SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
A G E N D A A N D O R D E R O F B U S I N E S S – REGULAR MEETING
Thursday, September 10, 2020

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 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.

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 September 10)

OPEN SESSION - 7:00 p.m.

A. CALL TO ORDER

B. ROLL CALL

C. PLEDGE OF ALLEGIANCE

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. Introduction of Student Trustee and ASB President

b. Educational equity

c. Nutritional Services update

d. Parent Webinar update

e. Other

- ASB Reports
  - Abigail Verino, ASB President, El Camino High School
  - Jessica Rangel-Cruz, ASB President, South San Francisco High School

J. COMMUNICATIONS

Public comments may be submitted in advance of the meeting through the following link: http://bit.ly/boardmeetingsept10 beginning at 3:00 p.m. on Friday, September 4, until 3:00 p.m. on Thursday, September 10. These comments will be read by all Board members and posted on the District website's 2020-21Board meetings page 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. BUSINESS SERVICES

a. Report on Year-End Unaudited Actuals

Staff will present to the Board, the Unaudited Actuals Financial Report including revenues, expenditures and ending balances for the 2019-20 fiscal year.

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, July 27, 2020.	1 - 19
b. Minutes to the special Board Meeting, August 7, 2020.	20 - 23
c. Minutes to the regular Board Meeting, August 13, 2020.	24 - 34
d. Superintendent to participate in 2020-21 conferences.	35 - 36
2. EDUCATIONAL SERVICES	
a. SMCOE Teacher Induction (BTSA) agreement for 2020-21.	37 - 40
3. HUMAN RESOURCES	
a. Certificated Personnel Assignment Order	41
b. Classified Personnel Assignment Order	42 - 44
4. BUSINESS SERVICES	
a. Gifts to the District, August 2020.	45 - 47
b. Fundraising events for the 2020-21 school year.	48 - 49
c. Professional service agreements under $25,000.	50 - 54

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INFORMATION/DISCUSSION

1. ADMINISTRATION

a. October Community Forum Topic(s) 55

The Board will discuss potential topics for the District's Community Forum being held on October 8, 2020.

b. Discussion on the Role of Student Trustees 56 - 57

The Board will discuss the role of the District's Student Trustees.

c. Discussion of Criteria for Posting Resolutions on Website 58

The Board will discuss whether to post certain resolutions on the District website for ease of access by the community and determine the criteria by which they would decide on the resolutions to be posted.

2. HUMAN RESOURCES

a. District Health Technicians 59

Staff will discuss the 2020-21 District budget and examine Task Force recommendations in order to determine additional supports, such as Health Technicians, to support the health and social emotional well-being of students and staff.

b. Mental Health Support 60

Staff will discuss the 2020-21 District budget and examine Task Force recommendations in order to determine additional supports, such as Mental Health Support, to support the health and social emotional well-being of students and staff.

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PUBLIC HEARINGS

a. Sufficient student textbooks/instructional material

A Public Hearing, in accordance with California Education Code Section 60119 and SB 550, will provide an opportunity for members of the public to comment on the sufficiency, appropriation and disbursement of instructional materials throughout the District.

b. Draft of 2020-21 Local Continuity and Attendance Plan (LCAP) 61 - 120

A Public Hearing will provide an opportunity for members of the public to comment on the 2020-21 LCAP.

ACTION

1. ADMINISTRATION

a. Resolution No. 20-60 for Hispanic Heritage Month 121 - 122

Staff recommends the adoption of Resolution #20-60 (English and Spanish versions): Honoring Hispanic Heritage Month.

b. Resolution No. 20-54 for Attendance Awareness Month 123

Staff recommends the adoption of Resolution #20-54: Recognizing Attendance Awareness Month and supporting activities to increase awareness of the importance of daily attendance.

c. Resolution No. 20-57 In Support of Immigrant Communities 124 - 127

Staff recommends the adoption of Resolution #20-57: (English and Spanish versions): Setting forth the District's support of immigrant communities and ensuring all students, including those that are undocumented, receive education in a safe and supportive environment.

d. Approval of Superintendent's Contract Extension 128 - 131

Staff recommends the approval of the Superintendent's contract term through June 30, 2024, as presented to the Board.

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e. Nomination(s) for CSBA Directors-at-Large 132 - 138

The Board will consider making nomination(s) for CSBA Directors-at-Large for Asian/Pacific Islander and Hispanic.

2. EDUCATIONAL SERVICES

a. Resolution No. 20-55 for Confirmation of Sufficient Student Textbooks/Instructional Materials 139 - 146

Staff recommends the adoption of Resolution #20-55: To confirm and certify that the District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

3. HUMAN RESOURCES

a. Approval of CBEST Waiver for Substitute Permit 147

Staff recommends the approval of the CBEST Waiver for Substitute Permit for Melida Sandoval-Orozco, an employee at Alta Loma MS, as presented to the Board.

b. Approval of Variable Term Waiver 148

Staff recommends the approval of the Variable Term Waiver for Lauren Allard, a certificated employee at Ponderosa ES, as presented to the Board.

c. Adoption of Memorandum of Understanding (MOU) Between SSFUSD and the SSFCTA to Address Conditions Related to Reopening of the District 149 - 151

Staff recommends the adoption of the tentative agreement, between the SSFUSD and the SSFCTA to address conditions related to the declared State of Emergency as a result of the COVID-19 pandemic and the reopening of our District, as presented to the Board.

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d. Approval of Memorandum of Understanding (MOU) Between SSFUSD and the SSFFAE to Address Conditions Related to Reopening the District 152 - 159

Staff recommends the adoption of the tentative Agreement, between the SSFUSD and the SSFFAE, Chapter 6178, to address conditions related to the declared State of Emergency as a result of the COVID-19 pandemic and the reopening of our District, as presented to the Board.

4. BUSINESS SERVICES

a. Approval of Unaudited Actuals Report 160

Staff recommends the approval of the 2019-20 Unaudited Actuals Financial Report, as presented to the Board.

b. Resolution No. 20-56 GANN limits 161 - 166

Staff recommends the adoption of Resolution #20-56: Certifying the actual Gann Limit for 2019-20 and the estimated Gann Limit for 2020-21.

c. Approval of Change Order #4 to the Suarez Munoz, Inc. agreement for the SSFHS Baseball and Softball Fields Project 167 - 171

Staff recommends the approval of change order #4 to the Suarez Munoz, Inc. agreement, in the amount of $41,270, for the SSFHS fields project, as presented to the Board.

d. Approval of Change Order #2 to the Agbayani Construction Corporation for the ECHS Softball Field Project 172 - 175

Staff recommends the approval of Change Order #2 to the Agbayani Construction Corp. agreement, in the amount of $88,443.20, for the ECHS Softball Field project, as presented to the Board.

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e. Approval of Change Order #2 to the Interstate Grading and Paving, Inc. for the Buri Buri ES Field Project 176 - 179

Staff recommends the approval of Change Order #2 to the Interstate Grading and Paving, Inc. agreement, in the reduced amount of **-$19,131**, for the Buri Buri ES Field project, as presented to the Board.

REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS

September 24, 2020

- Update on Safe School Plans
- Approval of the Board Governance calendar for 2020-21
- Discussion on changing name of Junipero Serra ES
- Information on applicable, school related ballot measures
- Information on SSFUSD and SSF PD relationship
- Adoption of 2020 – 2021 Local Continuity and Attendance Plan
- Resolution for California Week of the School Administrator (10/11-10/17/20)
- Resolution honoring Filipino American History Month
- Approval of cell phones for Board members
- Approval to amend the EL Master Plan
- Approval of District's plans for use of CARES Act funding

September 26, 2020 – Board self-assessment workshop

September 28, 2020 – Board workshop/Superintendent's evaluation

October 8, 2020 - *Community Forum*

- Topic(s) TBD

October 22, 2020

- Teaching and learning presentation - Alta Loma MS
- Williams report for 3rd quarter ending 9/30/20

November 12, 2020

- Teaching and learning presentation - Buri Buri ES
- Resolution honoring American Indian Heritage Month
- CSBA Delegate Assembly nomination(s)

December 10, 2020

- Resolution ratifying election
- Board of Trustees reorganization

- Resolution honoring outgoing Board President
- CSBA Annual Conference report
- Teaching and learning presentation - ECHS
- Teaching and learning presentation - SSFHS
- Approval of the 2021 Summer School programs
- Presentation and approval of First interim budget report “positive certification”
- Selection of Trustees to District sub-committees/committees (Board Polices and Bylaws, City sub-committee, and County Committee on School District Organization)

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 July 27, 2020

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.

President Patricia Murray said the Board values community engagement and appreciates and encourages participation. She shared the link for the public to provide comments and join the meeting. As SSFUSD is an inclusive school district a Spanish language translation of the Board meeting was also available to the Spanish speaking community.

OPEN SESSION - 5:00 p.m.

A. CALL TO ORDER

B. ROLL CALL

Board Members:	Mr. John Baker - Present Mr. Eddie Flores - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - 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 led by Trustee John Baker.

D. REVIEW OF AGENDA – No changes

E. PTA COUNCIL REMARKS – Nothing to report.

F. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – None

South San Francisco Classroom Teachers Association – President Danny Yanow said he had sent an angry letter to Chief Jeff Azzopardi before the Black Lives Matter demonstration last month, but he was proud to see the Chief kneeling, which showed leadership. He reported that following negotiations, a tentative agreement for phase 1 for reopening schools, will be presented to members next week. Agreements need to be reached again before phases 2 and 3. He said SSFUSD's task force is better and more productive than many other districts and thanked the task force members for their hard work. He also thanked Assistant Superintendents Keith Irish and Jay Spaulding for negotiating with the bargaining team. He thanked the Board and Dr. Shawnterra Moore for taking the lemons they have been handed and making lemonade. Mr. Yanow said the subject of tonight's meeting is difficult in a polarized environment. The changes that are necessary are obvious, but do not come without pain and he hopes to inflict the minimum amount of pain on those who disagree. At the end of this struggle, everyone needs to get along and move ahead. He said that when we finally get to take off the masks that shield us from the virus, that we also take off the masks of indifference to those who suffer in our society every day. He believes this is what Congressman John Lewis would say if he were with us today.

California School Employees Association Chapter 197 – President Jolene Malfatti thanked Dr. Moore and Cabinet for honoring long term retirees with an early retirement stipend. Employees received a back to school email with a start date of August 17 and paras are unsure when to report back to work. She wants to return to the bargaining table with Dr. Spaulding soon to iron out some details. She and site secretaries are concerned with the personal protective equipment and that some sites don't have plexiglass while others have set-ups which are not appropriate for interacting with the public. She hopes this will be ironed out.

G. PERSONNEL COMMISSION

– Assistant Superintendent Spaulding reported that the next Commission meeting will take place on August 17, 2020.

H. ITEMS FROM THE BOARD

Vice President Eddie Flores reported on two programs which support schools and the District. The Family Giving Tree builds virtual backpacks and Martin ES will receive some. The California Life Science Association (CLSA) has joined Genentech in a fundraising campaign to support District students with a goal of 7,000 devices. He thanked local biotech companies for generously donating to District students. Vice President Flores requested a closed session for the August 13 Board meeting. He asked that tonight's meeting be adjourned in memory of Representative John Lewis and the Superintendent's grandmother.

Trustee Mina Richardson reported that County Manager Mike Callagy's message said that San Mateo County is out of the State's watch list, but everyone needs to be mindful and continue wearing masks. Senator Jerry Hill reported that The Real ID program has been extended to October 2021. In connection with the 2020 Census, she said SSF is at 74% of responders and the County is doing well. She thanked Vice President Flores for handing out Census posters throughout the community.

President Murray thanked Chief Azzopardi and School Liaison Officers Jason Smith and Tom Lopez for attending the last Board meeting and said they were not given the time they deserved due to the long meeting. She reiterated that there is no agenda action item or condemnation of the police department or what SLO's do. She said the discussion is for the Board to understand what the SLO program is and it provides an opportunity for the Chief to answer questions.

I. SUPERINTENDENT'S REPORT

a. SSFUSD and the SSF PD and the role of the School Liaison Officers (SLO's)

Director Ryan Sebers reviewed the following information on the support for students in the District schools.

SSFUSD Student support programs

- Alternative to Suspension - due to COVID-19 and student dismissal, the full benefits of this new program were not realized, but the framework remains in place for the future.
- Alternative to Expulsion
- Advancement via Individual Determination (AVID program)
- Gene Academy
- Student Study Team (SST) meetings
- Peer Tutoring, Facilitated Tutoring with Teachers
- Homework Center/Homework Help, Study Hall
- Student Government/Leadership opportunities at the middle and high schools

SSFUSD Counseling and Mental Health Support

- School Counselor Contacts, Resource Referrals, Intervention Counseling
- Conflict Mediation, Peer Resolution Groups
- Youth Services Bureau of the YMCA - School Safety Advocate Program (MS & HS)
- Youth Services Bureau of the YMCA - Counseling has been expanded from Title 1 schools to all elementary schools.

- Human Services Agency (HSA) – Family Resource Center therapist (at 1 Title I elementary school)

SSFUSD Mental Health Services for Elementary Students

- Youth Services Bureau (YSB) of the YMCA
  - Services currently provided at all elementary schools
  - Individual counseling with family consultation
  - Psycho-social group counseling (Friendship Club)
  - Parent support and education groups
  - May be utilized for educationally related mental health services (ERMS) for student with IEPs
- SMC Human Services Agency (HAS) - StarVista
  - Family Resource Center at Martin
  - Full time clinician on site
  - Provides family, clinical, and community services
  - Suicide prevention hotline
  - Early childhood assistance
  - Youth empowerment education

SSFUSD Mental Health Services for Middle School Students

- YSB Safe School Advocates (SSA) program at all 3 middle school sites.
- SSA's are embedded mental health professionals assisting with:
  - counseling services
  - crisis intervention
  - campus-wide anti violence
  - anti-bullying initiatives
- Work with our students on a daily basis

SSFUSD Mental Health Services for High School Students

- YSB SSA program offers mental health expertise:
  - Crisis intervention
  - Conduct safety
  - Mental health assessments
  - Make referrals for services
  - Facilitate pro-social skills groups, mediate conflicts
- Address family and personal issues, and preempt bullying, violence toward others, self-harm and attempted suicide

Opportunities for growth/improvement?

- Annually, schedule quarterly meetings for SLO's meet with site and district administration to discuss successes and opportunities for growth
- Reestablish SLO's instead of using the SRO model (distinguish between the two models)
- Research best practices for Community Base Policing Programs

- Ask that our SLO's or SRO's be trained in crisis management and response, as well as trauma informed and relationship-based practice approaches to working with students

President Murray said the Chief was at the meeting to answer questions and public comments were already made at the previous Board meeting. She noted that he provided his presentation at the last meeting. Since the Chief had spent six hours waiting at the last Board meeting, he would simply be answering questions tonight.

Trustee Richardson thanked the Chief for coming back. As a follow-up to his comments last week, she said the current sentiment that spawned the discussion was due to police taking the life of a citizen. Based on what the Chief said everything is okay in SSF, but this opinion is not shared with some former employees, alumni, and the community. There is a disconnect and they contend that profiling the Latinx community is occurring among both administration and the police department. This perception impacts the District's image and parents put their children in private schools, which causes a loss of revenue and affects the community. Trustee Richardson said the SSF population has dropped as has the numbers of students. The perception of gangs overshadows the dedication of District educators who want to return to teaching. Biotech programs, improvements at schools, and other work is done to nurture students. She asked what the parents' and community's perception should be when statistics at one school show the highest police presence and implies a bias. The Chief said the statistics show the time SLO's spend at sites and he could not speak to why they spend more time at one school than the others unless the staff calls more often. They primarily respond to middle and high school calls.

Trustee Lujan asked if, during a prior school year, there was no SLO support. The Chief replied that in 2010, during the recession, at least one officer was pulled back in order for his department to make its budget. Trustee Lujan referenced the California Healthy Kids survey and asked Dr. Moore for information on student connectedness to the school community during that time.

Trustee Lujan asked Director Sebers about guidance school administration is given for when law enforcement should be called in. Mr. Sebers replied that Ed. Code 42902 defines it as serious issues such as assaults, firearms, deadly weapons, narcotic sales, etc. She asked about the current collaboration between SLO's, assistant principals, and Mr. Sebers. He said SLO's and SRO's support administrators in different levels including: community knowledge and dynamics, getting to know families outside of school, sharing issues with administration to determine non-disciplinary measures such as counseling, and administration can consult with SLO's. He said it is more of a shared assistance than a general collaboration.

Vice President Flores thanked the Chief for returning and accepting the Board's apologies. For the record, he said he is not in agreement with public comments later in the meeting and not before this discussion. He acknowledged this is not an action item on whether to retain or remove SLO's in schools. This is an on-going dialogue. This is the first time the pubic asked the District to address the issue of SLO's in schools. He said the Black Lives Matter movement has shed light on systemic racism and its impact on communities of color including the school-to-prison pipeline. Vice President Flores said they owe it to the community to re-examine the SLO program and how it does or doesn't benefit students. He stated that the idea is not to stir up controversy, but to understand what is or is not happening, who is at the table and that student voices are not being recognized. He appreciates the emails from the community, but student voices, especially from ECHS and SSFHS, where most issues occur, are not being heard. He asked the Chief why the comments are being made now and whether it is a small vocal minority which has been affected by the relationship. Chief Azzopardi said he heard three hours of comments and questions and now wants to hear questions from the Board. He agrees or disagrees with some comments and noted that some questions were made using templates. He is concerned that positive comments were not read last week even though some community members told him they had submitted them. He said the vocal minority is being heard and supportive kids are not in this forum as they may have graduated or are fearful. The Chief stated that officers receive many positive comments from community members when they are out in the field. Also, some negative feedback is being received from organizations such as ChangeSSF. He said the SLO's don't initiate activities on campus and go only when called on or to create positive relations. He refuses to think that police just socializing with students is negative. They are often at the schools doing zero policing and building relationships as they want high schoolers to go to college, not prison. He has officers that want to be SLO's. He is passionate and has seen the benefits of the program. The Chief said the program has been successful for a long time and if systemic problems existed, he would have heard about them before now. Without SLO's, patrol officers, not trained like SLO's, would handle school calls. The department invests money in the program which is best for the department, the District, and the City. Vice President Flores said he initiated posting public comments on the District's website. He stated that he District supports high school to college or high school to trades, as not everyone is meant to attend college. He asked is there is room for improvement in the relationship. The Chief replied there is always room. Bi-monthly meetings are the expectation to talk about what the schools see and what the SLO's see and to share student information so communication can improve. He said perhaps the Board was not aware of all the things SLO's do. He noted that there has been a turnover of principals and it takes time to understand how they want to run their

schools. He noted that Superintendent Moore lets administrators run schools and does not micro-manage. The Chief said it is up to the schools when to call, if they want to handle an issue on their own, or if they think the situation will continue after school and want to let the police know. He noted that these conversations would be missed if the SLO's were not part of the program.

Vice President Flores said some students who don't feel safe when they see SLO's or police officers. Chief Azzopardi said it runs deeper, and SLO's could soften their approach and their dress. He said it is hard to build relationships if the SLO's are not wanted on the sites. If a teacher or counselor finds out why the student feels that way, it would be good to have a conversation and change their mind about the police. Vice President Flores asked the Chief how he would re-imagine the dynamic when students of color feel intimidated in the the SSF community. The Chief said he did not have the answer and some people feel the police already do too much in the community. He said building relationships with younger students is beneficial before pre-conceived notions are created. It needs to start at home without negative messages. He wants to keep the SLO's and build the relationship. Officers now are making more of an effort to say hello, smile, and connect, especially with people of color.

Vice President Flores said the relationship building aspect is non-existent, and suggested building relationships in the community vs. the school. He recommended starting some Innovative programs such as officers volunteering their time in the Boys and Girls Club. Chief Azzopardi said officers are involved in the Boys and Girls Club, Parks and Recreation, and multiple community academies where they try to do what Vice President Flores recommended. They will keep doing this and also continue doing it in schools. He said the relationship will take a hit if they don't have community building in school.

Vice President Flores inquired about SLO training. Chief Azzopardi replied there is two weeks of training which includes classroom management, the school dynamics, and the juvenile thought process. Every officer receives juvenile victims training. Vice President Flores asked if training includes implicit bias or restorative justice for youth. The Chief said all officers receive bias training, which is not specifically focused on youth.

Vice President Flores asked if there is a gang list for SSFHS. Director Sebers replied there is not, but a school may be working with individual students to make better choices and some privileges might be restricted for their own safety, but there is no compiled record.

Vice President Flores asked if SLO's were removed, whether the police department would no longer come out to events. The Chief said if there are no SLO's or police on campus, unless they are called to the site, they could

not provide the current service they do. Without SLO's, the police department would need to develop a handbook for schools on responses (priority of calls, not having traffic controls, etc.). There would not be SLO's to teach classes. The Chief said they could not help with events if they are not wanted on campus. Their response time, other than for 911 calls, would change. He said all the good things the police do would no longer be applicable to the schools. Vice President Flores thanked the Chief for having the dialogue.

Trustee Baker thanked the Chief for waiting during the last Board meeting. He had no questions due to the thorough presentation. In cases when the police department is mandated, by law, to be on sites, he prefers having them be familiar with the schools and students. He noted that in San Francisco, officers often wear business clothing. The District does not have an MOU with the police department which would include when to call police or not. He asked if such a document is needed, especially with police activity initiated by school requests. The Chief said the school handbook, for when they can be called and what the options are, has morphed over the years. Director Sebers said he reviews, with principals and assistant principals, a document which differentiates the role of SLO's or SRO's when they operate as a police entity or as an extension of school administration. Trustee Baker said it would be helpful to consolidate the information. Mr. Sebers said they are consolidated based on context and audience.

President Murray she and Trustee Lujan attended a ChangeSSF meeting where the Chief answered all questions. She stated that trust needs to be built when kids are little. She said her experience with the police department was that they were welcomed in elementary schools by most of the students.

Trustee Richardson asked about the percentage of programs off campus apart from instructional time or outside of the school day. Mr. Sebers said the majority of programs such as the G.R.E.A.T. classes or Every 15 Minutes are incorporated into the fabric of the school. Trustee Richardson said some high school students feel they are targeted or profiled and she has been told that there is a discriminatory manner in which some programs are delivered. She would like to see how the SLO's or SRO's present them to students. Trustee Richardson stated that she had an issue with a Ballet Folklórico performance last year at a high school. She took offense with two officers in the lobby during intermission because this was a moment for the Hispanic community in light of everything happening at the border. Trustee Richardson suggested being mindful of current politics as this sort of thing doesn't help the police department and the District. She said a bridge is needed between old thinking and voices never heard which is mistaken as being complicit. She appreciates the interventions. Two recent incidents showed good policing. She appreciates the police work done for the community.

Vice President Flores asked why there is not an MOU or other legally binding document with the police department. Dr. Moore said there has been no request due to regular communications and assistance and it is more relationship-based. She asked if the Board or police department are interested in having one. Vice President Flores asked if there have been any formal Board resolutions. Dr. Moore said not in her five years as Superintendent.

President Murray thanked Chief Azzopardi. The Chief thanked the Board for the time to discuss the important topic and offered to participate in other meetings.

b. Delaying start of school – Dr. Moore reported that on Friday a letter was sent to parents letting them know a delay of the start of school was being considered. The District will work collaboratively with CTA as the change needs to be ratified and Board approved if the start date changes to August 17. She said Ms. Malfatti's concerns will be prioritized through her and Dr. Spaulding.

