CBA, state, and/or federal law.
- C. **High-Risk Individuals.** Unit members who have medical conditions which place them at a higher risk for severe outcomes should they contract COVID-19 and seek workplace

accommodations shall submit a medical note describing their functional limitations/work restrictions consistent with applicable law. The District will utilize the interactive process to determine what accommodations may be provided for eligible unit members. For unit members who care for/live with individuals at higher risk, the District shall meet with them to determine whether alternative arrangements may be available.

- D. In-Person Instruction Absences** – Unit members shall not be asked to cover additional students outside their cohorts if a colleague is absent.
- E. Closure Communication.** In the event that any site must be closed due to COVID-19, the District shall communicate closures, length of closure if known, and re-opening to the Association and bargaining unit members as soon as possible. Such communication will be by email and telephone. Unit members working remotely during a closure will be fully compensated.

IV. COVID-19 Testing and Contact Tracing

- A. Unit Member Testing.** COVID-19 viral testing shall be available to all unit members through the District every other week.
- B. Student Testing.** The District will provide parents and students with information regarding how to obtain COVID-19 viral testing.
- C. Contact Tracing.** The District has trained contact tracers to assist in identifying where the point of infection exists. If contact tracing shows a unit member was exposed and contracted COVID-19 from school-related business, that unit member will not be required to use any of their available sick days for related absences during the 2020-21 school year.
- D. Vaccines.** The District recommends that all unit members be vaccinated against COVID-19 and will assist unit members in finding vaccines if possible.
 - 1. The District will allow unit members to obtain a vaccine against COVID-19 during the contract day if necessary, even if a substitute or asynchronous activities must be assigned.
 - 2. The District will allow up to two days of District paid leave for a unit member that experiences adverse side effects after receiving COVID-19 vaccinations. Leave will not be deducted from unit members' sick leave. The District may require verification of vaccination. Unit members shall assign asynchronous work for days missed.

- V. Return to Purple Tier.** If the County returns to purple tier, the District and Association shall meet to discuss and negotiate changes to the learning model to ensure health and safety for staff and students.

- VI.** All provisions of this MOU are subject to the grievance and arbitration procedures in Article 6 of the Agreement between the District and Association 2018-21.
- VII. Term of MOU.** This agreement shall expire without precedent on June 30, 2021.

SSFCTA

SSFUSD

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: April 15, 2021

RE: Approval of Auditor Contract Renewal for 2021-22 – 2023-24

BACKGROUND:

In accordance with Education Code Section 41020, the governing board of each school district shall provide for an audit of the books and accounts of the school district each fiscal year. The audits shall be made by a certified public accountant or public accountant, licensed by the California Board of Accountancy.

SSFUSD has a current contract with Eide Bailly LLP for audit services. The contract will expire with the audit for June 30, 2021. As a result, the District needs to renew the contract. Staff is satisfied with the services provided by Eide Bailly and would like to review the contract for another three years. Attached is the contract for audit services for fiscal years 2021-22, 2022-23, and 2023-24.

FISCAL IMPLICATIONS:

The cost for the audit services is as follows:

21-22:	\$46,250
22-23:	\$46,500
23-24:	\$47,000

All audit fees are paid from the General Fund (Fund 01).

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the 3-year contract from Eide Bailly LLP for the amounts noted above.

CONTRACT FOR AUDITING

This agreement made and entered into this 15TH of APRIL, 2021, between the Governing Board of the South San Francisco Unified School District of San Mateo County, State of California, hereafter referred to as "District" and Eide Bailly, LLP, Certified Public Accountants, hereafter referred to as "Auditors".

You have requested that we audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District and the related notes to the financial statements, which collectively comprise District's basic financial statements, as of and for the three-year period beginning July 1, 2021 and ending June 30, 2024. In addition, we will audit the entity's compliance over major federal award programs for the three-year period beginning July 1, 2021 and ending June 30, 2024. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the entity's major federal award programs.

Accounting principles generally accepted in the United States of America require that certain information be presented to supplement the basic financial statements. Such information, 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. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

1. Management's Discussion and Analysis.
2. Budgetary Comparison Schedules.
3. Schedule of Changes in the District's Total OPEB Liability and Related Ratios.
4. Schedule of the District's Proportionate Share of the Net OPEB Liability - MPP Program.
5. Schedule of the District's Proportionate Share of the Net Pension Liability.
6. Schedule of District's Contributions for Pension.
7. Notes to RSI.

Supplementary information other than RSI will accompany District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

1. Schedule of Expenditures of Federal Awards.
2. Schedules required by the current *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the Education Audit Appeals Panel.
3. Combining Statements – Non-Major Governmental Funds

Our responsibility for other information included in documents containing the District's audited financial statements and auditor's report does not extend beyond the financial information identified in the report. We have no responsibility for determining whether such other information contained in these documents is properly stated.