The Board continued the discussion regarding police on campuses.

Trustee Baker said students report being profiled or harassed and noted that as a white male, his experiences with law enforcement have not been the same. He said the District needs to get its house in order and there are best practices with SLO's that are not being followed. There is not a District policy on when police should be called. Schools call them frequently and sometimes for tasks when they are not the best group to handle the situation and counselors or mental health advisors are needed. There is not sufficient support at school. He proposed a future Board agenda item for a formal MOU with the SLO role including when to call, training, etc. He recommended hiring more counselors so not as many calls are needed. It is worth spending the money to make students feel safer and more valued.

President Murray agreed to look into this further. She said students are speaking on behalf of the most vulnerable kids. The District needs to access their protocols. She advocated building real change, but not removing the partnership which has been important and has helped so many. She recommended an ad hoc committee, including SLO's, to talk about all the issues and then come up with an agreement.
Vice President Flores said there are 46K SLO's in US schools. Research and data indicate how detrimental the relationship could be and how it negatively affects students of color. He feels the District is failing students and teachers. He said it starts with administrators, committee meetings, or police trainings at SSFHS which the Superintendent and Board have not been aware of. He said the comments are not just students or a vocal minority, since they include teachers who say it is not a good relationship. He recommended

focusing on what works in SSF and creating a standing Board committee to look at it. President Murray suggested starting with an ad hoc committee. Trustee Lujan said there are only two members on an ad hoc committee, so not all Board members hear the discussions. She would like clarity on the lay of the land and hear from community members who don't submit comments also. Trustee Lujan noted that having Board members present changes the dynamic of a meeting. She recommended having staff and the police department form a committee, gather data, and provide best practices to the Board.

Superintendent Moore said the student voice is critical and they need to elicit feedback from students, then create targeted action steps based on what they are hearing and not on anything else. She asked what problem they are trying to solve if they don't know the problem. Trustee Baker suggested a mechanism for anonymous student comments. President Murray also recommended surveying teachers and administrators in schools. Vice President Flores said it is not just surveys, but also listening interviews. He said to think strategically about who needs to be at the table, who is not at the table, and ways to really capture the information. President Murray suggested starting with data. Trustee Richardson said the dialogue needs to be expanded and she supports having a committee and using a survey. President Murray reiterated collecting data first, such as the Healthy Kids Survey, then use to it discuss at a future meeting. Vice President Flores said many students didn't fill out the California Healthy Kids Survey, so it is not an effective measurement. Trustee Baker said the Board has already determined things they need to do through past actions, such as improving the mental health capacity which they can begin. He said there are already things they are in agreement with and they can do first steps such as hiring more counselors or mental health professionals. President Murray confirmed the direction is to have Dr. Moore gather data as a first step towards action items, looking at MOUs, what the training looks like within the police department, and when assistant principals call or not. Vice President Flores suggested getting expert advice, such as with a consultant, might be needed for the surveys. President Murray said the Superintendent and Mr. Sebers can look into resources and report back to the Board.

J. COMMUNICATIONS

Public comments were submitted in advance of the meeting and were read by all Board members. President Murray stated that these comments would no longer be read at the Board meetings but are posted on the District's website before the meeting.

<u>The following were live comments:</u>

Gustavo Lopez, a former student and SSFHS teacher, said he was called upon in 2010 to create programs which dealt with trauma and loss. His interventions mostly were successful, but a few students ended up being incarcerated. He said prisoners have access to many programs while students dealing with problems do not have these resources. He related his own negative experiences at SSFHS with SLO's.

Cesar Rodriguez, an alumnus, said it is great limiting exposure with police on campuses. He encouraged the Board to look at restorative justice programs. He said SF State does good work on racial justice in schools and suggested looking into existing practitioners and programs at other schools.

Erin Cervantes, a former District school counselor, spoke about the role of police in schools. She said the police should be defunded and SLO's should be removed from schools. Policies are built on white supremacy. She agrees that the District needs more counselors and preventive support, not just interventions.

Phill Naranjo, a teacher, said the pandemic is impacting students' learning and along with everyone in the District. The George Floyd incident was seen by all students and they have questions and concerns. He said it would be beneficial for educators to have the resources and training to have conversations with students when incidents take place.

Russell Lee, an alumnus, said there is a reason for having this conversation and why several school districts, including some in the Bay Area, are severing ties with the police department. He said the ACLU has stated there is no conclusive data which indicates that police in schools improve student safety. He recommended more student comments and input in this discussion since they are the main demographic experiencing daily interactions with the police.

Liliana Rivera, a former student, commented on the role of police in schools. She questioned why police are being called for every act of defiance. The Every 15 Minutes costs the District $16-18K yearly. While the program causes an emotional reaction, it has no impactful change versus stricter licensing laws. She said the police are scaring students and something more positive and beneficial is needed.

Marcela Rivera, a former student and community member, said the Chief's presentation did not cover the whole picture of what it is like being a District student. The SLO's are targeting schools with the largest Latinx population. She questions what the SLO's are doing and who they are protecting and serving. She asked where the 17 students arrested in the last five years are now and how were they served by their schools and community. Students need counselors, especially college counselors.

Alfredo Olguin echoed prior comments about SLO's. He asked what the District is teaching students. People are feeling the tragedy happening in our country. He

said police on campus teach students they are not trustworthy and need to be controlled. Many people want to better the situation and the Board should look to the community for answers.

Edward Holman said the sole role of police is to prosecute and criminalize people and asked why they are present in an educational setting where students don't need to be controlled. Students need to be nurtured. He does not want cops on campus and it makes no sense that SLO's receive only two weeks of training.

Gerald Loeffler said he partially agreed with the prior speaker. He stated that the "police should enforce the law, but in regards to counseling, that should be set aside for other services".

Kanani Cortez said there is no room for cops in the school District. Current and former students, parents, and educators are telling the Board this is not the solution to some problems. Cops should only respond to emergencies on campus and the funding should be allotted to restorative justice programs and counseling. She said it is evident that several local elected officials have loyalty to the police department. She asked the Board to think about how non-white children are interacting with the police.

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

K. CONSENT AGENDA

MOTION #7 (Baker/Lujan) to approve Item 1a, Minutes to the special Board Meeting, June 18, 2020; Item 1b, Minutes to the regular Board Meeting, June 25, 2020; Item 1c, Minutes to the special Board Meeting, July 2, 2020; Item 1d, Superintendent and Board members participating in the CSBA Annual Conference in Anaheim, CA or virtually; Item 1e, Star Vista agreement for 2020-21; Item 1f, CDE childcare contract CCTR-9247 amendment #3; Item 2a, School Loop agreement for 2020-21; Item 2b, temporary adjustment to Academic Eligibility for ECHS and SSFHS; Item 2c, moving Migrant Ed responsibilities to the Santa Clara Office of Education; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 4a, Purchase Order Listing, June 1 - 30, 2020; Item 4b, Warrant Register, June 1 - 30, 2020; Item 4c, Cash Receipts, June 1 - 30, 2020; Item 4d, Declaration of surplus items; Item 4e, Gift to the District, June 2020; Item 4f, 2020-21 fundraising event; Item 4g, Professional service agreements under $25,000; 4h, Nutrition Services agreements to serve meals in 2020-21 . (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. HUMAN RESOURCES

a. Williams Uniform Complaints for Second Quarter Ending 6/30/20

Dr. Spaulding presented the Quarterly Report on Williams Uniform Complaints for the quarter ending 6/30/20, per Education Code Section 35186. This form deals with complaints regarding textbooks, facilities, and teacher misassignment. He said there were no complaints filed in the District for this quarter and the report will be filed with the SMCOE.

2. BUSINESS SERVICES

a. COVID-19 Budget

Assistant Superintendent Ted O provided information on grants and donations and expenditures related to the COVID-19 pandemic's impact on the District.

Overview

- On March 16, 2020, all residents in Bay Area counties were ordered to shelter-in-place to curb the spread of the coronavirus (COVID-19).
- As a result, the District had to make a lot of purchases between mid-March and now.
    - They include chrome books , hot spots and software to support distance Learning
    - Essential protective equipment (EPE) to protect staff, students, parents and visitors.
    - Chemicals to clean and disinfect the school campus.
    - Salaries to staff for essential COVID-19 tasks
- The District received some Federal and State grants to help with the additional expenditures.
- The District also received generous local grants and donations.

Grants and Donations

Below is the funding that the District has received:

- SB 117 COVID-19 LEA Response Funds - $141,520
- Rotary Plaza Foundation (Rotary Club of SSF) - $40,000
- COVID-19 Education Partnership Grant (San Mateo COE) - $15,000
- CARES Act – Elementary and Secondary School Emergency Relief Fund (ESSERF) - $692,611 (Preliminary for 2020-21)

Expenditures (as of mid-July)

Purchase	Cost
Chrome books	$1,407,996
Hot spots	$ 156,000
Cleaners/disinfectants	$ 5,136
Disinfectant spray guns	$ 11,660
Face masks and other PPE	$ 23,471
Infrared thermometers	$ 8,290
Hand sanitizers	$ 12,780
Hand sanitizer stands and refills	$ 8,281
Laptop power adaptors	$ 6,686
Software for distance learning	$ 31,561
Postage	$ 15
Salaries related to COVID-10	$ 60,331
TOTAL	**$1,732,207**

Mr. O said that as of this meeting, the expenditures to date are approximately $2M.

Looking Ahead

- The District is anticipated to receive additional Federal funds through the Coronavirus Aid, Relief, and Economic Security (CARES) Act in 2020-21.
    - The additional funds are to be used primarily to address student learning loss as a result of the health pandemic.
    - The State has not released the preliminary amounts or the allowable uses of the funds yet.
    - A rough estimated indicates that SSFUSD might be getting approximately $5M. This is one-time restricted funding.

Trustee Richardson asked if the District has enough Chromebooks for students now. Mr. O replied an order for 5,000 additional ones should be received by the end of this month or early August. She inquired whether the additional funds to address student learning loss could be used for salaries also. He said CARES Act funds can be used for before and after school programs or professional development for teachers.

Trustee Baker said the CARES funds might also be used for additional staff time at the Children's Center such as monitoring for symptoms. He asked if funds have been set aside to purchase additional PPE later in the school year. Mr. O said he is using up the restrictive funds first and will then use the less restrictive funds for future PPE expenditures.

Vice President Flores asked Mr. O to elaborate on the expenditures for software for distance learning. Mr. O replied it is for SeeSaw, Google Classroom and other software. Assistant Superintendent Irish said before they purchase any more software, he wants to ensure the expenditures are applicable for the use of CARES Act funds. They have also been surveying teachers on their preferred software. Vice President Flores asked if there will be teacher-led distance learning in elementary or middle schools or whether every student will use software. Mr. Irish replied they are using District-adopted curriculum for distance learning and the hybrid continuum model. The Board did not approve and Ed. Services is not interested in a third-party K-12 platform for families selecting 100% distance learning. Edgenuity will continue to be used for credit recovery in the high schools. Vice President Flores questioned whether Google Classroom is a free school service. Mr. Irish said they are using a more advanced version of the software with additional administrative tasks which makes it easier for District administrators and site leadership to run reports. There are also fewer restrictions on the length of videos they can use.

Trustee Lujan said in Governor Newsom's recent update the State will require teachers to check whether they are COVID positive or not on a regular basis. The SMCOE has released a request for proposals so vendors can be vetted by them and individual Districts can select among those vendors. She asked if the District has CARES Act funds to cover the cost of this testing. Mr. O replied that it is too early in the process to say, as they are focusing on purchasing tech devices. After purchasing PPE, he can determine the amount of funds available for the testing.

ACTION

1. ADMINISTRATION

a. Approval for Board Member to Serve on the City's Commission on Racial and Social Equity

President Murray stated that she wanted to serve on the commission. Trustee Daina Lujan said she was thankful that the City asked for a Board member to serve and noted that the other SSFUSD Trustees currently serve on other committees.

MOTION #8 (Lujan/Baker) to approve President Murray to serve as the District's representative on the SSF Mayor's Commission on Racial and Social Equality. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

2. HUMAN RESOURCES

a. Approval of Memorandum of Understanding (MOU) Between SSFUSD and the SSFCTA for Reopening the Children's Center

Trustee Baker asked if there are contact tracers within the District. Dr. Spaulding replied that he and Director Sebers are the tracers. If someone needs a leave to quarantine, it comes to him. Trustee Lujan thanked staff for handling this in-house rather than asking the SMCOE.

Trustee Richardson inquired about guidelines for temperatures checks, whether the results are logged, and quarantine procedures are followed. Dr. Spaulding said there is no ledger maintained, but checks are done at the beginning of the day and if a staff member or student has a temperature at or above 100^{o} F, they are not allowed on campus or in the District Office. Coordinator Eric Claybon has the policies and procedures outlined for the Children's Center.

MOTION #9 (Baker/Lujan) to approve the MOU between SSFUSD and the SSFCTA to address conditions related to the declared State of Emergency as a result of the COVID-19 pandemic and the Children's Center reopening. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

3. BUSINESS SERVICES

a. Approval of Bid to Upgrade the District's Spam Filter

MOTION #10 (Baker/Lujan) to approve the authorization for the Business Services Department to accept the quote from AMS.net to upgrade the Barracuda Email Gateways in order to protect the District's email users against spam, phishing, and malware threats. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. Approval of Bid to Upgrade the District's Network Firewall

MOTION #11 (Baker/Lujan) to approve the authorization for the Business Services Department to accept the quote from Palo Alto Networks for upgrading the District's network firewall. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

c. Approval of Bid for the District's Antivirus Software Licensing

MOTION #12 (Lujan/Flores) to approve the authorization for the Business Services Department to accept the quote from Software House International for Sophos antivirus software District-wide licensing. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

d. Approval of Amendment #4 to the Verde Design Agreement for Additional Services for Field Designs

Trustee Baker noted that when the Board voted for the field, they were told turf lacked drainage issues and asked if conditions have changed. Mr. O said he would follow-up with Construction Management Consultant Bill Savidge on this.

MOTION #13 (Baker/Lujan) to approve amendment #4 to the Verde Design agreement, in the amount of $16,000, for additional services for the ECHS softball field project. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

e. Approval of a Hobach-Lewin, Inc. Agreement for Drainage Issues at SSFHS

MOTION #14 (Lujan/Flores) to approve a survey and civil engineering agreement with Hobach-Lewin, Inc. for correction of drainage issues at the SSFHS south boundary access road. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

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

Vice President Flores said he thought a Community Forum would not be held for the Junipero Serra ES name change. Trustee Baker said he did not want it to be part of the October Community Forum since it is a specific issue for one school. Vice President Flores asked for a discussion item on relevant upcoming ballot measures related to school funding and youth and possible Board resolutions on the subjects. Trustee Richardson recommended that discussion take place closer to the election.

August 13, 2020

- Update on preparations for reopening schools
- Approval of Consolidated Application and Reporting System Spring 2020
- Approval of Infinite Campus agreement renewal for 2020-21
- Discussion of date for second Community forum earlier than October
- Approval to extend the Childcare MOU with the City

September 10, 2020

- Introduction of Student Trustees/ASB High School Presidents
- Discussion of October 8 Community Forum topic(s)
- Presentation and approval of year end unaudited actuals
- Public Hearing and resolution for confirmation of sufficient student textbooks/instructional materials
- Approval of San Mateo Co. 2020-21 CSPP preschool contract
- Discussion of criteria for posting resolutions on website
- Discussion on role of Student Trustees
- Resolution for Attendance Awareness Month
- Resolution Honoring Hispanic Heritage Month
- Resolution on GANN limit
- Approval of the Board Governance calendar for 2020-21
- Approval of Advocacy and Legislative Ad Hoc Sub-committee Board member(s)
- Nomination(s) for CSBA Directors-at-large

September 24, 2020

- Update on Safe School Plans
- Discussion on changing name of Junipero Serra ES
- Resolution for California Week of the School Administrator (10/11-10/17/20)
- Resolution honoring Filipino American History Month
- Approval of cell phones for Board members
- Approval to amend the EL Master Plan
- Approval of District's plans for use of CARES Act funding

September 26, 2020 – Board self-assessment workshop

September 28, 2020 – Board workshop/Superintendent's evaluation

October 8, 2020 - *Community Forum*

- Topic(s) TBD

October 22, 2020

- Teaching and learning presentation - Alta Loma MS
- Williams report for 3rd quarter ending 9/30/20

November 12, 2020

- Teaching and learning presentation - Buri Buri ES
- Resolution honoring American Indian Heritage Month
- CSBA Delegate Assembly nomination(s)

December 10, 2020

- Resolution ratifying election
- Board of Trustees reorganization
- Resolution honoring outgoing Board President

- CSBA Annual Conference report
- Teaching and learning presentation - ECHS
- Teaching and learning presentation - SSFHS
- Approval of the 2021 Summer School programs
- Presentation and approval of First interim budget report “positive certification”
- Selection of Trustees to District sub-committees/committees (Board Polices and Bylaws, City sub-committee, and County Committee on School District Organization)

SUMMARY OF BOARD DIRECTIVES

1. President Murray and Dr. Moore to change the October Community Forum topic from a Junipero Serra ES name change.
2. Closer to election, discuss relevant ballot measures which relate to school funding and possible Board resolutions.
3. Dr. Moore and staff to collect survey data on SLO’s and SRO’s.

GOOD AND WELFARE - None

ADJOURNMENT – 9:26 p.m. in memory of

- **Congressman John Lewis**, a courageous civil rights activist, called the “Conscience of the Congress”.

- **Dorothy Jacobs**, Superintendent Moore's grandmother, who recently passed away at the age of 91. She was born and educated in Louisiana and worked in the Louisiana City Schools in Monroe until she retired and later relocated to Stockton to live with her daughter. She loved spending time with her family which included grandchildren and great grandchildren.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting of August 7, 2020

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.

President Patricia Murray said the Board values community engagement and appreciates and encourages participation. She shared the link for the public to provide comments and join the meeting. As SSFUSD is an inclusive school district a Spanish language translation of the Board meeting was also available to the Spanish speaking community.

OPEN SESSION - 6:00 p.m.

A. CALL TO ORDER

B. ROLL CALL

Board Members:	Mr. John Baker - Present Mr. Eddie Flores - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - 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 led by Trustee John Baker.

D. COMMUNICATIONS

Public comments were submitted in advance of the meeting and were read by all

Board members. The comments were also posted on the District's website before the meeting.

Trustee Baker said four or five written comments recommended not rushing the reopening of schools. He doubts these are from parents and recommended a statement to the public on the reopening plans. Superintendent Shawnterra Moore said reopening will be distance learning in Phase 1, a recommendation from staff, which the Board approved. She said students would not be returning physically back to campus. Distance learning begins on August 17. The District will be monitoring health data to determine when learning can move to Phase 2. Trustee Baker suggested, and the Board agreed, that a press release be made in the San Mateo the Daily Journal or EverythingSouthCity.

The following were live comments:

Lisa Cresci, a middle school teacher, asked about the District guidelines for either the minimum number of days per week a class should be in asynchronous learning or the number of minutes per period that would be synchronous so parents know what to expect and there is no discrepancy among the different classes. She also asked about attendance being taken in asynchronous days. Assistant Superintendent Keith Irish said that during the Professional Development days next week, he will review this information.

Mike Hornsby said the written public comments should be read during the meeting, per the Brown Act. President Murray replied that it is within the Brown Act guidelines for the Board to read the comments and have them posted before the meeting.

ACTION

1. EDUCATIONAL SERVICES

a. Approval of IXL Learning Contract for the 2020-21 School Year

Trustee Mina Richardson asked if this is the first year using this program and what success is expected. Assistant Superintendent Irish replied that the District has had a partnership with IXL for many years. Last year many companies provided free access and teachers asked to have it purchased this year.

MOTION #15 (Lujan/Flores) to approve the IXL web-based assessment program contract for grades K-12 in mathematics and ELA. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. Approval of the Literably Contract for the 2020-21 School Year

Trustee John Baker said this and the previous program are being paid with CARES Act funds and asked if the funds have been received yet. Assistant Superintendent Ted O replied he has not seen the funds yet but hopes to get reimbursed later.

Trustee Richardson questioned whether the teachers are trained yet or have experience with the program. Mr. Irish said they will use the program with Fountas and Pinnell in the K-5 system to conduct one-to-one student benchmark assessments. The program was piloted in the summer Big Lift and was successful.

MOTION #16 (Baker/Lujan) to approve the Literably reading assessment contract for K-8 students. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

c. Approval of the Nearpod Contract for the 2020-21 School Year

MOTION #17 (Flores/Baker) to approve the Nearpod contract for student standard aligned lessons for grades K-12. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

2. HUMAN RESOURCES

a. Approval of CTA Tentative Agreement

Dr. Jay Spaulding thanked CTA President Danny Yanow and his team for ratifying the agreement quickly. President Murray said it was a great collaboration.

MOTION #18 (Flores/Richardson) to adopt the tentative agreement between the District and the SSFCTA to address conditions related to the declared state of emergency as a result of the COVID-19 pandemic. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. Approval of Revised 2020-21 Instructional Calendar

Trustee Baker noted the instructional days are ending on day later on the revised calendar and asked where the other two days are being made up. Dr. Spaulding replied that two professional development days on October 12 and January 4 were moved to the beginning of the year. Since one more day was needed, the last day of school for

students is May 28 and June 1 is the teachers last workday.

MOTION #19 (Baker/Lujan) to approve the revised 2020-21 Instructional Calendar with new start and end dates of the school year in order to provide additional Professional Development days (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

ADJOURNMENT – 6:21 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of August 13, 2020

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.

President Patricia Murray said the Board values community engagement and appreciates and encourages participation. She shared the link for the public to provide comments and join the meeting. As SSFUSD is an inclusive school district a Spanish language translation of the Board meeting was also available to the Spanish speaking community.

OPEN SESSION - 5:30 p.m.

A. CALL TO ORDER

CLOSED SESSION - 5:00 p.m.

1. Conference with Legal Counsel - Existing Litigation pursuant to Government Code Section 54956.9, subd. (d)(1) - Name of case: USS Cal School Construction Cases.
2. Superintendent evaluation.

RECONVENE INTO OPEN SESSION - 7:00 p.m.

A. ROLL CALL

Board Members:	Mr. John Baker - Present Mr. Eddie Flores - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - 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 led by Trustee John Baker.

D. REPORTING OUT FROM CLOSED SESSION - Nothing to report

E. REVIEW OF AGENDA - No changes.

F. PTA COUNCIL REMARKS – PTA Council Communications Officer, John Sanna, said an informal, informational meeting took place on Tuesday night. The discussion concerned automated membership and possible fundraising internet scams which members were cautioned to avoid. An open forum was also held for concerns parents had about the upcoming school year. Questions included knowing what each grade level is doing, how teachers are handling classes, and presentations on Zoom. He asked if this topic might be included in the September Community Forum.

G. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators - None

South San Francisco Classroom Teachers Association - President Danny Yanow said kids only learn when they are not worried, anxious, or scared. Teachers are stressed this week. Professional development sessions were held by teachers and TOSA's and he shared that his stress dissipated when he listened to them. He thanked them for their skill, knowledge and empathetic manner in which they made their presentations. While teachers have varied digital skill levels, everyone is in the same boat and doing the best they can. Students returning to classes on Monday need to feel calm and comfortable. More questions than answers in the unknown territory have led to frustration. He recognized Assistant Superintendents Jay Spaulding and Keith Irish for trying their best. Mr. Yanow said it is bizarre to form relationships with students who appear as squares on computer screens. He acknowledged that distance learning will take time and said the best strategy is to "open our hearts and open their minds".

California School Employees Association Chapter 197 - President Jolene Malfatti reported that CSEA has not settled on the COVID-19 MOU, but the agreement should be done by Monday. She said there is employee stress throughout the District and she is concerned that there are no postings for Health Technicians yet, especially for Alta Loma MS. She asked Dr. Spaulding to check on the progress.

H. PERSONNEL COMMISSION – Assistant Superintendent Spaulding reported that the next meeting will take place on August 17, 2020.

I. ITEMS FROM BOARD

Trustee Mina Richardson reported that County Superintendent Nancy Magee spoke on County distance learning. The County Medical Officer disagrees with the State that some elementary schools should be reopening with in-person learning.

Vice President Eddie Flores said, in light of COVID-19, the annual CSBA conference planned in Anaheim has shifted to virtual meetings. This will mean a significant savings for the District. He reported that the second on-line Zoom SSF General Plan workshop is scheduled on Monday, August 17, in Spanish, with an English translation. The meeting will focus on residents living in the downtown area.

Trustee Daina Lujan said SMCSBA hosted a call with CSBA leadership regarding their push for advocacy. In a month, SMCSBA will hold a candidate orientation for school board seats.

President Patricia Murray welcomed new and veteran teachers. She congratulated fellow Trustee Lujan since they are both running opposed in this year's election for districts A and B and will continue to serve on the Board. She also congratulated SSF Councilmember Mark Nagales who is also running unopposed in the Westborough district. She reported the first meeting of the Mayor's Commission on Racial and Social Equity, on which she serves, met on Saturday with fourteen participants. The commission members are working together for systemic change. She welcomed the public to attend the virtual meetings. President Murray said City Manager Mike Futrell sends his best thoughts to the entire school community at the start of the new school year.

J. SUPERINTENDENT'S REPORT

a. Update on preparations for school reopening - Superintendent Shawnterra Moore said District and site leaders have been working hard with Certificated and Classified staff and are excited to welcome students back to their virtual classrooms on Monday. She hosted this week's Welcome Back event, with the theme of educators being superheroes. She said Educational Services held engaging teacher trainings last week and this week on Board-approved curriculum, SeeSaw and Google platforms, and Chrome books. Consistently will be across grade spans, lessons, platforms, information, and health and hygiene practices. Families received information on their teachers, their usernames and passwords, and Gmail accounts to log into the District's portal. The Ed Tech team has created "how to" guides in both English and Spanish. Tutorial videos are being discussed. The communication process for District staff has been tightened up. Everyone is

working hard for students and staff. She is proud of the educators' commitment. Thousands of meals were provided to the community and Dr. Moore acknowledged volunteers who helped during the summer and will continue in the school year, including Colma Mayor John Goodwin, and Trustee Richardson's husband Bob Richardson and said the District could not provide the meals alone. She thanked the Board, unions, and staff for coming together. Reopening won't be perfect, but they will focus on progress.

K. COMMUNICATIONS

Public comments were submitted in advance of the meeting and were read by all Board members. President Murray stated that these comments would no longer be read at the Board meetings but are posted on the District's website before the meeting.

There were no live comments at this meeting.

L. PRESENTATION

1. EDUCATIONAL SERVICES

a. Summer School

2020 summer school administrators presented information on the various District programs offered this year. Except for the Big Lift Inspiring Summer (BLIS), all programs were held virtually.

Dr. Karla Groth oversaw the summer programs. She said there were many challenges with the instructional programs this year and educators pivoted between traditional and distance learning models. Administrators not only rose to the occasion but exceeded expectations.

For the BLIS Program, Lindsay Summers and Luann Daniel were administrators. The program ran for 20 days with 12 students per class and two staff members. BLIS took place at two sites, Los Cerritos ES and Spruce ES. To insure everyone's health and safety the San Mateo County Pandemic Recovery Framework was used as the basis for the bubble model. Social distancing took place, students wore masks, supplies were not shared, screening and temperature checks were done, classrooms were kept separated, and hand washing and sanitizing were embedded within the daily schedule. Family and community engagement were used to communicate messages and progress reports. This year the closing ceremony was held virtually during which students received certificates for their

participation and took part in special activities to celebrate their accomplishments.

The Extended School Year (ESY) Program was led by Jonathan Berg, principal, and Seemaa Prasad, assistant principal. The program serves students from preschool through adult education. ESY services are designed to mitigate atypical regression and recoupment of IEP goals, not to introduce new skills. Over 100 staff members worked together to insure the ESY program was successful in spite of difficult circumstances. 142 students were served this year.

Math Elevate was led by Principal Daniel Lunt. The program was geared towards students entering 6th, 7th, 8th, and 9th grade, who were nearing the math standards, get ready for their next grade and the meet standards level. This was a good opportunity to work with the distance learning instructional model prior to the start of the new school year. Seven teachers served 109 students.

The High School Summer program was led by Assistant Principal James Briano and teacher Vincent Rharmili. Eight teachers provided instruction to 266 students. Courses offered were Algebra and Geometry, Edgenuity (credit recovery), a new ELD Health program, English, and Modern World History.

Trustee John Baker thanked all the administrators during an especially challenging summer. In particular, he acknowledged the BLIS program with its constant changes. He asked Mr. Briano if there were any tips that could be applied to the wider school community or help those students without much experience with on-line work. Mr. Briano said during in-person summer school, teachers get in touch with students and deal with behavior problems directly, but with distance learning they made calls and sent emails directly to student's homes. He noted that texting was a useful resource and they had good responses from parents and students. One take away in Math concerned test integrity where questions required students to explain their reasoning, making it difficult to cheat.

President Murray thanked everyone for taking on this challenge in the summer. She observed the BLIS program and watched both closing ceremonies on two computers. She acknowledged Assistant Superintendents Jay Spaulding and Keith Irish as well as Dr. Groth. She appreciated the collaboration and the lessons to take forward.

Vice President Eddie Flores thanked each person for their team approach, their leadership, their commitment, and passion to help students during the pandemic. He acknowledged the informative and detailed BLIS website and said he also watched the closing

ceremonies. He appreciated the sensitivity to the community and the equity with Spanish speaking elements throughout.

Vice President Flores asked what unique challenges parents had with the BLIS program. Ms. Summers, the Spruce ES program manager, said they had a contact case on day two which resulted in parental concerns. Parents were not complaining but wanted assurance with health and safety protocols. BLIS staff were able to maintain strong communication with families, who saw how their children were being cared for. Ms. Daniel said they had to squelch rumors of an exposure case and the children were happy to be in school.

Vice President Flores inquired whether Mr. Berg had any recommendations in regard to school reopening plans. Mr. Berg emphasized the importance of parents as partners, especially in the SpEd program with its many models. He said it would have been hard for those students to participate without the help of parents or family members on camera with them. When parents called for tech assistance, the response was quick and help was provided on using the equipment. He said it is essential to provide technology assistance, especially to Spanish-speaking parents. It is important to get buy-in from parents who are working or don't want to admit they don't have certain skills by helping them to engage in distance learning and to provide resources on how to use technology.

Vice President Flores asked Mr. Lunt how his team assessed social media conversations regarding mitigating learning loss. Mr. Lunt said assessment is key and the Elevate program has built-in diagnostic exams to evaluate where the students are in their learning. Metrics are used to best cater to the students that need it. The three-hour classes meant the students needed to be resilient. He said engagement is more important than learning loss and teachers need to get students into the cadence of engagement. The pace of the course was asking questions, checking in, and making decisions based on that. By using the building blocks of finding out where students are in their learning, doing frequent assessments, and maintaining engagement, the lessons learned can be transferred to larger classes.

Trustee Daina Lujan gave kudos to everyone in the big effort. They worked to make certain students did not have the option to disengage and she is thankful for the programs.

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

L. CONSENT AGENDA

Trustee Richardson asked for a change to Item 1b, the July 16 Board minutes. She requested the addition of a word in the following sentence on page 50. "Trustee Richardson asked about new lesson plans and said the spring (**session**) had a lot of review."

MOTION #20 (Baker/Lujan) to approve Item 1a, Minutes to the special Board Meeting, July 11,2020; Item 1b, Minutes to the regular Board Meeting, July 16, 2020 (with the change noted above); Item 1c, Minutes to the special Board meeting, July 25, 2020; Item 2a, Consolidated Application and Reporting System Spring 2019; Item 2b, Infinite Campus contract renewal for 2020-21; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 4a, Purchase Order Listing, July 1 - 31, 2020; Item 4b, Warrant Register, July 1 -31, 2020; Item 4c, Cash Receipts, July 1 - 31, 2020; Item 4d, Declaration of surplus items; Item 4e, Gifts to the District July 2020; Item 4f, 2020-21 fundraising events; Item 4g, Professional service agreements under $25,000. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. Discussion of Second Fall 2020 Community Forum Topic(s)

The Board of Trustees discussed the feasibility of and possible topics for a second Community Forum this fall, prior to the October Community Forum.

Vice President Flores said the District is hitting the ground running and he wanted to be sensitive to parents and PTA. He is reconsidering the forum and suggested an educational town hall for parental support with home teaching, connectivity, or other questions. He would like it to be more of an hour of "Check-in and Chat". President Murray asked how much it would impact staff. Dr. Moore said they would need to consider the format. If it is just a Q&A session, staff would need the questions in advance to provide answers. She asked if a facilitator would be used or whether it would just be Board members. She acknowledged that this is a way to engage the community. However, it is only one month out and while she wants to be responsive, it would be hard for her staff to take this on now. She suggested possibly eliciting feedback through principals.

Trustee Baker noted that no topics have yet been selected for the October 8 Forum and asked if a second meeting is needed. While he likes the ideas of the town hall, September might be too soon.

Trustee Richardson agreed with a later date, so people could have more time to comment on what is not working. She would like to keep it light.

Dr. Moore asked if the October 8 Community Forum would be used more for a Q&A.

Vice President Flores said he does not want to miss the opportunity to have a Community Forum. He shared that he answered questions for two hours at a Padres en Acción meeting and there is a need for clarification and answers. He wants to educate, support, and bridge.

President Murray said Dr. Moore was working with staff for the parent information. She noted Mr. Sanna said parents want information on school programs before October. The Superintendent said she would speak with Mr. Sanna and PTA Council President Juanita Flores on collaborating, what makes the most sense and timing/logistics. She will then provide the Board with possible dates for a town hall Q&A, partnering with the PTA, in September.

ACTION

1. BUSINESS SERVICES

a. Approval to Renew the Childcare MOU with the City of SSF

Dr. Moore said the District is working with the DEDAP and the Parks and Recreation programs. The Children's Center put out a letter to parents to assess an extended day care program at Junipero Serra ES, Skyline ES, and Buri Buri ES from 2:30 - 6:00 p.m. There are no State regulations to run the program during the school day, but they are looking for a way to support parents. Due to the virus, it would be a limited program. If there is a need for the program, due to staffing shortages, it would likely not start until September.

MOTION #21 (Lujan/Flores) to approve the renewal of the Childcare MOU with the City of South San Francisco for the 2020-21 fiscal year. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. Approval of Buri Buri ES Fields Project Close Out

Trustee Richardson asked Mr. O to explain the close out process for the community and when the field will be available. Mr. O explained that the notice is filed when the project is totally completed. He said the City will help to maintain the field, starting in early September.

Although the field would be ready to use, it is not currently available due to COVID-19. Trustee Richardson noted brown spots in the field and questioned who is responsible for watering. Mr. O said District grounds people are maintaining the landscape and sprinklers are on a timer. The City is responsible for mowing and maintaining the field.

MOTION #22 (Richardson/Lujan) to approve the authorization for District staff to execute and file the Notice of Completion for the Buri Buri ES fields project. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

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

Vice President Flores noted that a mental health update for this meeting dropped off the list of agenda items. Dr. Moore said because of the bargaining taking place, the work on the health techs item was not done and the item would be on the September 10 agenda. Vice President Flores said he thought the item would be different from the health tech information for which he and Trustee Baker had asked. Dr. Spaulding said he was not able to get the health tech analysis in time, but it would be in the September agenda. He will review previous minutes for a mental health item.

Vice President Flores asked to have specific resolutions posted on the District website. These would be resolutions which acknowledge heritage, denounce racism, support ethnic studies, etc. via a link, the public would be able to read the resolutions. Dr. Moore said a Board consensus will determine the criteria. Trustee Lujan recommended adding an agenda item for the criteria to a future Board meeting.

Vice President Flores asked for an agenda item to examine the role of the Student Trustees. It is important to hear their voices as they serve as ambassadors. He also raised the possibility of adding a Student Trustee from Baden HS. Superintendent Moore said she and Senior Executive Assistant Nalani Allen-Cantley hold an on-boarding orientation with Student Trustees. President Murray said their roles could be discussed at a Board workshop. Trustee Bush suggested reaching out to former Student Trustees on what they saw as their role on the Board. It was agreed to add the conversation as an agenda item. Mrs. Allen-Cantley noted that if Baden HS were to also have a Student Trustee, that student, as with the other high schools would need to be elected by the student body.

September 10, 2020

- Introduction of Student Trustees/ASB High School Presidents
- Presentation and approval of year end unaudited actuals
- Discussion of October 8 Community Forum topic(s)
- Discussion on the role of Student Trustees

- Discussion of criteria for posting specific resolutions on the District website
- Information on mental health and health tech analysis
- Public Hearing and resolution for confirmation of sufficient student textbooks/instructional materials
- Public Hearing on Draft of 2020-21 Local Continuity and Attendance Plan
- Resolution Honoring Hispanic Heritage Month
- Resolution for Attendance Awareness Month
- Resolution in support of immigrant communities
- Approval of Superintendent's contract extension
- Nomination(s) for CSBA Directors-at-large
- Approval of Advocacy and Legislative Ad Hoc Sub-committee Board member(s)
- Approval of Children's Center MOU
- Approval of AFT MOU
- Approval of CSEA MOU
- Resolution on GANN limit

September 24, 2020

- Update on Safe School Plans
- Approval of the Board Governance calendar for 2020-21
- Discussion on changing name of Junipero Serra ES
- Information on applicable, school related ballot measures
- Information on SSFUSD and SSF PD relationship
- Adoption of 2020 – 2021 Local Continuity and Attendance Plan
- Resolution for California Week of the School Administrator (10/11-10/17/20)
- Resolution honoring Filipino American History Month
- Approval of cell phones for Board members
- Approval to amend the EL Master Plan
- Approval of District's plans for use of CARES Act funding

September 26, 2020 – Board self-assessment workshop

September 28, 2020 – Board workshop/Superintendent's evaluation

October 8, 2020 - *Community Forum*

- Topic(s) TBD

October 22, 2020

- Teaching and learning presentation - Alta Loma MS
- Williams report for 3rd quarter ending 9/30/20

November 12, 2020

- Teaching and learning presentation - Buri Buri ES
- Resolution honoring American Indian Heritage Month
- CSBA Delegate Assembly nomination(s)

December 10, 2020

- Resolution ratifying election
- Board of Trustees reorganization
- Resolution honoring outgoing Board President
- CSBA Annual Conference report
- Teaching and learning presentation - ECHS
- Teaching and learning presentation - SSFHS
- Approval of the 2021 Summer School programs
- Presentation and approval of First interim budget report "positive certification"
- Selection of Trustees to District sub-committees/committees (Board Polices and Bylaws, City sub-committee, and County Committee on School District Organization)

SUMMARY OF BOARD DIRECTIVES

1. Dr. Moore to work with PTA on September town hall Q&A possible dates.
2. Agendize discussion of criteria for posting resolutions on website.
3. Agendize discussion on role of Student Trustees and reach out to former Student Trustees on what they saw as their role.
4. Agendize information on mental health and health techs.

GOOD AND WELFARE

Vice President Flores thanked Superintendent Moore, Cabinet, and staff for the workshops this week. He participated in the Welcome Back ceremony and wished everyone a successful and safe year.

Trustee Richardson wished a welcome back to returning teachers and welcomed new teachers, who she hopes will remain in the District for many years.

Trustee Lujan welcomed everyone back and hoped the first day of school works well. She thanked everyone for their hard work and said she has faith in them.

Trustee Baker welcomed back teachers, students, and staff. He has faith everyone will pull off the new year and wished them good luck on the first day of school.

President Murray said the Welcome Back and New Teacher Academy were great. She thinks students will do well and be engaged on the first day of school. She thanked Dr. Moore, staff, and Mrs. Allen-Cantley. She wished everyone a great school year.

ADJOURNMENT – 8:38 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: September 10, 2020

RE: Superintendent's participation in 2020-21 Professional Development Conferences

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BACKGROUND

In my role as Superintendent, I attend various conferences, workshops, symposiums, etc. during each school year as part of my professional learning system. These are annual events which provide opportunities for valuable networking and offer professional development on current critical leadership and educational issues.

Listed below are upcoming events for 2020-21. The information has been obtained from the organizations' websites. At this time, it is unknown whether some event(s) will be held virtually, instead of in-person. Unless posted on their websites, the registration fees listed below are based on last year's events and will likely be lower if the event is held virtually.

1. **ACSA Leadership Summit**, November 5 - 7, 2020, virtual attendance, $599 registration fee.

2. **CSBA Annual Conference**, December 3 - 4, 2020, virtual attendance, $774 registration fee (already Board approved on July 27, 2020).

3. **ACSA Superintendent's Symposium**, January 27 - 31, 2021, $650 registration fee.

4. **CAAASA Annual Professional Development Summit**, March 17 - 19, 2021, virtual, $300 registration fee.

5. **California City School Superintendents Conference**, estimated to take place in October, 2020 and April 2021, $175 registration fee each.

FISCAL IMPLICATIONS:

The registration fees are included in the above-listed events. The registration fees will be paid through the appropriate Superintendent budget.

RECOMMENDATION

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Superintendent's participation the 2020-21 professional learning conferences listed.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: September 10, 2020

RE: Approval of the Teacher Induction (BTSA) Program for 2020-21

BACKGROUND:

The SSFUSD Teacher Induction (BTSA) program supports new teachers in becoming fully certificated teachers in a robust, engaging and state approved program. This program has only received accreditation for support and training of general education teachers. For this reason, the District contracts with the San Mateo County Office of Education to support and train mild-moderate and moderate-severe teachers supporting their BTSA needs for credential purposes.

This year the District expects to provide new teacher support and training to approximately 10-12 special education teachers. These teachers, as a result of their participation in the SSFUSD new teacher support program, will improve their professional practice and fulfill the requirements of the California Clear Multiple and Single Subjects Credentials and will receive support from the San Mateo County Teacher Induction Program.

FISCAL IMPLICATIONS:

The total contract cost is expected to be approximately $40,000, however, this number may be slightly more or less depending on the total number of special education teachers needing Teacher Induction (BTSA) support in 2020-21.

RECOMMENDATION:

It is recommended that the South San Francisco Board of Trustees approve the San Mateo County Office of Education (SMCOE) Teacher Induction (BTSA) Agreement for the 2020-21 school year.

SAN MATEO COUNTY OFFICE OF EDUCATION

Teacher Induction Agreement
2020-2021

A. General

1. This Agreement is between the San Mateo County Superintendent of Schools ("Superintendent), Lead Educational Agency (LEA) for the San Mateo County Teacher Induction Program, and **SOUTH SAN FRANCISCO UNIFIED DISTRICT ("District")**, to implement the San Mateo County Teacher Induction Program ("SMCTIP").

B. Parameters

1. The effective date of this Agreement is between July 1, 2020 and June 30, 2021.

C. Purpose

The purpose of this Agreement is to establish a formal working relationship between the Parties and to set forth the operative conditions that will govern this partnership. The Superintendent, the Teacher Candidate, and the District will form a partnership in providing and coordinating services as part of the SMCTIP. Please initial next to the appropriate program:

_____ General Education (MS/SS)
_____ Education Specialist

D. Responsibilities of the Parties - General

1. The Superintendent agrees to the following:

   a) Employ an appropriate number of staff within the discretion of the Superintendent to perform services as described in the San Mateo County Teacher Induction Program Submission Document.

   b) Provide office and workspace for the staff and meeting space for program activities.

   c) Provide and oversee a state-approved/accredited induction program, which will allow each eligible candidate who fully completes all program requirements to obtain his/her Clear Credential. Maintain up-to-date information regarding all state induction requirements.

   d) Provide a process for equitable distribution of services to Teacher Induction Candidates, Mentor, and Site Administrators in all participating districts, and participating independent schools, including recruitment of Mentors to work with the district's Teacher Induction Candidates, as needed.

   e) Establish and maintain accurate records and reports including confidential files containing information, formative assessments and other statements of progress for Candidates. Establish and maintain a comprehensive database for all induction candidates. Provide regular updates to all induction candidates and their districts.

f) Supply reports and any other information requested on matters related to program requirements and activities to the Commission on Teacher Credentialing and California State Department of Education.

g) Establish and convene an Advisory Group that will monitor the budget, implementation, progress and evaluation of the program, and develop other administrative processes as provided for in the (SMCTIP) Submission Document.

h) Participate in and facilitate all State-sponsored program evaluations.

2. The District agrees to the following:

a) Pay $2500 per Teacher Induction Candidate to the Superintendent within 30 days of receipt of the invoice generated by the Superintendent, and in any event, no later than April 1, 2021.

b) In the event that a Teacher Induction Candidate leaves the District employment before mid-semester break (January 31, 2021), the District will be charged only $1250 for that teacher.

c) Hire a Mentor according to program guidelines and credential requirements. **If the district would like the SMCTIP to hire the Mentor, the District agrees to pay an additional charge of $2000 per participating teacher to be paid to the Superintendent within 30 days of receipt of the invoice generated by the Superintendent.**

☐ _____: District agrees to hire a Mentor according to program guidelines for each Teacher Induction Candidate (Teacher).
_____ General Education (MS/SS)
_____ Education Specialist **or:**

☐ _____: District agrees to have the SMCTIP hire the Mentor and pay an additional charge of $2,000 per Teacher Induction Candidate (Teacher).
_____ General Education (MS/SS)
_____ Education Specialist

d) Provide basic Teacher Induction (formerly "BTSA") enrollment information to all new hires.

e) Ensure that all Teacher Induction Candidates complete and submit an accurate, eligibility form to the SMCTIP office by no later than 30 days after his/her start date or December 31, 2020; whichever is sooner.

f) Provide release time to Candidates to afford opportunities to visit other classrooms, other schools, and meet with their Mentor.

g) Provide support for the role of the Mentor including: Adjust the Mentor work year (as needed) to allow Mentors to participate in required SMCOE Teacher Induction Mentor training as appropriate; assure the Mentor's attendance at required Mentor Seminars at SMCOE.

h) Ensure that the development of goals and any work product related to teacher induction is confidential between the Mentor and Teacher Induction Candidate and that no work product or conversation about induction is shared or used for employment evaluation. Employer understands that the work of induction cannot be used for evaluation purposes.

i) Work cooperatively with the SMCTIP staff and Mentors and commit to ongoing professional development in support of the Teacher Induction program.

j) Participate in all evaluation activities, including the State-required end of the year survey and the mid-year survey.

k) Be cognizant of the demands placed on new teachers by both the Teacher Induction Program and attempt to limit school site responsibilities.

l) Send a representative to attend the two Advisory Group meetings held by SMCOE TIP each year (fall and spring).