Schedule of Expenditures of Federal Awards

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Audit of the Financial Statements

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and, if applicable, in accordance with any state or regulatory audit requirements. Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error, fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements.

An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. If appropriate, our procedures will therefore include tests of documentary evidence that support the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of cash, investments, and certain other assets and liabilities by correspondence with creditors and financial institutions. As part of our audit process, we will request written representations from your attorneys, and they may bill you for responding. At the conclusion of our audit, we will also request certain written representations from you about the financial statements and related matters.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance (whether caused by errors, fraudulent financial reporting, misappropriation of assets, detected abuse, or violations of laws or governmental regulations) may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and/or state or regulatory audit requirements. Please note that the determination of abuse is subjective, and *Government Auditing Standards* does not require auditors to detect abuse.

In making our risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements 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 the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of District's basic financial statements. Our report will be addressed to the governing body of the District. We cannot provide assurance that any unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

Annual Report – Form and Content, Delivery

The form and content of the annual audit shall be in conformity, to the extent practicable, with such form and content as may be prescribed by the State of California under Section 41020 of the Education Code, including the required compliance audit provisions of the Uniform Guidance, Audits of State of Local Governments, issued by the U.S. Office of Management and Budget, as issued pursuant to the Single Audit Act Amendments of 1996 and Title 2 U.S. CFR Part 200, Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards (Uniform Guidance).

The audit shall be completed, and the audit report shall be delivered in accordance with time requirements as specified in the current Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, issued by Educational Audit Appeals Panel, unless delayed by circumstances beyond the control of the Auditors. Ten bound copies of the audit report may be rendered to the District, in addition to the copies required to be filed with the applicable governmental units. Copies in excess of the contract amount may be billed for an additional fee.

Audit of Major Program Compliance

Our audit of the District's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the entity has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major federal award programs. Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. However, our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Other Services

We will also prepare the financial statements of District in conformity with U.S. generally accepted accounting principles, schedule of expenditures of federal awards, and related notes of the Organization in conformity with U.S. generally accepted accounting principles and Uniform Guidance based on information provided by you. We will also provide other nonattest services related to completion of the auditee's portion of the Data Collection Form, preparation of proposed adjusting journal entries, and preparation of proposed conversion entries. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

Management Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the basic financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of basic financial statements that are free from material misstatement, whether due to fraud or error;
3. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received, including federal awards and funding increments received prior to December 26, 2014 (if any), and those received in accordance with the Uniform Guidance (generally received after December 26, 2014);
4. For maintaining records that adequately identify the source and application of funds for federally funded activities;
5. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance;
6. For the design, implementation, and maintenance of internal control over federal awards;
7. For establishing and maintaining effective internal control over federal awards that provides reasonable assurance that the nonfederal entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
8. For identifying and ensuring that the entity complies with federal statutes, regulations, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
9. For disclosing accurately, currently, and completely, the financial results of each federal award in accordance with the requirements of the award;
10. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
11. For taking prompt action when instances of noncompliance are identified;
12. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
13. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
14. For submitting the reporting package and data collection form to the appropriate parties;
15. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
16. To provide us with:
 - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, and relevant to federal award programs, such as records, documentation, and other matters;
 - b. Additional information that we may request from management for the purpose of the audit; and
 - c. Unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

17. For adjusting the basic financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current period under audit are immaterial, both individually and in the aggregate, to the basic financial statements as a whole;
18. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
19. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
20. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on compliance;
21. For the accuracy and completeness of all information provided;
22. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
23. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With respect to financial statement preparation services, schedule of expenditures of federal awards preparation services, and any other nonattest services we perform including completion of the auditee's portion of the Data Collection Form, preparation of proposed adjusting journal entries; maintenance of depreciation schedules, etc. (include as applicable), District's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of federal awards in any document that contains the schedule of expenditures of federal awards and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule of expenditures of federal awards no later than the date of issuance by you of the schedule and our report thereon.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility (a) for the preparation of the supplementary information in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding supplementary information, (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information, and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Fees and Timing

Andrew Park is the engagement partner for the audit services specified in this letter. Responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report. We expect to begin our audit on a mutually agreeable date.

The maximum annual fee for auditing services under the terms of this contract shall not exceed \$46,250 for June 30, 2022, \$46,500 for June 30, 2023, and \$47,000 for June 30, 2024, respectively, for personal services, with the exception that any additional auditing services provided for (1) any changes in District reporting format, i.e., GASB requirements and/or audit requirements, issued by the Education Audit Appeals Panel, Federal Agencies, American Institute of Certified Public Accountants, or Governmental Accounting Standards Board, (2) any changes in the number of funds or accounts maintained by the District during the period under this contract, and (3) any Federal Program and State Special Projects/compliance issues shall be in addition to the above maximum fee for personal services. Additionally, the maximum annual fees for the District's bond performance auditing services under the terms of this contract shall not exceed \$8,000 for each year for which the terms of this contract is valid for each voter approved bond measure.