3. The Teacher Induction Candidate agrees to the following:

   a) Complete and submit an accurate online eligibility form to the SMCTIP office by no later than 30 days after his/her start date.

   b) Work with the Teacher Induction Mentor; including weekly meetings, collaboration, and consultation in all areas related to the formative assessment system, professional development, and the Induction requirements.

   c) Participate in SMCTIP professional development activities as prescribed by the program.

   d) Complete all Induction Program requirements, as described in the SMCOE Teacher Induction Candidate Handbook.

   e) Participate in all evaluation activities, including the State-required end of the year survey and the mid-year survey.

4. The Mentor will:

   a) Work with the Teacher Induction Candidate; including weekly meetings, collaboration, and consultation in all areas related to the formative assessment system, professional development, and the Induction requirements.

   b) Maintain regular communication with SMCOE TIP to ensure the Teacher Induction Candidate's progress toward successful completion of the Induction requirements.

   c) Participate in SMCTIP professional development activities as prescribed by the program.

E. Other Conditions

1. Any and all products developed by the SMCTIP are the exclusive property of the Superintendent and the San Mateo County Teacher Induction Program. The Teacher Induction Candidate shall not have the right to disseminate, market or otherwise use the products without the expressed written permission of the Superintendent and the SMCTIP.

2. HOLD HARMLESS. Teacher Induction Candidate shall hold Superintendent, its officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of Superintendent, its officers, agents or employees taken under this Agreement.

3. MODIFICATION OR ASSIGNMENT. This Agreement may not be assigned by either party without the express written consent of the other. No modification shall be effective unless approved in writing by the Superintendent and authorized representatives of the parties involved.

SAN MATEO COUNTY SUPERINTENDENT OF SCHOOLS	**SOUTH SAN FRANCISCO UNIFED DISTRICT**
_____	_____
Signature	Signature
Denise Porterfield, Deputy Superintendent	_____
Name/Title	Name/Title
September 10, 2020	_____
Date	Date

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

ADMINISTRATIVE APPOINTMENT 2020-2021

Abing, Aura, Coordinator of Mental Health, Behavior and Assessments, District Office, effective July 1, 2020.

Crosby, Brooke, Assistant Director of Special Education, District Office, effective July 1, 2020.

CERTIFICATED CONTRACT 2020-2021

Carey-Jones, Pauline, Education Preparation: University of San Francisco with a MA degree. Ms. Carey-Jones holds a Single Subject Credential. She will be placed at Alta Loma Middle School as a Math teacher on a Probationary contract effective August 11, 2020. Salary placement DM-5.

Flores, Melissa, Education Preparation: San Francisco State University with a MA degree. Ms. Flores holds an Education Specialist Instruction Credential. She will be placed at Parkway Heights Middle School as a Special Education teacher on a Probationary contract effective August 11, 2020. Salary placement DM-8.

Holland, Cierra, Education Preparation: California State University, Long, Beach, with a BA degree. Ms. Holland holds a Single Subject Credential. She will be placed at South San Francisco High School as a PE teacher on a Probationary contract effective August 11, 2020. Salary placement C-1.

Rios, Ashley: Education Preparation: Alliant University with a MA degree. Ms. Rios holds a Pupil Personnel Services Credential. She will be placed district wide as a School Psychologist effective August 11, 2020. Salary placement P-3.

Brown, Lauren: Education Preparation: University of the Pacific with a BA degree. Ms. Brown holds a Single Subject Credential. She will be placed at South San Francisco High School as a Music Teacher effective August 11, 2020. Salary placement C-1.

Shoemaker, Joan: Education Preparation: Western Oregon University with a BS degree. Ms. Shoemaker holds a Reading and Literacy Leadership Specialist Credential. She will be placed at Spruce Elementary School as a Response to Intervention (RTI) Reading Specialist effective August 11, 2020. Salary placement E-12.

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

EMPLOYMENT

Guo, Ziwen (Raymond), IT Specialist II, District Office, 8.0 hours per day, Range 53, Step 5, effective August 10, 2020.

Xiao, Jian Yun (Lani), Career Navigator, Adult Education, 7.0 hours per day, Range 50, Step 5, effective August 12, 2020.

Mutia, Maribeth, Paraprofessional I – Special Education, Spruce Elementary School, 6.0 hours per day, Range 25, Step 3, effective August 12, 2020.

Dualan, Martina, Occupational Therapist, District Office, 7.5 hours per day, Range 3C, Step 2, effective August 19, 2020.

Riordan, Reyna, Paraprofessional II – Special Education, El Camino High School, 6.25 hours per day, Range 29, Step 4, effective August 17, 2020.

Walton, Laruen, Paraprofessional II – Special Education, District Office, 6.0 hours per day, Range 29, Step 3, effective August 25, 2020.

RESIGNATION

Rodriguez, Catherine-Mae, Paraprofessional I – Special Education, El Camino High School, 6.0 hours per day, Range 26, Step 3, effective July 22, 2020.

Luna, David, Paraprofessional I – Bilingual, Buri Buri Elementary School, 6.0 hours per day, Range 25, Step 5, effective July 27, 2020.

Kwan, Eugene, Business Services Technician, District Office, 7.5 hours per day, Range 41, Step 5, effective July 30, 2020.

Campos, Shirley, Custodian I, Spruce Elementary School, 4.0 hours per day, Range 33, Step 5, effective August 19, 2020.

Mangone, Debbie, Paraprofessional I – Special Education, El Camino High School, 5.0 hours per day, Range 26, Step 5, effective August 15, 2020.

Love, Michael, Custodian I, Junipero Serra Elementary School, 8.0 hours per day, Range 33, Step 5, effective August 26, 2020.

Reynoso, Brandon, Custodian I, Martin Elementary School, 8.0 hours per day, Range 33, Step 4, effective August 27, 2020.

RETIREMENT

Weiss, Margaret, Office Assistant, Junipero Serra Elementary School, 3.0 hours per day, Range 30A, Step 5, effective August 17, 2020.

ADMINISTRATIVE TRANSFER

Hsu, Bill, Custodian I, from South San Francisco High School to Junipero Serra Elementary School, 8.0 hours per day, Range 33A, Step 5, effective August 31, 2020.

Bailey, Bridgette, Paraprofessional II – Special Education, from Adult Education to Westborough Middle School, 6.25 hours per day, Range 29A, Step 5, effective August 17, 2020.

Galli, Marianne, Paraprofessional II – Special Education, from Adult Education/Itinerant to Skyline Elementary School, 6.0 hours per day, Range 29A, Step 5, effective August 17, 2020.

Vining Mahone, Devon, Paraprofessional I – Special Education, from Westborough Middle School to Buri Buri Elementary School, 6.0 hours per day, Range 26, Step 3, effective August 17, 2020.

Woolley, Judith, Paraprofessional II – Special Education, from Ponderosa Elementary School to Westborough Middle School, 6.0 hours per day, Range 29A, Step 5, effective August 17, 2020.

TRANSFERS

Becerra, Victor, Paraprofessional II – Special Education, Ponderosa Elementary School to El Camino High School, 6 hours per day, Range 29, Step 5, effective August 12, 2020.

~~**Angeles, Louella**, Paraprofessional II – Special Education, Spruce Elementary School, 6.0 hours per day to Sunshine Gardens Elementary School, 6.0 hours per day, effective August 11, 2020.~~

Angeles, Louella, Paraprofessional II – Special Education, Spruce Elementary School, 6.0 hours per day to Sunshine Gardens Elementary School, 6.0 hours per day, effective August 12, 2020.

TEMPORARY OUT OF CLASS PAY

Munoz Campos, Maira, Acting School Support Secretary I, Parkway Heights Middle School, Range 37, Step 1, 7.5 hours per day, effective August 17, 2020 through November 4, 2020.

Carrillo, Rebeca, Acting Executive Assistant - Confidential, District Office, Range 1C, Step 1, 7.5 hours per day, effective August 24, 2020 through September 25, 2020.

Nguyen, Van, Acting Locksmith, District Office, Range 50A, Step 5, 8.0 hours per day, effective June 19, 2020 through August 31, 2020.

TEMPORARY INCREASE IN HOURS

McCord, Maria, Library Media Assistant, Buri Buri Elementary School, 3.5 to 1.5 hours per day, Range 30, Step 4, effective August 12, 2020 through May 29, 2021.

Alvarez, Dora, Office Assistant, Ponderosa Elementary School, 4.5 to 5.5 hours per day, Range 30, Step 5, effective August 17, 2020 through May 28, 2021.

TEMPORARY INCREASE IN HOURS (Continued)

Gomez, Sandra, Paraprofessional I - Bilingual, Ponderosa Elementary School, 3.0 to 4.0 hours per day, Range 25, Step 5, effective August 19, 2020 until vacancy is filled; date to be determined.

Lima, Sarah, Paraprofessional I - Bilingual, South San Francisco High School, 5.5 to 6.0 hours per day, Range 25A, Step 5, effective August 17, 2020 through May 28, 2021.

Renteria, Tania, Paraprofessional I - Bilingual, Spruce Elementary School, 4.0 to 6.0 hours per day, Range 25, Step 3, effective August 17, 2020 through May 28, 2021.

Beltran, Angel, Paraprofessional I - Bilingual, Spruce Elementary School, 3.0 to 6.0 hours per day, Range 25, Step 4, effective August 17, 2020 through May 28, 2021.

~~**Sazio, Susan,** Campus Security, Westborough Middle School, 5.0 to 7.0 hours per day, Range 29A, Step 5, effective August 17, 2020 through May 28, 2021.~~

Sazio, Susan, Campus Security, Westborough Middle School, 5.0 to 6.0 hours per day, Range 29A, Step 5, effective August 17, 2020 through 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: September 10, 2020

RE: Acceptance of Gifts

BACKGROUND:

The District has received the attached list of cash and in-kind gifts during the month of August 2020.

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 AUGUST 2020.

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

$10,000.00 from Sutro Biopharma Inc. to the South San Francisco Unified School District – Educational Services Department in support of the South San Francisco Science Empowerment Initiative.

$5,000.00 from Mr. Alan C Mendelson to the South San Francisco Unified School District – Educational Services Department in support of the South San Francisco Science Empowerment Initiative.

$50,000.00 from CYTOMX Therapeutics to the South San Francisco Unified School District – Educational Services Department in support of the South San Francisco Science Empowerment Initiative.

$10,000.00 from Alexandria Real Estate Equities, Inc. to the South San Francisco Unified School District – Educational Services Department in support of the South San Francisco Science Empowerment Initiative.

$10,658.00 from various parents to El Camino High School in support of academic excellence, under the use of the Principal's discretion.

$100.00 from Mr. and Mrs. Rosendo Martiniano to El Camino High School in support of academic excellence, under the use of the Principal's discretion.

$50.00 from Francis Paolo Caling to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$200.00 from Anatolio III and Glenda Sabillo to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$100.00 from Patrick Yeh and Nan Si Si Hla to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$150.00 from Eric and Donna Ignacio to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$50.00 from Tracee & Brennan Morales to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$50.00 from Jennifer Peralta to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$200.00 from Ann Bui and Brian Piper to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$20.00 (1 of 2) from Jenny Arcilla-Gonzalez to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$20.00 (2 of 2) from Jenny Arcilla-Gonzalez to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$100.00 from Yeshi Hu to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$100.00 from Jumana Juhar to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$100.00 from Mr. and Mrs. Dustin Moore to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$100.00 from Ivy Mangonon to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$100.00 from Noe and Lluneida Roman to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$100.00 from James and Crystal Newton to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$150.00 from Nathan and Lauren Kitchen to Alta Loma Middle School, a parent donation, for the purpose of the Band Program and school use under the principal's discretion.

$100.00 from Luis Martinez to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$100.00 from Javier and Marina Gomez to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$100.00 from John Cortez to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$200.00 from Tracy Truong to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$20.00 from Jennie Nguyen to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$200.00 from Tamra Dedmon to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

$100.00 from Stacey Turpin to Alta Loma Middle School, a parent donation, for the purpose of school use under the principal's discretion.

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: September 10, 2020

RE: Approval of 2020-21 Fundraisers

BACKGROUND:

Each year, the Board of Trustees approves all fund-raisers to be held on behalf of the schools and students of the District. 2020-21 will be a unique year due to the COVID-19 pandemic. The approval of these school fundraisers is only valid if the school returns to the traditional in-person learning model.

The following fund-raisers are being submitted for approval:

Ponderosa Elementary School

All Students	Jog-A-Thon – Students will use PE time to jog around the Ponderosa track (play area). All students will participate and may collect sponsorship. Proposed date: March 5, 2021.

Alta Loma Middle School

Leadership	Spirit Gear Fundraiser – Selling spirit gear during, before, and after school at the student store throughout the year.

Parkway Heights Middle School

ASB Leadership	Mask Sales – Spirit Masks (face-coverings) for sale. Date(s) and time(s): TBD. Restaurant Takeover – Monthly restaurant takeovers supporting local businesses that will return a portion of the takeout sales back to school. Date(s) and Time(s): TBD.

South San Francisco High School

Class of 2021	Senior Merchandise Fundraiser – To sell customized senior clothing to seniors online at Bonfire (website where we can design clothes to sell).

FISCAL IMPLICATIONS:

All funds from approved fund raisers are accounted for in the School Site Associated Student Body (ASB).

RECOMMENDATION:

Staff recommends that the Board of Trustees approve the fundraisers listed above.

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: September 10, 2020

RE: Professional Services Agreements

BACKGROUND:

The following Professional Service Agreements are being submitted for approval:

Superintendent

$2,700.00 CSBA/Luan Burman Rivera - September 28 Board and Superintendent workshop.

District Office – Business Services

$9,800.00 Cumming - Mr. William Gong will provide part-time Project Management support for projects pertaining to the construction completion and final close out to the Martin ES Modernization Project, SSFHS Baseball and Softball Field Projects, and construction completion and initial close out to the ECHS Softball Field Project. Mr. Gong will work roughly 13 hours per week at a SPM rate of $185.00 per hour for 4 (four) weeks starting August 17, 2020.

District Office – Educational Services

$16,887.68 Zoom - Purchase of Zoom license to help the District Office staff, students, and parents with video, voice, content sharing, and chat runs across mobile devices, desktops, phones, and room systems in a frictionless environment to get more schooling done.
Commencing August 12, 2020 through July 13, 2021.

$19,614.30 Follett School Solutions, Inc. – Services to migrate existing Destiny Databases for 15 licenses of Library Manager to Destiny Cloud and include project management,

implementation, technical training, and server maintenance and support.
Commencing August 31, 2020 through August 31, 2021.

Alta Loma Middle School

$1,844.00 Platform Athletics, LLC - Providing digital programs to enhance distance learning curriculum for physical education. Services to be provided are: Digital diagrams, videos, examples, and tracking of fitness levels for Fitnessgram. Commencing September 2020 through September 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.

California School Boards Association

AGREEMENT FOR GOVERNANCE CONSULTING SERVICES

THIS Agreement made and entered into by and between the CALIFORNIA SCHOOL BOARDS ASSOCIATION, a nonprofit California corporation, hereinafter referred to as "CSBA" and South San Francisco Unified School District hereinafter referred to as "District."

CONDITION PRECEDENT

To be eligible for this program, the district must be a member in good standing of CSBA.

The parties hereby agree as follows:

1. DUTIES AND RESPONSIBILITIES OF DISTRICT

1.1 District agrees to:

a. assure attendance by all board members, and the superintendent of South San Frnacisco Unified School District as requested by CSBA;

b. provide appropriate facilities or virtual platform for each session; and

c. provide necessary food and refreshments (this is not needed for a virtual workshop).

2. DUTIES, RESPONSIBILITIES AND RECOMMENDATIONS OF CSBA

2.1 CSBA agrees to:

a. conduct phone interviews with board members and superintendent as appropriate;

b. provide governance consulting services, which may include a virtual workshop to be completed not later than June 30, 2021 on governance leadership, such as district goal setting, board self-evaluation, superintendent evaluation, developing norms and protocols, developing a governance planning calendar, and other governance-related activity as CSBA and District may agree.

c. provide any necessary copyrighted course materials as needed for the governance leadership workshop;

d. provide summary materials from the governance consulting services.

3. COMPENSATION AND REIMBURSEMENT OF EXPENSES

3.1 In consideration for the consulting services, the District agrees to pay CSBA a base fee of $2,700.

3.2 Payment is due within 30 days upon receipt of invoice from CSBA, following the service delivery.

3.3 In the event that District cancels the workshop after it is scheduled, District agrees to reimburse CSBA for any travel expenses already incurred by the consultant at the time of the cancellation.

4. CONTRACT TERMINATION

4.1 The terms of the Agreement shall terminate no later than June 30, 2021, or sooner if all provisions have been satisfied.

4.2 Unless otherwise terminated pursuant to this Agreement, CSBA or District may terminate this agreement without cause by giving thirty (30) days written notice to the other party.

4.3 Should CSBA default in the performance of this Agreement or materially breach any of its provisions, District may terminate this Agreement by giving written notification to CSBA.

4.4 Should District default in the performance of this Agreement or materially breach any of its provisions, CSBA may terminate this Agreement by giving written notification to District.

5. GENERAL PROVISIONS

5.1 For the purposes of communication between the parties, the following shall be the representatives of the parties:

Pat Murray Board President South San Frnacisco Unified School District Address: 398 B St South San Francisco, CA 94080 Phone: (650) 877-8705	Dr. Shawnterra Moore Superintendent South San Frnacisco Unified School District Address: 398 B St South San Francisco, CA 94080 Phone: (650) 877-8705	Naomi Eason, Ed.D Assistant Executive Director, Member Services California School Boards Association 3251 Beacon Boulevard West Sacramento, CA 95691 Phone: (916) 669-3293 Fax: (916) 371-3407

5.2 This Agreement is the entire agreement and supersedes any oral or written agreements previously entered into concerning the conduct of the Governance consulting services.

5.3 If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force.

5.4 This Agreement will be governed and construed according to the laws of the State of California.

AGREED

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

BY: _____ DATED: _____
Pat Murray, Board President

BY: _____ DATED: _____
Dr. Shawnterra Moore, Superintendent

CALIFORNIA SCHOOL BOARDS ASSOCIATION

BY: _____ DATED: 8/24/2020
Naomi Eason, Ed.D.
Assistant Executive Director,
Member Services

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D. Superintendent

DATE: September 10, 2020

RE: October Community Forum Topic(s) Discussion

BACKGROUND:

In preparation for the October 8 Community forum, we wanted to give the Board an opportunity to discuss potential topics.

The Board will determine 1-2 topics they would like the community forum to focus on. In previous years, the Board discussed the following topics at our community forums:

- *Nutrition Services*
- *Covered California*
- *School safety: A review of the Big 5 Protocols and site emergency plans*
- *Equity and homework*
- *Moving to district elections*
- *District fields*

FISCAL IMPLICATIONS:

NA

RECOMMENDATION:

For information and discussion only.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: September 10, 2020

RE: Discussion of the Role of Student Trustees

BACKGROUND:

On August 13, 2020, there was a request for the SSFUSD School Board to discuss the role of Student Trustees. Board Bylaw 9150 related to SSFUSD Student Trustees is as follows:

Duties of Student Board Member
The duties of the student Board member include the following:

1. To provide continuing input for Board deliberations.
2. To strengthen communications between the Board and district students.
3. To represent all students and facilitate the discussion of all sides of issues. This duty does not preclude the student Board member from stating his/her individual opinion.

Selection and Term
The student Board member shall be elected by the students of the District based on the following criteria:

1. The student body of each high school shall have one vote.
2. The vote shall be cast by an elected student representative from each high school campus.
3. The student Board member shall be elected by a majority vote.
4. The term of office shall be July 1 - June 30.

Superintendent Moore and Sr. Executive Assistant, Nalani Allen-Cantley meet with Student Trustees annually to talk about their role, review sample Board meeting agendas, review the various items on the agendas (consent/action) and what they mean, discuss their preferential voting, to get to know them, share our

goals for the District, and talk about how they can be involved and elicit feedback from their peers in order to provide the student voices as part of the Board meetings. This meeting is typically held within the first three weeks of a new school year.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

For Information/Discussion only.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: September 10, 2020

RE: Discussion of Posting Resolutions on District Website

BACKGROUND:

On August 13, 2020, there was a request for the SSFUSD School Board to discuss whether to post certain resolutions on the District website for ease of access by the community. There was also a need for the Board to determine the criteria by which they would decide which resolutions should be posted on the website's Board meeting page.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

For Information/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: September 10, 2020

RE: District Health Technicians

BACKGROUND:

On June 25, 2020, the District provided a presentation on our District Health Technicians at our Board Meeting. This presentation provided information on our District Health Technicians, there responsibilities, the school sites they covered, as well as a snapshot of the number of students that came to the school office due to health reasons in a given week. The next steps were for our District to examine our 2020-21 budget and examine our Task Force recommendations in order to determine additional supports we may consider to support the health and social emotional well-being of our students and staff.

FISCAL IMPLICATIONS:

There is no fiscal implication.

RECOMMENDATION:

For Information/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: September 10, 2020

RE: Mental Health Support

BACKGROUND:

At the July 16 and the subsequent 27, 2020 Board Meeting, the District provided a presentation in conjunction with the SSFPD on and the role of SROS as well as SSFUSD's Student Support Programs. The District's part of the presentation provided information on our student support programs, counseling and mental health supports, and services offered at our elementary, middle and high schools. The next step was for our District to examine our 2020-21 budget and examine our Task Force recommendations in order to determine additional supports we may consider to support the mental health and social emotional well-being of our students and staff.

FISCAL IMPLICATIONS:

There is no fiscal implication.

RECOMMENDATION:

For Information/Discussion only.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: September 10, 2020

RE: Public Hearing – 2020-21 SSFUSD Draft Local Continuity and Attendance Plan (LCAP) Materials

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BACKGROUND:

The Learning Loss Mitigation Funding (LLMF), authorized by the 2020-21 State budget package, allocated funding to school districts in order to support pupil academic achievement and mitigate learning loss related to COVID-19 school closures. As part of the requirement for receiving these funds, school districts must prepare the Local Continuity and Attendance Plan (LCAP). This is required in place of the regular Local Control Accountability Plan. The California Department of Education (CDE) decided to "suspend" the Local Control Accountability Plan for all districts for the 2020-21 school year due to the COVID - 19 pandemic. Below are the main sections of the Local Continuity and Attendance Plan:

I. Stakeholder engagement
II. In Person Instructional Offerings
III. Distance learning Program
IV. Mental health and social emotional well being
V. Pupil engagement
VI. School Nutrition
VII. Budget - How is SSFUSD using Learning Loss Mitigation funds - state and federal gov't

School district's governing board must adopt the LCAP by September 30, 2020. At this meeting, SSFUSD will conduct a public hearing to obtain input from our community members and Board to see if we need to make any adjustments to our draft LCAP.

FISCAL IMPLICATIONS:

SSFUSD Learning loss Mitigation Funding allocation is $5,593,961 for the 2020-2021.

RECOMMENDATION:

For public hearing and discussion only.

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South San Francisco Unified School District	Keith B. Irish Assistant Superintendent Educational Services	kirish@ssfusd.org 650-877-8709

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The impact of the COVID-19 pandemic has been felt at multiple levels throughout the South San Francisco Unified School District. It has required a multi facetted approach as well as extreme flexibility because of fluid environmental factors. SSFUSD's immediate response to the pandemic was to create a plan to provide all students and staff members in our district access to electronic devices which included: laptops, Chromebooks, IPADS, and hot spots for internet connectivity. Beyond this, South San Francisco Unified School District's pandemic plan has centered around strong communication, instructional models and delivery especially for our most vulnerable student populations, and providing professional learning opportunities to assist staff to transition to 100% Distance learning environment.

(1) Communication: Throughout the pandemic consistent and immediate communication has been essential. COVID-19 Meetings with Cabinet and District Level Administrators and the community continue to happen on a weekly basis or as needed. As well as sharing information about the opening of school, this communication includes updates on county, state, and federal guidelines for ensuring the safety of our students and staff members. This has been extremely important as we had to implement plans for distance learning for the start of the 2020-21 school year this August. SSFUSD administered a very robust survey of our families about both our hybrid and distance learning instructional models at the beginning of July to gather information from our families on their preferred Instructional Model (Distance or Hybrid Continuum Learning) and to gather information regarding each student in whether they needed to borrow a tech device and/or a hotspot in order to engage in learning in the 2020 - 2021 school year. The goal was to have 100% of our families to complete the survey and to understand the schedule, characteristics, and phases of implementation for both our hybrid and distance learning models. In order to gain input from all of our families, the survey was shared with families via the documented email in our Student information system (SIS), a district Screencast was sent to all parents/guardians in both English and Spanish, automated phone calls home to families asing them to complete the survey and the survey was promoted via our Public Information Officer via district/school websites and social media. Because of these efforts, we achieved an 85% return rate on the survey. For families that have yet to complete the survey, SSFUSD and school site staff are reaching out to parents/guardians that still have not completed the survey.

Starting in July, we resumed weekly Principal Meetings. These meetings help our site administrators to understand the latest COVID-19 updates as well as to serve as a platform for our principals to discuss safety, instruction, and socio-emotional needs related to the re-opening and on-going operation of their school staff and community.

(2). Instructional Models - In June, SSFUSD leadership establish three targeted task forces. These task force groups were charged with designing a comprehensive instructional plan focused on providing high quality instruction; determining supports for the socio - emotional well being of students/staff; and, with developing safety plans for our staff members during and following the COVID 19 Emergency. The task force members includes parents, teachers, principals, district level administrators, and Cabinet Members. The San Mateo County Pandemic Plan and the four pillars were used to guide their work. The key cornerstone of the member's work was to design plans that kept the health and safety of our students and staff at the center of all decisions. As a result both hybrid and distance learning models were designed. Each model was adjusted to match the differentiated needs of Elementary, Middle, and High school student. Both the hybrid and distance learning

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models include flexible instructional blocks during which teachers can use to invite small groups of students for targeted and gap closing instruction. This was designed specifically with the needs of our English learners, foster youth, homeless, and students with disabilities in mind. These schedules can be viewed at the following links:
Elementary-https://docs.google.com/spreadsheets/d/1ux8iEe1RR8NurwjnyxdWZvBvGNG3cUMz8JaENcN6vzg/edit?usp=sharing
Secondary-https://docs.google.com/spreadsheets/d/1HqkSewUwVHiXURitMwhvM75CBhEZgVOyzWflaxl1OII/edit?usp=sharing

(3) Professional Development Opportunities for staff - The COVID-19 pandemic has required a shift in the pedagogy of instructional staff to include best practices for online instruction. This includes a raised awareness of how to provide both synchronous and asynchronous learning opportunities for a diverse student population. Although our teachers and classified staff did their best to continue instruction when the shelter in place orders first took effect in spring, they (both Classified and Certificated) reported feeling ill equipped to meet the students needs via distance learning. SSFUSD's Educational Services department immediately provided a series of online professional development sessions that focused on accessing our online resources (Wonders, Study Sync, Google Suite and other programs/applications such as Zoom, Nearpod, IXL, Mystery Science). Our team of Teachers on Special Assignment (TOSA's) provided support to teachers through these professional developments sessions as well as one-on-one support. Once the South San Francisco Unified Board of Trustees voted to begin the the 2020-21 school year in a 100% distance learning model, the team of Teachers on Special Assignment (including ELD and Special Education TOSAs) immediately planned professional learning opportunities for staff. SSFUSD staff members had the opportunity to engage in over seventy (70) different professional learning opportunities from both internal and external providers. Furthermore, certificated members had the option to engage in both synchronous and asynchronous professional learning options. A majority of the professional learning opportunities were recorded. Additionally, several of the presentations were specific to supporting English learners and students with disabilities because SSFUSD leadership understood that the instructional staff would need specific training to help mitigate learning losses for several students belonging to these student groups.

September 10, 2020
Public Hearings

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

As the duration of the COVID-19 pandemic has extended, South San Francisco Unified School District has sought feedback from our families, students, staff to inform decisions regarding safety, social-emotional well being, and instructional needs of our students. SSFUSD sought feedback from all of our stakeholder groups using two significant surveys and three task force groups, and a parent focus group.This worked happened from May through the end of July. The first electronic survey was sent in May 2020 to both families and staff to gain insight on their preference for either a distance learning or hybrid learning model for the fall. Both English and Spanish versions of the survey were sent out. We received response from 1550 families and 445 staff members. Both groups surveyed favored distance learning over hybrid learning (59.5% versus 40.5%). The information collected from this survey informed the work of three task forces established to discuss safety, social-emotional well being, and teaching and learning. As part of our work on the Teaching & Learning task Force

Committee, distance learning and hybrid learning schedules were created for each grade span (See Attachments). Further, this committee created distance learning expectations for students, staff and parents. Once the the work of the task force groups was concluded, the information about schedules and instruction options were integrated into survey that was sent to our families at the beginning of July. To support the survey, screencasts explaining the instructional models were also made available in English and Spanish. In order to reach our goal of 100% participation, families who did not respond to the initial survey were contacted via phone and these families were either resent the survey link, or the they completed the survey with a staff member over the phone. Below is a list of district advisory committees and dates we introduce the LCAP and obtain input from committee members. The Educational Services team members will also sent the LCAP Summary and a quick survey so members of the advisory committees can review and provide input on the draft of the LCAP.

DELAC-On August 25
Special Education Parent Committee-August 27
African American Parent Committee-September ?
Parent Survey for Opening Schools in Fall 2020 (May 2020)
Staff Survey for Opening Schools in Fall 2020 (May 2020)
SSFUSD Task Force Committees - June/July 2020 (6 meetings each - Health & Safety, Socio - Emotional Well being, Teaching & learning)
Parent Reopening Committee (June/July 2020 - 3 meetings)
SSFUSD Board meeting - June/July - Task Force Committee updates (2 meetings - June 11 & 25)
SSFUSD Fall 2020 Instructional Model Options (July 15, 2020 - Board meeting)

[A description of the options provided for remote participation in public meetings and public hearings.]

The following were the options provided for remote participation to our stakeholder to gain feedback on the Learning Continuity and Attendance Plan:

- Zoom, Google Hangout Virtual meetings
- Phone calls both in English and Spanish
- Screencast linked to the Survey
- Parent Meetings (DELAC, ...)

[A summary of the feedback provided by specific stakeholder groups.]

- Many parents voiced frustration about how difficult is was to figure out how to navigate their student(s) instructional schedules, lessons, and activities and obtain meeting link information. Parents struggled being a facilitator of learning for their students and indicated it was difficult to support their children due to their work schedule and not being familiar with SSFUSD technology tools.
- Childcare needs was mentioned in our survey as well as stakeholder groups. In our Reopening of Schools survey 20% of respondents mentioned a need for support for childcare.

DELAC Feedback:

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- Technology recommendations:

*Hotpot Support for families with multiple students or experience connectivity issues

*Kicked offline-attendance and missing lessons

- Engagement support

*Online exercise

*How to stay engage with learning

*Offer movement in elementary level

*Link for P.E video

*Lessons in self-care

- English Learner needs

*Homework support for EL

*Help EL students with instruction

*More small group support

*Modify EL students work

*Lessons are too fast for EL's to keep up

*Difficult following the Teacher videos and downloads

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Based on information shared at our August 25 DELAC meeting we have several suggestions made by our families that have been incorporated in this plan:

- Some families reported that even with the WiFi hotspot loaned to them by SSFUSD their students are still losing connectivity. SSFUSD is considering other options to support families that are having internet connectivity issues.

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- Other participants requested "How to videos" in Spanish that explain how to access different learning platforms and online resources for their children. SSFUSD has created a SSFUSD Distance learning hub for families and students.
- Most participants agreed that they would like more communication via text rather than email, and that they were more likely to respond to information that was sent via text rather than email. SSFUSD has enabled the text message feature in School Messenger so families can "opt in" to receive text messages from SSFUSD.
- A few participants requested that information also be sent through voice mail as they struggled reading information in both English and their primary language

Actions:

- We will work with our IT department to see if we can identify geographic areas that show a pattern of poor coverage areas. If a pattern emerges, our IT department will make a request to T-Mobile to improve connectivity coverage to these areas
- We will work with our school site to create support hubs at their school sites. These hubs would have identified staff members to troubleshoot connectivity or instructional platform issues.
- We will increase advertisement of our "Student & Family Distance Learning Hub" which has tutorials and resources available in both English and Spanish (https://sites.google.com/ssfusd.org/ssfusd-students-families/home-p%C3%A1gina-principal) which will include text messaging through School Messenger.
- We partnered with an organization called Modern Teacher to have teachers created a landing page which includes information all in one spot so families/students can better navigate how to support and access meeting links. SSFUSD is also working with Modern Teacher to create a weekly learning plan which will include information such as daily lessons and asynchronous work so working parents/guardians that are unable to support their student during the school day can go to one central spot to assist their student with their education.

See Also-Access to Devices and Connectivity in the Distance Learning Section of the Plan.

Continuity of Learning

In-Person Instructional Offerings

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

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As part of our Pandemic Reopening of School Plan, SSFUSD developed plans for 3 different opening scenarios. These included 100% distance learning, hybrid, and 100% in person instruction. As part of the reopening plan, the goal was to ensure a consistent, comprehensive and balanced instruction throughout each scenario. This goal was essential to the development of the reopening plan because it kept the lens of equity and access at the for-front of all decisions. For this reason, there are two different in-person models. The specific nature of the in-person learning opportunities were outlined in the work of 3 Taskforce groups which met during June. Each Task force was comprised of parents, teachers, site administrators and district administrators. SSFUSD developed a phased approach for our Instructional models. Phase 1 all students are in 100% Distance learning. Phase 2 and Phase 3 are specific to in-person instruction.

Phase 1-all students will participate in 100% distance learning.
Phase 2- only SSFUSD's most vulnerable students, which may include English learners, special education students, and foster and homeless youth will receive in-person instruction/support based on their assigned cohort days. All other students will remain in distance learning.
Phase 3-all students who opted for hybrid learning will receive in-person instruction based on their assigned cohort days. Students attending class on campus and staff working in classrooms will be required to follow appropriate social distancing and health and hygiene protocols.

Flexible Groupings
As is evident in the hybrid models (see attachments), the needs of students who may have experienced significant learning loss is our priority for SSFUSD. To begin with, the needs of our more vulnerable student groups are prioritized to receive in person instruction during Phase 2. Beyond this, each grade span's schedule includes flexible time blocks during all 3 phases. During these flexible instructional times, teachers can meet with either small groups or one on one with students that they have identified with learning losses.

Flex Time
For all three district schedules (Elementary, Middle and High School), SSFUSD has added Flex time before and after the bell schedule. The purpose of Flex time is to provide additional instruction/support for students with a certificated staff in an individualized or small group setting in order to academic or socio emotional needs of our students.

Assessment Measures
Assessing the learning loss of students can be difficult to ascertain especially for our English learners with the absence of summative ELPAC information for several of our students due to the COVID - 19 shelter in place that began on March 16, 2020 for SSFUSD. Our teachers have used more formative assessment measures including Literably, Reading Inventories, and curriculum embedded assessments to determine learning losses. Beyond this, SSFUSD is working to integrate other diagnostic assessments including those available for ELA and math through IXL and Illuminate. Specifically, to identify the on-going English language development of our English learners students an assessment such as the Test of English Language Learning (TELL) is being considered for adoption. Our team of curriculum specialists including content TOSAs, ELD TOSAs, and Reading Specialists continue to investigate formative tools to help teachers to pinpoint student learning needs.

Scope & Sequence - ELA/Math
SSFUSD's TOSA's and ELA/Math Teacher Leadership teams spent the time during the summer of 2020, revisiting the Scope & Sequence in ELA/math. A decision was made to focus on the priority standards and to use the 2020 - 2021 Achieve the Core Instructional Content

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Priorities in ELA/math to determine if SSFUSD needed to make adjustments to our Scope & Sequence. These documents name instructional content priorities in mathematics (K–8, high school) and ELA/literacy (K–12) for the 2020–21 academic year. They provide guidance for the field about the content priorities by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. Here's a link to the Achieve the Core Instructional Priority document: https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics

Health and Safety
Further, the reopening plans is based on the following four pillars related to the health and safety of all students: (1) Health and Hygiene, (2) Face Coverings, (3) Social Distancing, and (4) Limited Gatherings: Hybrid Model of Learning provides TK-12 students with a combination of in-person and distance learning. The Health & Safety committee focused on developing procedures for when SSFUSD moves to hybrid continuum model in order to accommodate a safe in person learning experience for our students and staff.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Health and Hygiene Protocols: • Ensure all stakeholders are following 4 pillars and all safety procedures • Cleaning of restrooms 2-3 times a day • purchase face shields for all staff • purchase face coverings for staff/students in case they forget to bring a face covering to campus • purchase spray guns/misters machines for each campus • purchase hand sanitizer; dispensers etc • purchase signage for all building reminding stakeholders of physical distancing/face coverings • Purchase plexiglass to provide a barrier for staff that frequently interact with the public/students Social Distancing Requirements at Schools when SSFUSD transitions to Hybrid Continuum model phase 2/3 • Students, SSFUSD teachers, staff members, and parents must remain at least six(6) feet apart. • All activities, instructional or otherwise, must support social distancing and be implemented across campuses at all times. • Performing arts and similar activities will utilize outdoor spaces when possible. • Restrooms will be assigned to specific classrooms. • Schools will designate entry and exit routes to limit direct contact with others.	105,455.85	Yes

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Description	Total Funds	Contributing
• Schools will reduce foot traffic in hallways by having teachers travel to classrooms, instead of students and/or stagger start times and designate specific routes for travel across campus. • Schools shall limit physical education to non-contact activities with social distancing requirements. • SSFUSD shall install physical barriers such as sneeze guards and partitions in areas where maintaining distance is difficult (e.g., reception areas).		
SSFUSD will develop safety procedures and communicate with all stakeholders in order to reduce the spread of COVID - 19 when SSFUSD transitions to Hybrid Continuum Learning model phase 2/3 • Drop Off Protocols:Drop-Off and Pickup Procedures • Arrival and drop off times will be staggered to limit direct contact between individuals . • Schools will communicate drop-off and pickup schedules and protocols to parents/guardians prior to the start of school or phase 2 of instruction • SSFUSD personnel will enforce social distancing and face coverings during drop-off and pickup		Yes

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Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

As part of our Pandemic Reopening of School Plan, SSFUSD developed plans for 3 different opening scenarios. These included 100% distance learning, hybrid, to 100% in person instruction. The driving goal of the reopening plan was to ensure a consistent, comprehensive and balanced instruction throughout each scenario. This goal was essential to the development of the reopening plan because it kept the lens of equity and access at the forefront of all decisions. Further, this goal was an emphasis in the development of Phase 1 of the 100% Distance Learning model. Part of the efforts to ensure the continuity of instruction involved organizing extensive Distance Learning professional development opportunities for our educators prior to the first day of school on August 17.

The instructional schedule at the elementary level was designed to ensure adequate time for ELA and mathematics instruction. The Seesaw learning platform was selected to improve the primary students' ability to navigate and to be engaged in rich ELA and mathematics activities. Most importantly, the elementary schedule allowed teachers the platform to work synchronously in small groups online. In doing so, it has allowed our teachers to build strong rapport and connections with students even in a virtual environment. The inclusion of flex time provided our instructional staff with a means to work more purposefully with students and to enhance each student's ability to access the full curriculum.

At the secondary level, a block schedule was designed (4x4 at the middle school level and 3x3 at the high school level) which allows students to finish a course in a semester rather than in a year. As all decisions were made through a lens of safety first, a block schedule limits student-staff interaction if and when we get to phases 2 and 3 in a Hybrid Continuum learning model. By limiting the number of periods this will assist staff/students in traversing the campus and therefore, further reduce possible exposure to COVID - 19. In addition, it allows our secondary staff to focus on teaching 2-3 classes each semester since teachers will need to do much redesigning of lessons and instructional units in order to prioritize the essential/priority standards in ELA/math curriculum. Since all bell schedules have Wednesdays as an asynchronous learning day for students, staff can use Wednesdays to conduct Office Hours, participate in professional development or attend district wide collaboration opportunities where staff will build lessons/units together across a grade level. This format will also enable a smooth transition from our 100% distance learning structure to a hybrid instructional model without causing major disruptions to the the master schedule. In so doing, it allows students to remain on track for meeting A-G and other graduation requirements.

Instructional Materials:
The ELA curriculum materials are all available online with access for both teachers and students. At the elementary level this includes the Wonders ELA curriculum as well as StudySync. Math Explorations is online for the elementary level. In addition to the embedded ELD curriculum found in Wonders and StudySync, English 3D, and Academic Vocabulary Toolkit curriculum are also available through digital platforms. All these materials are easily transferable from a 100% distance learning model to a hybrid instructional model.

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SSFUSD Board of trustees have approved the use of district adopted curriculum only regardless of the instructional model. This decision will assist SSFUSD is providing consistency and simplify our professional learning opportunities since students in 100% distance learning and students in the hybrid continuum model will be following the same scope and sequence regardless of the instructional model in all subject areas.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

SSFUSD reached out to every family in our community via the Instructional Options Survey that was conducted at the beginning of July. This survey was designed to reach all our families, but was particularly focused on our families who had struggled to access devices and connectivity following the school closure in the 2019-2020 school year. In this survey two very important questions were asked:

- Do you anticipate needing to borrow a tech device (laptop/iPad) from SSFUSD for the 2020 - 2021 school year?
- Do you anticipate needing a hotspot for internet connectivity for the 2020 - 2021 school year?

Because the families were asked to complete one survey for each of their students, SSFUSD was also able to collect the information it needed to offer additional connectivity devices to families who might have several families members trying to connect virtually to their learning platforms at the same time. Lack of connectivity seemed to have been one of the most prevalent reasons cited by students/families who were unable to participate in online learning last spring. For these reasons, extra efforts were employed at our Title I sites to ensure that every single student had a device and connectivity to ensure smooth access to their instructional programs/platforms for the 2020 - 2021 school year.

Families with Unique Circumstances:

Based on information shared at our August 25 DELAC meeting we have several suggestions made by our families that have been incorporated in this plan:

- Some families reported that even with the WiFi hotspot loaned to them by SSFUSD their students are losing connectivity.
- Other participants requested "How to videos" in Spanish that explain how to access different learning platforms and online resources for their children
- Most participants agreed that they would like more communication via text rather than email, and that they were more likely to respond to information that was sent via text rather than email
- A few participants requested that information also be sent through voice mail as they struggled reading information in both English and their primary language
- SSFUSD and school site staff have called to follow up to families that were unable to complete the survey. This gives us the opportunity to troubleshoot and determine if additional supports are needed besides providing a tech device and internet connectivity for our students/families.

Actions:

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- We will purchase IPADS for students in grade Tk - 2 and chromebooks for all students in grades 3- 12.
- We will purchase over 3000 hotspots to ensure all students have internet connectivity.
- We will purchase a chromebook for all classified staff that work directly with students (approximately 200 staff).
- We will purchase a laptop (Macbook air) for all certificated staff and administrators to support staff delivering instruction/support either at a school site or from their home.
- We will work with our IT department to see if we can identify geographic areas that show a pattern of poor coverage areas. If a pattern emerges, our IT department will make a request to T-Mobile to improve connectivity coverage to these areas.
- -Each school site is creating a "Support Center Hub" to assist students and families with distance learning and technology integration. In addition, the Support Center Hub staff can assist in homework assistance and staff will be the first to reach out to families/students that have been absent 3 or more days in a week. Support Center Hub staff may need to conduct "home visits" in order to obtain additional information to support the student/family during distance learning.
- We will increase advertisement of our "Student & Family Distance Learning Hub" which has tutorials and resources available in both English and Spanish (https://sites.google.com/ssfusd.org/ssfusd-students-families/home-p%C3%A1gina-principal)
- Our Educational Technology Teacher on Special Assignment (TOSA) will coordinate webinars for parents to learn about technology tools (Google Classroom, Seesaw, Zoom, and Google Meet) and supporting their students in distance learning
- We will introduce SMS functionality in School Messenger, the District's electronic notification system, for parents and guardians who want to opt in to receiving SMS (text) messages
- We have added a dedicated District tech hotline (650-877-8700 x8611) for students and families to call for technology assistance.
- Each school site is creating a "Support Center Hub" to assist students and families with distance learning and technology integration. In addition, the Support Center Hub staff can assist in homework assistance and staff will be the first to reach out to families/students that have been absent 3 or more days in a week. Support Center Hub staff may need to conduct "home visits" in order to obtain additional information to support the student/family during distance learning.

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Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The SSFUSD Distance Learning plan for both elementary and secondary referenced the importance of both synchronous and asynchronous instructional minutes. The Teaching and Learning Task Force that convened in June also believed that part of assessing student progress included the establishment of Distance Learning Expectations for students (see Action 1) and parents (see Action 3).

Monitoring Attendance and Weekly Engagement
Student participation and academic progress will be monitored using multiple measures at the classroom and school level, including daily attendance, student participation and completion of assignments, and mastery of content and skills. Teachers will report daily attendance within the first 10 minutes of the start of live synchronous class sessions, at the beginning of the day for elementary and for each class period for secondary. On Wednesdays for asynchronous learning, teachers will assign asynchronous learning activities and attendance will be based on student interaction, including completing a task through the learning management system or other digital tool, submitting asynchronous work, or attending office hours or Flex time for an individual or small group meeting with the teacher. Teachers will report

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attendance in the student information system by 3:30 p.m. on Wednesdays. Parents/guardians will be notified of student absences and tardies via School Messenger, the District's electronic notification system, with email or phone messages sent in English, Spanish, Tagalog, Cantonese, or Samoan. In addition to the automated notifications via School Messenger, teachers will reach out to students and their families as the first contact when they identify that a student has not been attending class sessions.

In addition to daily attendance, teachers will monitor and track student participation in live synchronous sessions and the completion of assignments. These metrics will be used by teachers to determine a Weekly Engagement Indicator, which they will report at the end of each week for each student in the District's student information system. Teachers will also reach out to students and their families as the first contact when they identify that a student has not been participating in class sessions or submitting assignments.

School and district staff will monitor daily attendance and weekly engagement indicators to identify students who are not engaging in distance learning and would benefit from additional outreach and resources. For students who have been identified as having missed 3 days or 60% of the instructional week, staff will reach out to the student and family and provide follow up which may include referral to teacher office hours or flex time, technology support, referral to district or community resources, and other related support services for the student and/or family. The focus of these follow up interactions will be on supports that will help the student improve their attendance, participation, and completion of assignments. These interactions and resolutions will be documented in the District's student information system. Much of the work will be conducted by staff at each school sites "Support Center Hub" which will comprise of certificated and classified staff. Site administration will oversee the daily operations of the Support Center Hub and may customize "tiers of support" based on student/school/community needs.