The final installment will represent the 10 percent withheld amount pursuant to Education Code 14505 and will be presented for payment upon certification by the Controller that the audit report conforms to the reporting provisions of the Audit Guide. All billings for additional audit fees or services will be billed as these services are provided. In accordance with Education Code Section 14505 (b), the District shall withhold 50 percent of the audit fee for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the Audit Guide. This contract shall be null and void if a firm or individual is declared ineligible pursuant to subdivision (c) of Section 41020.5. The withheld amount shall not be payable unless payment is ordered by the State Board of Accountancy or the audit report for that subsequent year is certified by the Controller as conforming to reporting provisions of the Audit Guide.

COMPENSATION

All personal services performed by the Auditors shall be reimbursed at the following hourly rates:

Partner	\$ 275
Manager	215
Senior in Charge	145
Staff Accountant	120
Paraprofessional	90

In addition to such payment for personal services, the auditors shall be reimbursed for mileage as may be necessary, computed at the current IRS rate per mile.

We will notify you immediately of any circumstances we encounter that could significantly affect this initial fee estimate. Whenever possible, we will attempt to use the District's personnel to assist in the preparation of schedules and analyses of accounts. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit. Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

In addition, we will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our audit procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt.

Other Matters

During the course of the engagement, we may communicate with you or your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, "service providers") in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider.

The audit documentation for this engagement is the property of Eide Bailly LLP and constitutes confidential information. However, we may be requested to make certain audit documentation available to the appropriate cognizant or oversight agency for the audit or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office pursuant to authority given to it by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. The aforementioned parties may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

During the course of the audit, we may observe opportunities for economy in, or improved controls over, your operations. We will bring such matters to the attention of the appropriate level of management, either orally or in writing.

We agree to retain our audit documentation or work papers for a period of at least eight years from the date of our report.

You agree to inform us of facts that may affect the financial statements of which you may become aware during the period from the date of the auditor's report to the date the financial statements are issued.

At the conclusion of our audit engagement, we will communicate to management and the governing board the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

Government Auditing Standards require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

Eide Bailly, LLP has owners that are not licensed as certified public accountants as permitted under Section 5079 of the California Business Code. It is not anticipated that any of the non-licensee owners will be performing audit services for the District.

DISPUTE RESOLUTION

The following procedures shall be used to resolve any disagreement, controversy or claim that may arise out of any aspect of our services or relationship with you, including this engagement, for any reason ("Dispute"). Specifically, we agree to first mediate.

Mediation

All Disputes between us shall first be submitted to non-binding mediation by written notice ("Mediation Notice") to the other party. In mediation, we will work with you to resolve any differences voluntarily with the aid of an impartial mediator. The mediator will be selected by mutual agreement, but if we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA").

The mediation will be conducted as specified by the mediator and agreed upon by the parties. The parties agree to discuss their differences in good faith and to attempt, with the assistance of the mediator, to reach an amicable resolution of the Dispute. Mediation will be conducted with the parties in person in Rancho Cucamonga.

Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

Either party may commence suit on a Dispute after the mediator declares an impasse.

INDEMNITY

You agree that none of Eide Bailly LLP, its partners, affiliates, officers or employees (collectively "Eide Bailly") shall be responsible for or liable to you for any misstatements in your financial statements that we may fail to detect as a result of knowing representations made to us, or the concealment or intentional withholding of information from us, by any of your owners, directors, officers or employees, whether or not they acted in doing so in your interests or for your benefit, and to hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys' fees from any such misstatement, provided that the services performed hereunder were performed in accordance with professional standards, in all material respects.

If a claim is brought against you by a third-party that arises out of or is in any way related to the services provided under this engagement, you agree to indemnify Eide Bailly LLP, its partners, affiliates, officers and employees, against any losses, including settlement payments, judgments, damage awards, punitive or exemplary damages, and the costs of litigation (including attorneys' fees) associated with the services performed hereunder provided that the services were performed in accordance with professional standards, in all material respects.

ASSIGNMENTS PROHIBITED

You agree that you will not and may not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly LLP, its partners, affiliates, officers and employees, to any other person or party, or to any trustee, receiver or other third party.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements compliance over major federal award programs including our respective responsibilities.

We appreciate the opportunity to be your certified public accountants and look forward to working with you and your staff.

Respectfully,

Andrew Park

Andrew Park, CPA
Partner

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of South San Francisco Unified School District by:

Name: _____

Title: _____

Date: _____