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Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

As we prepared for the 2020-2021 school year, it was unclear until close to the start of school whether we would be begin in a 100% distance learning model or whether we would be able to allow students to come in person via a hybrid model. Even though the final decision to begin in a distance learning model was reached only a few weeks (July 15) from the start of school, the Education Services department was prepared. Fortunately, the memorandum of understanding reached with teacher association delayed the start of school by several days from August 12 to August 17. This allowed for the rearrangement of professional development days to the beginning of the school year and extended the professional learning opportunities from August 11-13. In addition, there were optional (paid) opportunities for our educators to attend vetted and requested professional learning opportunities in the weeks prior to the required professional development days. The required days as well as the optional days were focused exclusively on professional learning related to distance learning instruction.

In the Education Services department, the content, Educational Technology, and ELD TOSAs accelerated the work on a myriad of professional learning opportunities to support all SSFUSD instructional staff to become well versed in distance learning instruction. As part of this work the EDS team created the SSFUSD Distance Learning Hub, a website which lists all of the upcoming District professional development sessions (see attachments) as well as a Knowledge Base with user help guides for different District-approved online tools. It was understood from the beginning that these professional learning opportunities would need to be organized to meet the needs of a range

of educators from novice to advanced in their understanding of online instruction and digital fluency. Further, the TOSA team was well aware that many of our educators would need to have access to these presentations at a later date, so many of the sessions were recorded. This use of synchronous and asynchronous learning opportunities was deliberate in modeling behaviors that teachers could replicate in their online learning platforms for their own students. One professional learning opportunity that was required of our educator was from Modern Teacher which showed teachers how to develop landing pages for their content area/grade level. The landing pages are intended to be the resource hub for students and families for each teacher's course, with information about how to access class materials and live synchronous sessions, a course syllabus and expectations, teacher contact information, and other course, school, and digital learning resources. Beyond this, the professional learning opportunities were differentiated by grade span, content areas, user skill level, and unique student groups such as students with disabilities and English language learners.

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Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

One of the essential roles and responsibilities of the SSFUSD instructional staff will be to follow the district's own scope and sequence of courses whether instruction is happening in person or via distance learning. The adopted curriculum is broad and includes a variety of instructional materials which have either already been made available through online tools including Wonders (includes ELD), StudySync (includes ELD), English 3D, Math Expressions, and IXL, or teachers are modifying the curriculum and providing direct instruction through synchronous lessons. Further, the 2020-21 school year brought several new expectations for teachers related to distance learning. These included (See Action 2):

- The use of common learning management systems by grade spans
- - Google Classroom for grades 3-12
- -Seesaw grades TK-2 (grades TK-5 for moderate/severe students)
- The balance of synchronous vs asynchronous instruction per day/week to be at least 60% synchronous and 40% asynchronous
- That each teacher establish a landing page to guide families/students to distance learning resources for their content/classroom
- That each teacher publish a weekly learning plan with learning activities, assignments, and assessments (to be implemented upon completion of training in September)

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

There are several supports that are being implemented or considered to help to meet the unique needs of several of our student groups in the distance learning structure. In addition, there were also offerings related to topics of community building and address social emotional needs during online instruction. However, one of the most fundamental elements that was included in SSFUSD's distance learning model was the intentional design of both elementary and secondary schedule with built in flexible instructional time blocks (see schedule

attachment). During the flexible time blocks teachers can invite individual or small groups of students to additional instructional opportunities to mitigate learning loss.
Each School site will create a "Support Center Hub" to provide the necessary supports and provide outreach so all students can access and participate in distance learning. These supports may be customized and may include: tech support, assistance in clarifying assignments, homework assistance, additional services that may be tailored to the school/community.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Action 1: Establishment of Distance Learning Expectations for Students: • Be on time for class • Do not leave online sessions except for emergencies • Create a space and dedicated time for learning • Keep video on as much as possible • Use district approved learning management systems (SeeSaw- K - 2, Google Classroom - 3 - 12) • Follow class norms/rules set by district, school and teacher • Demonstrate learning with completion of assignments • Seek assistance when needed This action will contribute to improved services to students by establishing a baseline to help guide teachers in determining students who might need additional time and support to achieve these expectations especially in the completion of assignments.	0	Yes
Action 2: Establishment Distance Learning Expectations by Teachers: Post daily classwork by 8:00am each school day When learning plans are implemented post all assignments for the week by 8:00am on Monday Work is to be posted via learning management platform (SeeSaw/Google classroom) and list of assignments for the week with estimated times for completion Grades TK - 12 will provide synchronous live sessions with our students. The time/day will be posted via the learning management platform. Staff will assist in monitoring student participation and attendance requirements per SB 98	0	Yes

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Description	Total Funds	Contributing
Action 3: Parent Distance Learning Expectations • Be a partner/facilitator of learning • Supervise - student schedules - attendance - participation in daily lessons • Assist in comprehension of content, if possible • Create a space and dedicated time for learning • Remind students to keep video on as much as possible • Use district approved learning management systems (SeeSaw- K - 2, Google Classroom - 3 - 12) • Ensure that your student follow class norms/rules set by district, school and teacher • Demonstrate learning with completion of assignments Seek assistance when needed	0	Yes
Action 4: Professional Development and Collaboration: Wednesday schedule 8:30 - 9:30- Office Hours - district wide 9:30 - 11:30 ILT/grade level meetings/collaboration time for staff 11:30 - 12:30 - Office hours - district wide 12:30 - 1:30 - Lunch 1:30 - 3:30 - Office hours/prep time to work on lesson/unit development or participate in PD opportunities	0	Yes
Action 5: IT department to monitor for geographic areas with weak connectivity • If a pattern emerges, our IT department will make a request to T-Mobile to improve connectivity coverage to these areas	0	Yes
Action 6: School site support hubs	0	Yes

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Description	Total Funds	Contributing
• We will work with our school site to create support hubs at their school sites. These hubs would have identified staff members to troubleshoot connectivity or instructional platform issues.		
Action 7: Enhance current communication system to better meet our families' needs • We will increase advertisement of our "Student & Family Distance Learning Hub"which has tutorials and resources available in both English and Spanish (https://sites.google.com/ssfusd.org/ssfusd-students-families/home-p%C3%A1gina-principal) which will include text messaging through (insert name of our Text messaging system)	0	Yes
Action 8: Purchase tech devices (Chromebooks/IPADS/Macbook Airs) for all students & staff	3,510,040.11	Yes
Action 9: Purchase earbuds for all students	18,273.38	Yes
Action 10: Purchase 3000 hotspots to ensure internet connectivity for students/families and staff.	560,000	Yes
Action 11: Purchase Learning management system, applications and programs to support distance learning (Seesaw, Zoom, Literably, IXL, Nearpod)	186,422.50	Yes
Action 12: Provide 1 additional professional development day for all certificated members (approximately 450 staff members)	350,000	Yes

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Description	Total Funds	Contributing
Action 13: SSFUSD will partner with Trauma Transformed an organization that will provide professional learning opportunities on Trauma Informed Systems. This professional learning training introduces six principles of Trauma Informed Systems.(4 hour training) The work of system change begins with sharing foundational knowledge of the impact of trauma on the people we serve, ourselves, our colleagues, our system and our community.	36,000	Yes
Action 14: SSFUSD will partner with the San Mateo County Health - Department to provide Youth Mental Health First Aid (YMHFA)(8 hour training) The YMHFA course is a public education training program designed for any adult working with or assisting young people. The course focuses on how to help a young person who may experience a mental health challenge or crisis.	0	Yes
Action 15: SSFUSD will create a Teacher/Staff/Administration Support Group (TSST) TSST (Teachers and Staff Support Team) provided by YSB The TSST groups are meant to be process groups (where participants bring and discuss what is important to them) so there is not a rigid curriculum however the clinicians will incorporate self-care and self-regulation skills as well as some psycho education around responding to students' cues and needs in productive ways and effective de-escalation techniques. Costing is pending. SSFUSD will allocated up to 100K for the TSST	100,000	
Action 16:SSFUSD will provide professional learning opportunities to staff in order to support their transition to distance learning. In the event that a professional learning opportunity cannot be scheduled during the work day or the district needs to hire subs for staff, SSFUSD will allocate 100,000.	100,000	

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Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In order to mitigate COVID-19 related learning loss, SSFUSD has developed a multi-pronged approach which is evident in both the reopening phases as well as the learning models adopted.The reopening of SSFUSD will occur in phases. Our reopening plan is comprised of 3 phases. Phase 1 requires all students to participate in 100% distance learning. However, our Phase 2 is specially designed to support our students most at risk in experience a learning loss. In "Phase 2", only SSFUSD's most vulnerable students, which may include English learners, special education students, and foster and homeless youth will be provided in person instruction/support and administer assessments that are not easily shifted to an online platform including (Brigance, Initial ELPAC, and some special education assessments). These and other assessments will continue to inform in-person instruction to maximize our effort to accelerate learning for students demonstrating a learning loss.

However, assessment will be extremely important during Phase 1 (100% Distance Learning) SSFUSD has adopted several digital learning tools to help teachers in assessing and identifying students with learning gaps who would benefit from additional support and instruction. Of course, our teachers will continue to use the ELA, ELD, mathematics assessment tools available through our core curriculum (available in a digital formats), SSFUSD has also purchased or is in the process of purchasing other assessment tools. The additional tools will be used at least quarterly to measure student progress. These include the diagnostic tools available in ELA and math IXL for all students K-12. Further, Literably has been purchased to calibrate and support our measurement of student reading progress K-8. This allows us to continue our use of running record data through a digital platform. For our English learners, we are in the process of acquiring the Test of English Language Learning (TELL) from Pearson. This tool that screens, diagnosis, and monitors K–12 English language learners in all four language domains. The TELL will be allow us to monitor the English language development (ELD) for our EL students.
(SSFUSD has shared budgetary information on Literably, IXL in the distance learning program section).

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Equity is the guiding principle of our district. To that end, the needs of English language learners, foster youth, homeless youth, and special education students receive special consideration. The specific actions to support the unique needs of our English learners, foster youth, homeless, and students with exceptional needs are outlined below in concrete detail.
However, there are other elements related to learning loss that cannot be addressed through instruction and assessments alone. For SSFUSD, equal access to technology, frequent check-ins, and connecting students and their families with counselors and other service providers that can help to meet their basic needs are a huge part in addressing learning loss. Although we continue to maximize the talents of all our staff, we understand the importance of reaching out to community partners. Counselors, the Community Liaisons, and staff from community organizations such as the Youth Services Bureau of the YMCA reach out to students experiencing foster care or homelessness to

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check on their well-being, access to technology and school and community resources, and monitor their academic progress. Partnering with community organizations and public agencies can further help SSFUSD identify and fill in gaps that may exist in the district's current system of support. SSFUSD is partnering with the City of San Francisco to provide childcare for families during the hours of 7:00 a.m. - 6:00 p.m at our elementary sites. SSFUSD and City of SSF will use a sliding scale based on families' income and priority will be given to families that meet National School Lunch Program (NSLP) requirements. Further, school and district staff will be monitoring student daily attendance and weekly engagement with increased attention to special populations so that the appropriate interventions and supports can be put into place in a timely manner when students are identified as not meeting daily attendance and weekly engagement benchmarks.

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Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Measurement Used to Determine Learning Loss
SSFUSD has adopted a number of digital tools to help teachers assess and identify students for learning loss who would benefit from additional support and instruction. There is time built into the schedule at each grade level span for weekly collaboration and professional development for teachers to meet and review assessment results, develop plans for reteaching and acceleration, and collaborate with school and district staff to support students and their learning needs. Assessment results are shared in data dashboards specific to each tool so teachers and school support staff can monitor academic progress and identify learning gaps. At the school and district level, learning management tools have analytic dashboards that allow staff to monitor teacher and student use and assessment results to identify trends and areas for additional support and/or training. SSFUSD has a data management system called Illuminate that can assist us in disaggregating assessment data. SSFUSD will continue to use state and federal assessment data, formative assessments to identify students that may be experiencing learning loss.
SSFUSD will examine various instructional planning templates such as UDL, 5E and will incorporate this training into the learning plan training that is scheduled for September/October 2020. By providing time each week on Wednesdays to provide staff time to learn and plan distance learning lessons/activities in a collaborative manner in a school, grade level or subject area we're providing consistency across the district. SSFUSD will train administrators so they can provide input/feedback during our virtual observation process,

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
EL-Design a document with tiered support recommendation for English learners • A fillable form will be designed by the ELD TOSA team for use by each school site to identify strategies to encourage outreach and support to English learners not engaged in learning/poor attendance.	0	Yes
Translation Support/ Community Liaison District Level	0	No

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Description	Total Funds	Contributing
A parent liaison is dedicating 100% of their time to ensure COVID-19 related communication is translated without delay into Spanish. Further, the liaison helps to outreach to families of vulnerable student groups including EL, Migrant, Homeless to ensure access to technology support and community resources (Socio-Emotional and Food resources).		
EL-Purchase online English Language Development assessment (similar to Test of English Language Learning from Pearson) to monitor the language development of our English learners at least 2 times annually.(we're still awaiting a quote for this assessment)		Yes
Profession Learning: "How to Support the Socio-Emotional Needs English Learners During Distance Learning ELD TOSA team will research and present best practices in supporting the socio-emotional needs of English learners during distance learning. This information will be shared with principals, teachers, counselors , and other instructional staff during our Wednesday PD schedule.	0	Yes
EL-Ellevation data management platform for English learners will be purchased The Ellevation data platform will be used to help coordinate data and services to EL by having a single location where English learner ELPAC, CAASPP, District benchmark assessments, Reclassification Paperwork, monitoring form can be located quickly and easily. The data tools will be used to aggregate and disaggregate EL data (including information on newcomers, at-risk of LTEL, and LTEL students).	25,000	Yes
EL-ELD TOSAs move from individual school sites to district level to maximize support to our English learners In order to develop common instructional practices, programs, and mentoring support, 6 ELD Teachers on Special Assignment (TOSAs)and one curriculum specialist have been elevated to district level support positions. Each ELD TOSA will be assigned a maximum of three school sites to build consistent practices related to designated and integrated ELD support for our English learners.	0	Yes

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Description	Total Funds	Contributing
EL-Provide parent resources in English and Spanish which helps them to understand how to access the various learning platforms and digital tools to support the learning of their child/children. (Also listed in DL Technology section) https://sites.google.com/ssfusd.org/ssfusd-students-families/home-p%C3%A1gina-principal	0	Yes
EL-Provide Professional Development Specific to supporting English learners in both a distance learning and hybrid instructional models: • Integrated and Designated ELD • Considering the Socio-Emotional Needs of EL during distance learning • Understanding technology best tools that support the learning needs of ELs • Embedded supports in district adopted curriculum (Wonders, Studysinc, Math Explorations) • How to provide differentiated support to newcomers; Long Term English Learners • Guided Language Acquisition Design (GLAD)2-day research and theory professional development	0	Yes
SWD-Supporting the Social-Emotional Welfare of Students with Disabilities: Coordinator of Mental Health, Behavior & Assessment planned PD with school psychologists and special education staff on how to identify and support students with mental health needs, including a referral process for those that require under IDEA	0	Yes
SWD-Tools used to determine ESY attendance will be used to identify students who regressed in their progress on IEP goals All students are assessed annually for regression and recoupment for determination of learning loss and associated services required mitigate learning loss using online tools (Able Net....)	$25,000	Yes

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Description	Total Funds	Contributing
SWD-Independent distance learning plan document and programs/platforms/applications to support instruction, mitigate learning loss and virtual assessments(Pearson, MHS, Western Psychological Services) Specialized providers are working together and with families to determine the best course of action to support students who are struggling with distance learning. All families were provided with an Independent distance learning plan at the beginning of the school year that outlines this plan. All parents were provided with the opportunity to meet at any time they would like to review plans or have any concerns. Teachers alike are reaching out to families to work on IDLPs for those they are not seeing success with.	50,969.35	Yes
SWD-Attendance and monitoring support • If a student is not engaging/participating in distance learning, an IEP meeting may be arranged with parents to determine barriers to students making adequate progress • Case managers are using flex time to provide additional support if the student is having difficulty engaging in the work in order to make adequate progress toward IEP goals.	0	Yes
SWD-Unique technology needs during distance learning • All special education students are provided with accessibility tools as are their general education counterparts. Considerations are provided in accommodating special education needs with tech allocations • Specialized software/apps are purchased to meet the unique needs of SWD during distance learning as needed.	$10,000	Yes
SWD-Special Education Paraprofessional PD support for distance learning Special Ed.Paraprofessionals will attend a Spire training to become versed in specific techniques to support students with disabilities online.	2,000	Yes

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Description	Total Funds	Contributing
Para professionals are working in our distance learning plans as if they are in school. They participate in class and work in break out rooms with students. (Some of the training for Spire may occur outside the contractual work day so we will need to compensate staff).		
Homeless/FY-Outreach to families • Enrollment information has been posted in the shelters in our area • -Relevant information to be posted on the District website and PeachJar communication outlet • District staff has called, emailed, texted families to complete a technology needs and instructional options survey • Continue an on-going partnership with community partners regarding ongoing student needs/supports: • -SMCOE homeless/foster youth liaisons, • -local shelter representatives • -case-workers	0	Yes
Homeless/FY-Mental Health Support and Services • Increased counseling support through partnership with Youth Services Bureau of the YMCA. • District has begun the formation of of a Crisis Response Team comprised of guidance counselors to assist homeless youth and communicate with families.(additional information is in the mental health and socio emotional wellbeing section)	0	No
Homeless/FY-Attendance Tracking • We are implementing a Weekly Engagement tool, and site leaders will track this tool to ensure that our homeless students are engaging in instruction • Attendance will be recorded through our student information system daily, prompting follow-up measures to address absenteeism and increase engagement.	0	Yes

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Description	Total Funds	Contributing
Homeless/FY-Access to Technology and Communication Resources • District School-Community Attendance Liaison will be checking with each homeless student/family to ensure students are enrolled, have suitable devices for electronic access, and are aware of communications paths to essential school and district personnel. • Existing partnerships with SMCOE homeless/foster youth liaisons, local shelter representatives, and case workers will continue to be supported/bolstered, as ongoing communication remains a critical part of outreach.	0	Yes
Homeless/FY-Providing Continuity of Instruction Any student who has experienced a homelessness circumstance has the right to remain enrolled at the school of origin to provide stability and support. • Full participation is encouraged through our District's financial assistance program, which allows school sites to pay for essential programs, experiences, and supplies to ensure homeless students are able to enjoy the same experience at school as a non-homeless student. -School sites are able to apply for reimbursement through set-aside funds. We also provide transportation assistance in the form of direct bus route support. Mileage reimbursements, and bus passes. (This action is funded by LCAP Supplemental funds)	0	Yes
Homeless Education and Identification Professional Development Professional Learning through online Structure: Strategies for Registrars, frontline staff, nutrition services staff, district administrators, principals, teachers, shelter staff and community agencies who are able assist in the identification of students experiencing homelessness.	0	Yes

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Description	Total Funds	Contributing
SWD-Online Curriculum to meet specific instructional needs of exceptional students Spire and Unique curriculums were purchased to allow our students with disabilities full access to the curriculum during distance learning.(These programs are funded by LCAP Supplemental funds)	0	Yes

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Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The COVID-19 pandemic has surfaced the need to provide additional resources and support to our SSFUSD students/families and our staff to ensure their social and emotional well-being. SSFUSD will provide for the social and emotional needs of the district's students, families, and staff by:

- Incorporating social emotional learning (SEL) curriculum at all grade levels;
- Conducting mental health screenings and needs assessments;
- Building relationships between teachers and staff members and families;
- Maintaining traditions and social connections;
- Establishing routines and expectations for hybrid and distance learning;
- Providing workshops, resources, and professional development opportunities;
- Establishing crisis response, suicide prevention, and psychiatric mobile response teams

In order to address the socio - emotional well being of our students; SSFUSD will implement the following actions in a tiered approach.

Tier I

Professional Learning Opportunity #1:

SSFUSD will partner with Trauma Transformed an organization that will provide professional learning opportunities on Trauma Informed Systems. This professional learning training introduces six principles of Trauma Informed Systems.

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The work of system change begins with sharing foundational knowledge of the impact of trauma on the people we serve, ourselves, our colleagues, our system and our community.

o For each cohort of 100 participants will include a 4 hour training, TIS101 (Trauma Informed Systems introductory course, facilitated by Ken Epstein)

o For approximately 1000 staff this training will cost approximately $36,000

Professional Learning Opportunity #2:

o Youth Mental Health First Aid (YMHFA)

o Provided by San Mateo County Health-Behavioral Health

o The YMHFA course is a public education training program designed for any adult working with or assisting young people. The course focuses on how to help a young person who may experience a mental health challenge or crisis.

o 8 hour training

o Cost: Free

Create a Teacher/Staff/Administration Support Group:

o TSST (Teachers and Staff Support Team) provided by YSB

The TSST groups are meant to be process groups (where participants bring and discuss what is important to them) so there is not a rigid curriculum however the clinicians will incorporate self-care and self-regulation skills as well as some psycho education around responding to students' cues and needs in productive ways and effective de-escalation techniques.

o Weekly support group meetings

o Cost: Waiting on proposal

- Mental Health Screening

o YSB - Mental Health Assessments

o Cost: Waiting on proposal

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- Mental Health Services

o YSB Counseling (Elementary)

These YSB counselors assist school staff in identifying, assessing, and providing therapy and intervention services to students. These services emphasize mental health and safety assessment, individual counseling with collateral family consultation, psycho-social group counseling, parent support and education groups, and educationally related mental health services. This year we want to continue to provide services to all of our schools

o YSB Safe School Advocates (SSA)/Counseling (Secondary)

The School Safety Advocates Program (SSA) embeds mental health professionals at our secondary schools to work in tandem with counselors, teachers, deans and administration to support student success.

The School Safety Advocates Program is a comprehensive violence prevention program designed to promote safe school environments and quick, responsive interventions for students. The program combines mental health expertise with a youth development philosophy and provides full-time clinical staff on school campuses who work with school staff to: intervene in crises, conduct safety and mental health assessments, make referrals for services, and facilitate pro-social skills groups.

o Cost - $500,000 - Board Approved for 2020-21

- Conduct routine check-in using trauma informed lens

o Staff - after PD training

- Connect with students and families to promote attendance

o Staff - attendance follow-up, provide resources, identify truancy and address

- Establish Crisis Response Team

o YSB support - at all schools

o Suicide Prevention - share information

Cost: $500,000 - funded this year already (see above)

- Collaborate with SMCOE on mental health/behavior support

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o Provide resources to families/staff/students

Tier II

- Continued Professional Development

o Social-Emotional Learning
- Provided by CalSACS
- Cost: pending proposal

o Protective Factors for Children and Youth Mental Health
- Provided by CalSACS
- Cost: pending proposal

o Role of Staff in Behavior Guidance
- Provided by CalSACS
- Cost: pending proposal
- Provide staff resources/information

o Employee Assistance Program (EAP)

- Free

o Leave options
- FFCRA
- Accommodations
- Provide students resources/information

o Counseling Services

o Mental Health

o Ensure confidentiality and compliance

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Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

SSFUSD will use daily attendance from synchronous sessions, the weekly engagement indicator and student performance (grades) to monitor student engagement.

- Attendance queries will be run weekly from our Student information System. Site leaders will receive training to run these reports.
- By examining attendance data and the weekly engagement indicator, lists will be created indicating students that have not attended synchronous sessions (missed at least 60% or more over the past 5 school days or their participation/engagement (completion of assignments) has indicated that a student/family outreach is necessary.
- Lists will be given to each School "Support Center Hub." Staff will triage data and use a variety of approaches to determine additional supports.
- Phone calls home to parents/guardians
- Community liaisons/staff that are bilingual that can contact families for follow up
- electronic communication(email, text) to parents/guardians
- teachers will reach out to students/families directly during office hours
- Home visits, if needed if all attempts to contact are unanswered by families
- Connection to local resources; support for technology issues or additional support to assist parent/student in understanding student assignments
- SSFUSD is looking to partner with an organization that can assist students/families in a support group format.
- Referral to SSFUSD Support center hub model at school sites
- Inform parents/guardians/students of the SSFUSD Distance learning hub website for families and students
- parent workshops to assist in understanding SSFUSD Distance learning model and support on how to use SSFUSD video conferencing and LMS platforms (Google Meet, Zoom, SeeSaw, Google classroom)
- Other parent workshops will be developed throughout the school year in conjunction with our PTA Council. Topics of discussion will be driven by need of our families.

English Learners Absent from Distance Learning:

- Monitor EL student with 3 missed assignments or absences and reach out by phone/messaging to determine reasons for missed assignments/attendance
- --Use District and School Parent liaisons to support this work
- --ELD TOSAs will design an interview/survey to discuss with EL students who are absent frequently from DL to determine root causes for absences
- -ELD TOSA team to to site leadership or teacher to strategize on reengagement strategies and to review recent language development data

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- A district level parent liaison has been assigned to help maximize communication and outreach to our English learner and migrant families. This includes helping them to connect with community resource for their social-emotional wellness as well as for ensuring food security.
- -The liaison is also bilingual and supports district wide efforts to communicate effectively and frequently with our Spanish speaking families.

Reengagement Strategies:

- The ELD TOSA team is designing a tiered reengagement document to support English learner students who are failing to show up for instruction. The partnership is with the school where the student is enrolled, and the goal is for the school and ELD TOSA to come up with strategies to help the EL student to engage with their studies.
- Each school site is creating a "Support Center Hub" to assist students and families with distance learning and technology integration. In addition, the Support Center Hub staff can assist in homework assistance and staff will be the first to reach out to families/students that have been absent 3 or more days in a week. Support Center Hub staff may need to conduct "home visits" in order to obtain additional information to support the student/family during distance learning.

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School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

SSFUSD started the 2020 - 2021 school year with all students in 100% distance learning due to San Mateo County being placed on the state watch list. When students are in the 100% Distance learning program, no students are allowed onto the school campus. Even though the students are not on campus, our Nutrition Services Department continues to provide healthy meals to our students, including those who are eligible for free or reduced-price meals. The nutritionally healthy meals are prepared at our Central Kitchen and delivered to three of our schools for pick-up. They are available for pick-up on Tuesdays and Thursdays at the following locations and times.

- El Camino High School 7:30 am to 10 am and 3:30 pm – 6:30 pm
- Spruce Elementary 3:30 pm to 6:00 pm
- Westborough Middle 3:30 pm to 6:00 pm

On Tuesdays, 2 day's worth of meals are picked up and on Thursdays, 3-day's worth of meals are picked up. Drive-through grab and go breakfast and lunch are offered at the three locations.

To encourage more participation, those students that are eligible for reduced-price meals will receive both breakfast and lunch free of charge. The District is subsidizing the cost to support these students.

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In the future, when the District will transition into a Hybrid Continuum Model, where the students will be in-person at the school for two days per week. The other three days will be remote/distance learning at home. When this happens, healthy breakfast and lunch will continue to be offered to all students, including those students who are on reduced-price meals.

On the first day of the week, students will be provided a grab and go breakfast when they arrive to school and a grab and go lunch when they leave. On the second day of the week, the students will receive a grab and go breakfast when they arrive to school. When they leave, they will receive the breakfasts and lunches for the remainder of the week (or three days).

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.66%	6,099,967

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Guidelines for Section:
For the actions included in the Learning Continuity Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students and that are being provided on an LEA-wide or schoolwide basis, provide a general explanation of these actions consistent with 5 CCR Section 15496(b).
Principally Directed and Effective: For these actions, explain how:
? The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19;
? The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
? The action is intended to meet the needs of the students in response to the COVID-19 pandemic.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The services provided to our Foster youth, english Learners, and low income students need to increase by 9.66% as indicated by our MPP. SSFUSD has outlined of increased or improved services that are being provided district wide or school wide in this LCAP.

- District bell schedules for each grade span with the "flex time" specifically for students that need additional support - This support during flex time occurs either individually with a staff member or in a small group setting. In the Hybrid continuum learning model, EL, SWD, foster youth and homeless would be the first student groups that are inline for in person instruction/support in phase 2.
- Support center hub/district tech line/SSFUSD distance learning hub website for families/students- Each school site created a "Support Center Hub" and existing staff that have relationships with students will be a part of the Support center hub. We will have bilingual staff at our support center hubs to assist families/students. SSFUSD created a district tech hotline to support our families with tech issues - this is a tier 2 level of support. Lastly, SSFUSD created a website at the request of our families to assist with tech issues and have helpful resources for our families/students. We also created many "how to" videos and documents in spanish for our spanish speaking families.
- Professional Learning for staff - SSFUSD has developed a many PD sessions and we will continue to partner with outside agencies to support our staff and students for the 2020 -2021 school year. Some of our PD offerings are tailored to staff working with SWD,s EL,s foster youth and homeless students. The professional learning opportunities around trauma informed practices will assist SSFUSD in learning about early warning signs so we can assist students/families in a immediate manner. The TSST support group for admin/staff/families is another opportunity to support our families not only in education matters but other struggles our students/families are going thru during this COVID - 19 emergency.

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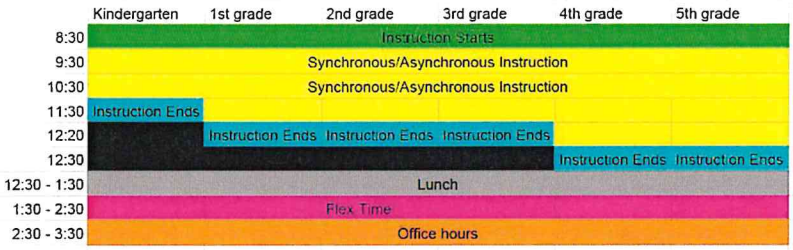
Distance Learning Schedules by Grade Span

2020 - 2021 Elementary Bell Schedule -Distance Learning - (Phase 1)- 8.4.2020

Elem - Distance Learning - Phase 1



43501. For the 2020–21 school year, the minimum school day for a local educational agency is as follows:
(a) 180 instructional minutes in kindergarten.
(b) 230 instructional minutes in grades 1 to 3, inclusive.
(c) 240 instructional minutes in grades 4 to 12, inclusive.
Students/staff will have a 60 minute lunch break

2020 - 2021 Middle School Bell Schedule - Distance Learning - (Phase 1) - 8.4.2020

Monday Synchronous & Asynchronous Learning		Tuesday Synchronous & Asynchronous Learning		Wednesday Staff Collaboration		Thursday Synchronous & Asynchronous Learning		Friday Synchronous & Asynchronous Learning	
All Students		All Students		No Classes - All Students		All Students		All Students	
Flex Time	8:30 - 9:05	Flex Time	8:30 - 9:05	Collaboration/ Lesson Preparation	8:30 - 3:30	Flex Time	8:30 - 9:10	Flex Time	8:30 - 9:10
Period 1	9:15 - 10:20	Period 1	9:15 - 10:20			Period 1	9:15 - 10:20	Period 1	9:15 - 10:20
Period 2	10:26 - 11:31	Period 2	10:26 - 11:31			Period 2	10:26 - 11:31	Period 2	10:26 - 11:31
Lunch	11:31 - 12:31	Lunch	11:31 - 12:31			Lunch	11:31 - 12:31	Lunch	11:31 - 12:31
Period 3	12:37 - 1:42	Period 3	12:37 - 1:42			Period 3	12:37 - 1:42	Period 3	12:37 - 1:42
Period 4	1:48 - 2:52	Period 4	1:48 - 2:52			Period 4	1:48 - 2:52	Period 4	1:48 - 2:52
Flex Time	2:58 - 3:30	Flex Time	2:58 - 3:30			Flex Time	2:58 - 3:30	Flex Time	2:58 - 3:30
Teachers deliver lessons and facilitate class activities		Teachers deliver lessons and facilitate class activities		All Students - Asynchronous Learning at home		Teachers deliver lessons and facilitate class activities		Teachers deliver lessons and facilitate class activities	

2020-21 HS Bell Schedule - Distance Learning (Phase I) *-8.4.2020*

TERMS 1 AND 2*

5-Day week Class Schedule									
Monday		Tuesday		Wednesday		Thursday		Friday	
All Students		All Students		No Classes		All Students		All Students	
Flex Time (40)	8:30 - 9:10	Flex Time (40)	8:30 - 9:10			Flex Time (40)	8:30 - 9:10	Flex Time (40)	8:30 - 9:10
Period 1 (85)	9:20 - 10:45	Period 1 (85)	9:20 - 10:45			Period 1 (85)	9:20 - 10:45	Period 1 (85)	9:20 - 10:45
Period 2 (85)	10:51 - 12:16	Period 2 (85)	10:51 - 12:16			Period 2 (85)	10:51 - 12:16	Period 2 (85)	10:51 - 12:16
Lunch (60)	12:16 - 1:16	Lunch (60)	12:16 - 1:16	Collaboration	Office Hours	Lunch (60)	12:16 - 1:16	Lunch (60)	12:16 - 1:16
Period 3 (85)	1:22 - 2:47	Period 3 (85)	1:22 - 2:47			Period 3 (85)	1:22 - 2:47	Period 3 (85)	1:22 - 2:47
Flex Time (37)	2:53 - 3:30	Flex Time (37)	2:53 - 3:30			Flex Time (37)	2:53 - 3:30	Flex Time (37)	2:53 - 3:30

4-Day Week Class Schedule (one day is a holiday)							
Day 1		Day 2		Day 3		Day 4	
All Students		All Students		All Students		All Students	
Flex Time (40)	8:30 - 9:10	Flex Time (40)	8:30 - 9:10	Flex Time (40)	8:30 - 9:10	Flex Time (40)	8:30 - 9:10
Period 1 (85)	9:20 - 10:45	Period 1 (85)	9:20 - 10:45	Period 1 (85)	9:20 - 10:45	Period 1 (85)	9:20 - 10:45
Period 2 (85)	10:51 - 12:16	Period 2 (85)	10:51 - 12:16	Period 2 (85)	10:51 - 12:16	Period 2 (85)	10:51 - 12:16
Lunch (60)	12:16 - 1:16	Lunch (60)	12:16 - 1:16	Lunch (60)	12:16 - 1:16	Lunch (60)	12:16 - 1:16
Period 3 (85)	1:22 - 2:47	Period 3 (85)	1:22 - 2:47	Period 3 (85)	1:22 - 2:47	Period 3 (85)	1:22 - 2:47
Flex Time (37)	2:53 - 3:30	Flex Time (37)	2:53 - 3:30	Flex Time (37)	2:53 - 3:30	Flex Time (37)	2:53 - 3:30

FINALS - Day 1		FINALS - Day 2	
Flex Time (40)	8:30 - 9:10	Flex Time (40)	8:30 - 9:10
Period 1 (120)	9:20 - 11:20	Period 3 (120)	9:20 - 11:20
Break	11:20 - 11:30		
Period 2 (120)	11:36 - 1:36		

*Terms defined: about 9 weeks; course content of a traditional semester; each course or portion of a course taught in this time period is worth 5 credits. Traditional year long courses will be taught over two terms. Traditional semester courses will be taught over one term. Progress reports will be given during the course of each term. Final exams are given at the end of each term.

Hybrid Schedules

Phase 2: Hybrid Special Populations

Elementary

<table>
<tr><th colspan="3">Monday & Tuesday Cohort A In person
Cohort B Online Instruction
(Asynchronous 8:30-11:30
a.m.ELA/Math/Intervention)</th><td rowspan="11">Wednesday
Teacher
Planning/Collaboration

Office Hours

Intervention & Support

Deep Cleaning

Do we have a lunch distribution on Wednesdays?</td><th colspan="3">Thursday & Friday Cohort B In person
Cohort A Online Instruction
(Asynchronous 8:30-11:30
a.m.ELA/Math/Intervention)</th></tr>
<tr><td>8:30-12:30</td><td colspan="2">8:00-8:30 Safety Protocols - Face coverings & Temp. Checks all classrooms</td><td rowspan="10">8:30-12:30</td><td colspan="2">8:00-8:30 Safety Protocols - Face coverings & Temp. Checks all classrooms</td></tr>
<tr><td rowspan="2"></td><td>Grade 5 :10:30 -10:40</td><td rowspan="2">Grade 4-5</td><td>Grade 5 :10:30 -10:40</td></tr>
<tr><td rowspan="2">Grade 4-5 (Recess)</td><td>Grade 4: 10:15-10:25</td><td>Grade 4: 10:15-10:25</td></tr>
<tr><td rowspan="2"></td><td>Grade 3: 10:00-10:10</td><td rowspan="2">Grade 2-3</td><td>Grade 3: 10:00-10:10</td></tr>
<tr><td rowspan="2">Grade 2-3 (Recess)</td><td>Grade 2: 9:45-9:55</td><td>Grade 2: 9:45-9:55</td></tr>
<tr><td rowspan="2">Grade K-1 (Recess) Dismissal 12:20 p.m.</td><td>Grade 1: 9:30-9:40</td><td rowspan="2">Grade K-1 Dismissal 12:20 p.m.</td><td>Grade 1: 9:30-9:40</td></tr>
<tr><td>Grade K: 9:15 -9:25</td><td>Grade K: 9:15 -9:25</td></tr>
<tr><td colspan="3">Grab and Go Lunches at Dismissal on Tues (for consumption during online days)

P.M. Flex Groups: Students will eat lunch at school and then proceed to their flex group.</td><td colspan="3">Grab and Go Lunches at Dismissal on Tues (for consumption during online days)

P.M. Flex Groups: Students will eat lunch at school and then proceed to their flex group.</td></tr>
<tr><td colspan="3">Cohort A Flex Group 1:20-2:00</td><td colspan="3">Cohort B Flex Group 1:20-2:00</td></tr>
</table>

Middle School

PHASE 2 - 4x4 Hybrid -Spec Pop									
Monday - Synchronous Learning		Tuesday - Asynchronous Learning		Wednesday - Staff Collaboration		Thursday - In Class Instruction		Friday - In Class Instruction	
Groups A and B Together		Groups A and B Together		No Classes - All Students		Group A		Group B	
Flex Time	8:10 - 8:50	Flex Time	8:10 - 8:50	Collaboration/ Lesson Preparation	8:00 - 3:00	Flex Time	8:10 - 8:50	Flex Time	8:10 - 8:50
Period 1	9:00 - 10:05	Period 1	9:00 - 10:05			Period 1	9:00 - 10:05	Period 1	9:00 - 10:05
Period 2	10:11 - 11:16	Period 2	10:11 - 11:16			Period 2	10:11 - 11:16	Period 2	10:11 - 11:16
Lunch	11:16 - 11:51	Lunch	11:16 - 11:51			Lunch	11:16 - 11:51	Lunch	11:16 - 11:51
Period 3	11:56 - 1:01	Period 3	11:56 - 1:01			Period 3	11:56 - 1:01	Period 3	11:56 - 1:01
Period 4	1:06 - 2:11	Period 4	1:06 - 2:11			Period 4	1:06 - 2:11	Period 4	1:06 - 2:11
Flex Time	2:20 - 3:00	Flex Time	2:20 - 3:00			Flex Time	2:20 - 3:00	Flex Time	2:20 - 3:00
Teachers deliver lessons and facilitate class activities		Teachers available to provide support during class time		All Students - Asynchronous Learning at home		Group B - Asynchronous Learning at home		Group A - Asynchronous Learning at home	

In Phase 2 of 4X4 Hybrid, students will be on campus 1 per week and the other 4 remotely

Students will be assigned to a Group (A or B)

Students will attend in class instruction once per week either on Thursday (A) or Friday (B)

Students/teachers can use Flex time for additional support

Students will participate in Synchronous learning (live) for both groups on Mondays

Students will participate in Asynchronous learning on Wednesday - no scheduled classes

High School

PHASE 2 - 3x3 Hybrid (Prioritization of EL/SPED/Foster Youth/Homeless)									
Monday - Synchronous Learning		Tuesday - Asynchronous Learning		Wednesday - Staff Collaboration		Thursday - In Class Instruction		Friday - In Class Instruction	
Groups A and B Together		Groups A and B Together		No Classes - All Students		Group A		Group B	
Flex Time	8:10 - 8:50	Flex Time	8:10 - 8:50	Collaboration/ Lesson Preparation	8:00 - 3:00	Flex Time	8:10 - 8:50	Flex Time	8:10 - 8:50
Period 1	9:00 - 10:28	Period 1	9:00 - 10:28			Period 1	9:00 - 10:28	Period 1	9:00 - 10:28
Period 2	10:34 - 12:02	Period 2	10:34 - 12:02			Period 2	10:34 - 12:02	Period 2	10:34 - 12:02
Break	12:02 - 12:37	Break	12:02 - 12:37			Lunch	12:02 - 12:37	Lunch	12:02 - 12:37
Period 3	12:42 - 2:10	Period 3	12:42 - 2:10			Period 3	12:42 - 2:10	Period 3	12:42 - 2:10
Flex Time	2:15 - 3:00	Flex Time	2:15 - 3:00			Flex Time	2:15 - 3:00	Flex Time	2:15 - 3:00
Teachers deliver lessons and facilitate class activities		Teachers available to provide support during class time		All Students - Asynchronous Learning at home		Group B - Asynchronous Learning at home		Group A - Asynchronous Learning at home	

In Phase 2 of 3X3 Hybrid, students will be on campus 1 per week and the other 4 remotely.
Students will be assigned to a Group (A or B)
Students will attend in class instruction once per week either on Thursday (A) or Friday (B)
Students/teachers can use Flex time for additional support
Students will participate in Synchronous learning (live) for both groups on Mondays
Students will participate in Asynchronous learning on Wednesday - no scheduled classes

Phase 3: Hybrid All Students:
Elementary:
Same as above schedule except two cohorts of students are determined one cohort attending in person Monday &Tuesday and the second cohort attending Thursday & Friday

Middle School/High School:

PHASE 3 - 3x3 On-Campus Only (Cohorts A/B)									
Monday - In Class Instruction		Tuesday - In Class Instruction		Wednesday - Staff Collaboration		Thursday - In Class Instruction		Friday - In Class Instruction	
Group A		Group B		No Classes - All Students		Group A		Group B	
Flex Time	8:10 - 8:50	Flex Time	8:10 - 8:50	Collaboration/ Lesson Preparation	8:00 - 3:00	Flex Time	8:10 - 8:50	Flex Time	8:10 - 8:50
Period 1	9:00 - 10:28	Period 1	9:00 - 10:28			Period 1	9:00 - 10:28	Period 1	9:00 - 10:28
Period 2	10:34 - 12:02	Period 2	10:34 - 12:02			Period 2	10:34 - 12:02	Period 2	10:34 - 12:02
Lunch	12:02 - 12:37	Lunch	12:02 - 12:37			Lunch	12:02 - 12:37	Lunch	12:02 - 12:37
Period 3	12:42 - 2:10	Period 3	12:42 - 2:10			Period 3	12:42 - 2:10	Period 3	12:42 - 2:10
Flex Time	2:15 - 3:00	Flex Time	2:15 - 3:00			Flex Time	2:15 - 3:00	Flex Time	2:15 - 3:00
Group B - Asynchronous Learning at home		Group A - Asynchronous Learning at home		All Students - Asynchronous Learning at home		Group B - Asynchronous Learning at home		Group A - Asynchronous Learning at home	

In Phase 3 of 3X3 Hybrid, students will be on campus 2 times per week and 3 times a week remotely.
Students will be assigned to a Group (A or B)
Students will attend in class instruction twice per week either on Monday/Thursday (A) or Tuesday/Friday (B)
Students/teachers can use Flex time for additional support
Students will participate in Asynchronous learning on Wednesday - no scheduled classes

SSFUSD 2020 Distance Learning PD OFFERINGS

*Click on the link in the "redirect notice" to open the zoom meeting
***Sessions in red** are presented by the curriculum trainers, **sessions in black** are SSF teacher created professional development
*Schedule Subject to Change

On Monday, August 10th, **teachers will be paid at their hourly rate** for all PD they attend. To get compensated for your time, please fill out a **brief feedback form** after each learning opportunity and submit a timecard to your site leader. For the sessions that are facilitated by **external providers, which are in red**, you will need to fill out and submit the feedback form underneath the registration link as well as **submit an electronic time card** to your site leader.

Quick Links

- **Monday, August 10th :** AM Sessions - PM Sessions
- **Tuesday, August 11th:** AM Sessions - PM Sessions
- **Wednesday, August 12th:** AM Sessions - PM Sessions
- **Thursday, August 13th:** AM Sessions - PM Sessions
- **Friday, August 14th:** AM Sessions - PM Sessions

Past Sessions: Week 1: August 3rd - August 7th

Week 2: August 10th - August 14th		
Time	**Monday, Aug 10th**	**Resource Links**
8:00 AM- 9:30 AM	**California Wonders Program and Technology Overview - (Grade TK)** This is a Wonders TK Overview session. We will be covering how to navigate the teachers and students resources in print and digital format.	Register here
8:00 AM – 9:30 AM	***California Wonders* Program and Technology Overview - (Grades 2-3)** This is a Wonders 2/3 Overview session. We will be covering how to navigate the Teachers and students resources in both in print and digital format.	Register here

9 AM - 12 PM	**STEMscope Science Curriculum Pilot Training -** (Science Grades 9-12) Become familiar with the STEMscopes pedagogy and platform to prepare you for your curriculum pilot in "The Living Earth" and "Physics of the Universe" courses.	Email Liz Beans (lbeans@ssfusd) if you want to join.
10:30am - 11:30am	**Screencastify (6-12)*** Participants will receive an overview of Screencastify and learn ways to use this tool for distance learning. Presenter: Seng Hua - Alta Loma MS (shua@ssfusd.org) Facilitator: Jennifer Rosse - K-8 Science TOSA (jrosse@ssfusd.org) **Presenter is a secondary teacher and ideas for integration may be secondary focused, but all grades are welcome to join in and learn!*	Slidedeck Zoom Meeting Link Meeting ID: 940 0811 7933 Passcode: L5S9Ym Recording of the webinar is here
10:30 AM – 12:00 PM	***California Wonders* Program and Technology Overview - (Grades K-1)** This is a Wonders K/1 Overview session. We will be covering how to navigate the Teachers and students resources in both in print and digital format.	Register here External Providers Feedback Form
10:30 AM – 12:00 PM	***California Wonders* Program and Technology Overview - *(Grades 4-6)*** This is a Wonders 4-6 Overview session. We will be covering how to navigate the Teachers and students resources in both in print and digital format.	Register here External Providers Feedback Form
11:00 - 12:30pm	**Intro to Google Sites** Participants will receive a basic overview to creating a Google Site. Participants will also spend time creating a landing page for their classroom. Presenter: Genevieve Chan (gchan@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Slidedeck Zoom Meeting Link Meeting ID: 838 7779 8121 Passcode: ssfusd
	Aug, 10th - PM Sessions	
12:30 PM – 2:00 PM	***California Wonders* Technology Deep Dive - *(Grades K-2)*** This is a Deep dive into the Wonders Digital Platform. We will be covering how to navigate the Teachers and students resources.	Register here External Providers Feedback Form
1:30 - 2:30	**SSFUSD Portal Single Sign On (K-12) REPEAT SESSION** Basic overview of the SSFUSD Portal Single Sign On. Participants will learn how to navigate the Portal, access curriculum through the Portal, add your own tiles and links, and push out tiles to student portals. Presenters: Genevieve Chan (gchan@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Slidedeck Zoom Meeting Link Meeting ID: 845 0055 2765 Passcode: ssfusd
2:00 PM- 3:00 PM	**New Teacher Orientation- District Tech Training**	Zoom Link

	Teachers **new to SSFUSD** will learn and explore our district's tech tools, such as the SSFUSD Portal, Employee Webmail, Infinite Campus and more. This training will start off with a brief synchronous introduction followed by time for teachers to explore on their own. Presenter: Lottie Kuwada (lkuwada@ssfusd.org) Facilitator: Katie Duggan (kduggan@ssfusd.org)	Technology Overview Presentation Technology Overview Slidedeck Note taking Guide
3:00 PM – 4:30 PM	***California Wonders* Technology Deep Dive - *(Grades 3-6)*** This is a Deep dive into the Wonders Digital Platform. We will be covering how to navigate the Teachers and students resources.	Register here External Provid ers Feedback Form
3:00 PM-5:00 PM	**SEIS Orientation for All New Special Education Hires from SELPA** *(SEIS refresher for all special education teachers, service providers, school psychologist will be scheduled in September) Presenter: Karen Breslow, SELPA Facilitator: Liza Melkonian (Lmelkonian@ssfusd.org)	Zoom Link Meeting ID: 836 6237 7397 Passcode: t86uKY

Time	Tuesday, Aug 11th - AM Synchronous Sessions	Resource Links
Pre-recorded webinars	**K-12 Online Teaching Academy - Connie L. Lurie College of Education Recorded Webinars** **https://www.sjsu.edu/education/academics/fli/k12-academy**	K-12 Online Teaching Academy | Connie L. Lurie College of Education
6:00am - 7:00am	**Nearpod: Transform Student Engagement with Nearpod** Explore real lessons and take a closer look at the interactive features and media content from both the teacher and student view. Explore how real time feedback helps evaluate the learning and make immediate adjustments to drive the best teaching for any scenario for Back To School.	Register here External Providers Feedback Form
8:30am-9:45am	**SSFUSD Virtual Welcome Back - 2020** If you have any questions about how to participate in this event, please feel free to email ncantley@ssfusd.org *NOTE: For staff that are attending before your scheduled start date, please register to attend the meeting so that we can attribute your meeting attendance to your timecard.*	Live Stream on YouTube (active when event is live) Zoom Webinar Registration

Aug 11th -PM Synchronous Sessions		
12:00pm - 1:00pm	**Nearpod for Beginners** Are you feeling overwhelmed with where to begin with Nearpod for Back To School? This workshop will help you get started. Learn how to navigate the Nearpod platform with lots of time to practice and ask questions. Prerequisite: If you do not have a Nearpod account, please sign-up for a free account:	Register here External Providers Feedback Form
1:00 pm - 3:00 pm	**San Mateo County CA Career Zone Training Session (CTE only)** The San Mateo County California CareerZone is our county's analog to the State's California CareerZone system. Our site is specially configured to present local opportunities to CTE students throughout San Mateo County, including internships, field trip opportunities, school presentation opportunities, mentorships and more. During this virtual (Zoom) training you will learn the basics of the SMC California CareerZone from the student experience while on the website, and what faculty will be able to do as a "Local Opportunities Manager". We will discuss strategies for rolling out the site, as well as answer questions about how to perform various tasks such as creating surveys, lessons and applications, and manage student work.	Register on flyer Flyer
1:30 - 3:30pm	**SB 98 - SPED Only** Learn how SB 98 applies to your work. Know how to complete the letters that need to go home to all families, how to document your students IDLP at your next IEP meeting, and understanding how assessments will take place while in school closure.	Zoom Meeting link
1:30 - 3:00 pm	**Zoom Basics for Distance Learning (TK-12) (Repeat Session)** Explore the zoom web conferencing platform and learn basic functions: setting up a meeting, using the whiteboard function, and using breakout rooms. You will also have the opportunity to get some hands-on practice as the "host" of the meeting. Presenter: Marilyn Chan (mchan@ssfusd.org) Facilitator: jwbrockmeyer@ssfusd.org	Slidedeck Zoom Meeting Link Meeting ID: 267 663 7261 PW: ssfusd
1:30 - 3:00pm	**SeeSaw Part 2 (TK-2)** This training will go over creating different kinds of activities in Seesaw. We will also spend some time discussing tips to keep you and your students organized. Please make sure you know how to login to Seesaw before the training. To watch Seesaw Part 1, please click here.	Watch Seesaw Part 1 Slidedeck Recording of Seesaw Part 2 (session from 8/11)

	Presenters: Rebecca Fox (rfox@ssfusd.org) & Andrea Kasler (akasler@ssfusd.org) Facilitator: Jennifer Rosse (jrosse@ssfusd.org) & Marianne Hew (mhew@ssfusd.org)	Zoom Meeting Link Meeting ID: 969 0236 0630 Passcode: 2jgXt2
1:30 - 2:30 pm	**K-5 Intro to math priority standards (REPEAT SESSION)** Understand and preview navigation of the K-5 Math Scope to provide equitable instruction for all students through teaching grade level standards and mathematical practices. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc
1:30 - 3:30 pm	**High School Biology Pilot Preparation and Collaboration** Join fellow biology teachers to prepare for our STEMscopes curriculum pilot. In this session we will decide on our plan for assessing student learning over the course of the pilot, and collaboratively create a learning aligned to the first scope. Facilitator: Liz Beans (lbeans@ssfusd.org)	Zoom link Meeting ID: 912 8776 1899 Passcode: BioRocks
2:30 - 3:30	**Google Classroom Setup** Participants should watch the Intro to Google Classroom webinar before attending this session. This will be a work time to setup Google Classroom with support and space to ask questions. Facilitator: Genevieve Chan (gchan@ssfusd.org)	Google Classroom Webinar Zoom Link Meeting ID: 890 5052 1317 Passcode: ssfusd
2:30-3:30pm	**Middle School Standards for Mathematical Practices with Nearpod CREATION** Experience a Mathematical Practice Standard using Nearpod and learn how to make one. There will be a follow up PD to "teach" your creations in a small group, **Middle School Standards for Mathematical Practices with Nearpod DELIVERY (10am on 8/13).** All subjects/grade levels welcome. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc
Asynchronous Professional Learning Opportunities		

Note: Working on scheduling SPIRE, UNIQUE and Goalbook SPED training possibly Aug 11,12,13 -1:30-3:30---TBD

Time	Wednesday, Aug 12th AM Synchronous Sessions	Resource Links
8:30-9:30	**Modern Teacher- Elementary**	Zoom Link Modern teacher Presentation

8:30 - 9:30	**Using Google Jamboard to Promote Engagement and Collaboration (6th - 12th)** This session will introduce participants to Jamboards (an interactive whiteboard that is part of the Google suite) and will provide some ideas on how to use them to get students invested in their classroom community and the content they are learning. Presenter: Liz Beans (lbeans@ssfusd.org) Facilitator: Kelly August Duncan (kduncan@ssfusd.org)	Zoom Link Meeting ID: 993 6751 8748 Passcode: LetsJam!
9:30-10:30	**Modern Teacher - Secondary**	Zoom Link Modern teacher Presentation
9:30 - 10:30	**RAZ Kids (K-5)** An introduction to Raz Kids, an online reading program. We will look at how to manage students, assign reading, access lessons and how to review student work. Presenter: Luann Daniel-Libman (ldaniel@ssfusd.org) Facilitator: Jennifer Rosse (jrosse@ssfusd.org)	Zoom Link Meeting ID: 928 1559 6708 Passcode: 42Q1bb Slide Deck
10:30 - 11:30	**Getting Started with Zoom Meetings** Ready to start using Zoom, but need some help? Drop-in for our daily (Mon-Fri) quick starts! A Zoom expert will take you through a 45-minute high-level tour of Zoom and cover the basics to get you up and running. It's as simple as logging in, scheduling a meeting, and finding the controls. Start Zooming today! Stick around to get all your burning questions answered through live Q&A!	Zoom Link External Providers Feedback Form
10:30 - 12:30	**High School Chemistry and Earth Science Collaboration** Connect with fellow chemistry and earth science teachers to identify priority standards for each course. Teams will work in zoom breakout rooms to focus on what you are teaching in the fall. Facilitator: Liz Beans (lbeans@ssfusd.org)	Zoom Link Meeting ID: 952 9782 1968 Passcode: ChemRocks!
11:00 - 12:30	**Synchronous Teaching Strategies Utilizing Zoom and Google Classroom (6th-12th)** Participate in various synchronous learning activities over Zoom utilizing Google Classroom as well as other online applications. The focus will be on lesson design and the application of technology to your content area. The goals of the session are to increase your comfort level utilizing Zoom, identify best practices of synchronous teaching, give you ideas on how to foster collaboration, and help you promote engagement with your subject matter. Presenter: Rhonda Clements (rclements@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Register Google Classroom Code: 5jyyy4c Please join the class before the session and have the hyperdoc open. Go Zoom Meeting Link Meeting ID: 267 663 7261 PW: ssfusd

11:00 am-12:00	**Elementary Standards for Mathematical Practices with Nearpod CREATION** Experience a Mathematical Practice Standard using Nearpod and learn how to make one. There will be a follow up PD to "teach" your creations in a small group, **Elementary Standards for Mathematical Practices with Nearpod DELIVERY (11:30am on 8/13)**. All subjects/grade levels welcome. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc
11:00 - 12:30pm	**Intro to Google Docs & Google Slides / Creating a Landing Page (TK-12)** Participants will receive a basic overview to using Google Docs and Google Slides. Participants will also spend time creating a landing page for their classroom. Presenter: Genevieve Chan (gchan@ssfusd.org) Facilitator: Jennifer Rosse (jrosse@ssfusd.org)	Slidedeck Zoom link Meeting ID: 864 3755 3976 Passcode: ssfusd
11:00-12:30	**Designing a Basic Weekly Learning Plan (3-12)** Learn how to package lessons into a weekly learning plan document that can be posted to your LMS and/or Landing Page. The session will include templates and work time so that teachers can get real time feedback and have questions about their documents addressed during the session. Presenter: Kelly August Duncan (kduncan@ssfusd.org) Facilitator: Jason Brockmeyer (jwbrockmeyer@ssfusd.org)	Slidedeck Zoom Link Meeting ID: 774 808 2147 Passcode: lumos
11:30 - 12:30	**Zoom Meetings for Education (Students & Educators)** Spend 45 minutes discovering the power of virtual teaching and learning in the Zoom classroom. We will show you the steps and best practices from two points of view: student (downloading the app then joining and participating in the class), and teacher (scheduling, joining, hosting, and in-meeting tools) before wrapping up with live Q&A.	Register here External Providers Feedback Form
Aug 12th - PM Synchronous Sessions		
1:30-2:30 PM	**Middle School Priority Math Standards** Understand and navigate the 6-8 Math Scope to provide equitable instruction for all students through teaching grade level standards and mathematical practices. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc

1:30-3:30pm	**Building Relationships and Creating Community in the Distance Learning Classroom (TK-12)** Learn more about building relationships and creating community as we start this year in Distance Learning. Presenters: Katie Duggan (kduggan@ssfusd.org) and Jennifer Rosse (jrosse@ssfusd.org)	Zoom Link Slidedeck Meeting ID: 999 4409 5588 Passcode: L2rKi2
1:30 - 3:30 pm	**High School Physics, Anatomy and Physiology, and Biotechnology Collaboration** Connect with fellow science teachers to identify priority standards for each course. Teams will work in zoom breakout rooms to focus on what you are teaching in the fall. Facilitator: Liz Beans (lbeans@ssfusd.org)	Zoom Link Meeting ID: 925 4196 0674 Passcode: vJj8Ph
1:30-3:00	**Intermediate/Advanced Weekly Learning Plan Design (3-12)** Learn how to package your differentiated distance learning week into a HyperDoc with links, videos, and other media. The session will include templates and work time so that teachers can get real time feedback and have questions about their documents addressed during the session. Presenter: Kelly August Duncan (kduncan@ssfusd.org) Facilitator: Jason Brockmeyer (jwbrockmeyer@ssfusd.org)	Slidedeck Zoom Link Meeting ID: 774 808 2147 Passcode: lumos
2:00 - 3:00 PM	**English 3D and ELD - Teacher Central Digital Overview and Long Term English Learners (Grades 4-12)** Learn about the digital and printed resources in English 3D to engage At - Promise students and Long-Term English learners (LTELs) Presenters: Sheila Navarro (snavarro@ssfusd.org) and Kimberly Moss (kmoss@ssfusd.org facilitator: Karla Groth (kgroth@ssfusd.org)	Zoom link Meeting ID: 841 0173 3198 Passcode: 0nH1FW Padlet link
2:00 - 3:00 PM	**StudySync's Remote Learning Webinar (ELA 6th-11th)** In this webinar, you'll learn how to leverage StudySync in a remote learning setting with tips and strategies for student engagement both offline and online. Presenter: Lynn Fox, StudySync implementation team Facilitator: Marilyn Chan (mchan@ssfusd.org)	Register Here StudySync Quick Reference Guide External Providers Feedback Form
2:30-3:30 PM	**High School Standards for Mathematical Practices with Nearpod CREATION** Experience a Mathematical Practice Standard using Nearpod and learn how to make one. There will be a follow up PD to "teach" your creations in a small group, **High School Standards for Mathematical Practices with Nearpod DELIVERY (3:00pm on 8/13)**. All subjects/grade levels welcome. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc

4:00 - 5:00 PM	**Getting Started with Flipgrid** Flipgrid is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display.	Register Here External Providers Feedback Form
	Asynchronous Professional Learning Opportunities	

Time	Thursday, Aug 13th	Resource Links
9:00-10:00am	**Math Teacher Landing page/Collaboration** Collaborate with your grade level members across the district. Facilitators: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc
9:00 -10:00 am	**StudySync Integrated & Designated ELD Webinar (secondary)** Make learning more accessible for your English learner students with robust scaffolded support and differentiated instruction. Take a deeper dive into the automatic and targeted scaffolds, differentiated paths, and included resources for English learners that can be used in conjunction with the Core ELA program. Presenter: Art Hsieh, StudySync implementation team Facilitator: Lynn Fox, StudySync implementation team For more information please contact Sheila Navarro (snavarro@ssfusd.k12.org)	Register here Padlet External Providers Feedback Form
9:00-10:30am	**Middle School Science Collaboration** Collaborate with your grade level members across the district with a focus on curriculum planning for Distance Learning and the launch of the year. Facilitators: Liz Beans (lbeans@ssfusd.org) and Jennifer Rosse (jrosse@ssfusd.org)	Zoom Link Meeting ID: 938 7965 4513 Passcode: 2zXh9A
9:00-10:30	**Designing a Basic Weekly Learning Plan (3-12) REPEAT SESSION** Learn how to package lessons into a weekly learning plan document that can be posted to your LMS and/or Landing Page. The session will include templates and work time so that teachers can get real time feedback and have questions about their documents addressed during the session. Presenter: Kelly Duncan (kduncan@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Slidedeck Zoom Link Meeting ID: 774 808 2147 Passcode: lumos

9:00 - 10:00	**IXL: Best Practices for Hybrid Models** Maximize instructional time by implementing best practices for using IXL in a hybrid learning model.	Register Here External Providers Feedback Form
9:30am - 10:30am	**Strategies to support English learners through Distance Learning** In this webinar participants will learn easy strategies for engaging, building community, and assessing their English learners. As we begin the school year, it is very important for us to build rapport and to engage all of our learners, but it is essential that we do so with our English learners. Presenters: Kim Moss (kmoss@ssfusd.org) and SeaAnna Patrick (spatrick@ssfusd.org) Facilitator: Nahal Asgari (nasgari@ssfusd.org)	Slide Deck Zoom Link Meeting ID: 881 5092 7191 Passcode: supportELs Feedback link. https://docs.google.com/forms/d/e/1FAIpQLScbM9b8fslCxctuVc11iZvXU-xXzUgKew_I2LtXHx4GQWbOvA/viewform Please know the session has reached capacity. We will post the recording on the asynchronous offerings for viewing later today.
10:00 AM - 11:00 AM	**Wonders Overview (K-5)** We will be covering how to navigate teacher and student resources in the digital platform. Participants will leave with an understanding on how to get started with distance learning using ConnectEd in the Wonders Curriculum online. Presenters: Genevieve Chan (gchan@ssfusd.org), Sheila Navarro (snavarro@ssfusd.org,) Shali Tapia (stapia@ssfusd.org)	Zoom link Meeting ID: 860 2977 7479 Passcode: ssfusd
10:00am -11:00 AM	**Middle School Standards for Mathematical Practices DELIVERY with Nearpod** Follow up PD from Nearpod CREATION. You will practice "teaching" your Nearpod in small groups in break out rooms. Facilitators: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc
10:30-11:30am	**Edpuzzle Overview** Learn the basics of using edpuzzle to increase student engagement with Digital Learning Presenter: Catrina Ellis (cellis@ssfusd.org) Facilitator: Jennifer Rosse (jrosse@ssfusd.org)	Google Meet Link Slide Deck

10:30am - 11:30am	**Digital Storytelling: Engage Students and Build Community** In this webinar we'll explore the potential of digital storytelling in virtual classrooms. Come learn how digital storytelling blends video, audio, images, and text to communicate stories, information, and ideas. Help all students (especially ELs) hone their 21st century literacy skills. Open to all content area teachers, and especially great for grades 6-12. Presenter: Laura Caprio (lcaprio@ssfusd.org) Facilitator: Andrea Welch (awelch@ssfusd.org)	Zoom link Meeting ID: 982 8007 4882 Passcode: v3q2Tn Feedback link: http://bit.ly/ssfusdwebinars Slidedeck
10:30am - 11:30am	**Getting Started with Zoom Meetings** Ready to start using Zoom, but need some help? Drop-in for our daily (Mon-Fri) quick starts! A Zoom expert will take you through a 45-minute high-level tour of Zoom and cover the basics to get you up and running. It's as simple as logging in, scheduling a meeting, and finding the controls. Start Zooming today! Stick around to get all your burning questions answered through live Q&A!	Zoom Link External Providers Feedback Form
11:30 - 12:30	**Secondary ELA Collaboration (6th-12th Grade)** Collaborate with your grade level members across the district to discuss standards, curriculum and best practices for distance learning. Outcomes include reviewing the district priority standards and providing support in classroom landing pages and Google Classroom. You will be assigned to break out rooms based on grade level. Facilitator: Marilyn Chan (mchan@ssfusd.org)	Nearpod Presentation Nearpod Code: ODMXH Zoom Meeting Link Meeting ID: 267 663 7261 PW: ssfusd Slidedeck
11:30 am - 12:30 pm	**Using Google Jamboard to Promote Engagement and Collaboration (K-12)** This session will introduce participants to Jamboards (an interactive whiteboard that is part of the Google suite) and will provide some ideas on how to use them to get students invested in their classroom community and the content they are learning. Presenter: Liz Beans (lbeans@ssfusd.org) Facilitator: Jennifer Rosse (jrosse@ssfusd.org)	Slidedeck Zoom Link Meeting ID: 956 6618 1699 Passcode: LetsJam!
11:30 AM-12:30	**Elementary School Standards for Mathematical Practices DELIVERY with Nearpod** Follow up PD from Nearpod CREATION. You will practice "teaching" your Nearpod in small groups in break out rooms. Facilitators: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc

11:30-12:30	**Distant Learning Strategies for Educators: Building an engaging online connection with your students - Common Sense Education Live Session** With an ever-changing distant learning landscape, educators could use some guidance to support their student's online. Join Common Sense as we will explore three practical tips educators need to know to effectively build a distance learning community. From tech tools to use to effective online communication strategies, you will leave with the confidence to bridge the development needs of your students and engage their wandering minds. Presenter: Jamie Nunez (jnunez@commonsense.org) Facilitator: Genevieve Chan (gchan@ssfusd.org)	Slidedeck Zoom Link Meeting ID: 864 6602 8888 Passcode: ssfusd
Aug 13th - PM Sessions		
1:00pm - 2:00 pm	**Supporting English Learners with Nearpod** Provide your EL students with rigorous, engaging, standards aligned, academic content. We will share best instructional strategies and demonstrate interactive, digital features focused on developing and supporting reading, writing, speaking and listening skills for EL students of all ages and grade-levels. **Prerequisite:** -Have a Nearpod Account: Sign Up for Free here. -Basic Understanding of the Nearpod Platform and Interactive Features -Familiarity with Creating and Editing Lessons	Register here
1:30 PM- 2:30 PM	**Wonders Integrated and Designated ELD and EL Digital Resources (K-5)** This is a Wonders K-5 ELD Overview session. We will be covering how to navigate teacher and student resources in the digital platform. Participants will leave with an understanding of how to get started with distance learning using ConnectEd in Wonders ELD Curriculum online. Presenters: Shali Tapia (stapia@ssfusd.org) and Sheila Navarro (snavarro@ssfusd.org,) Facilitator: Kimberly Moss (kmoss@ssfusd.org)	Zoom link Meeting ID: 833 4448 4242 Passcode: vVi4jF
1:30-2:30 PM	**High School Priority Math Standards** Understand and preview navigation of the High School Math Scope to provide equitable instruction for all students through teaching grade level standards and mathematical practices. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc
1:30 - 2:30 PM	**Digital Resources for Remote Learning- EVERFI (9-12)** Supplement existing curriculum with engaging, standards aligned digital EVERFI lessons. Students have access to self-paced lessons to practice real-life skills	Zoom link

	through interactive scenarios. Content areas covered: Financial Literacy, College and Career Readiness, Health, and Social-Emotional Learning. Presenter: Kathleen Rodriguez (krodriguez@everfi.com) Facilitator: Dianna Ariani (dariani@ssfusd.org)	Meeting ID: 881 0930 6325 Passcode: 322179
1:30 - 2:30pm	**Setting Norms for Online Engagement - Common Sense Education Live Session** While online environments can be great for connecting students to an array of learning opportunities, there is often very little work done to create and foster boundaries. But just like the physical classroom, key norms and social agreements need to be put into place to conduct a successful online experience. Join Common Sense Education as we explore engaging ways educators can set online norms for their students. Presenter: Jamie Nunez (jnunez@commonsense.org) Facilitator: Genevieve Chan (gchan@ssfusd.org)	Slidedeck Zoom Link Meeting ID: 892 6216 7757 Passcode: ssfusd
1:30 - 2:30 PM	**Maximizing Student Engagement by Facilitating Collaborative Groups (6th-12th)** Learn how to leverage technology to engage students in collaborative activities. Topics include online academic discussions, digital citizenship, and small group work. Presenter(s): Morgan Kessell (mkessell@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Slidedeck Zoom Meeting Link Meeting ID: 267 663 7261 PW: ssfusd
1:30-3:00	**Intermediate/Advanced Weekly Learning Plan Design (3-12) REPEAT SESSION** Learn how to package your differentiated distance learning week into a HyperDoc with links, videos, and other media. The session will include templates and work time so that teachers can get real time feedback and have questions about their documents addressed during the session. Presenter: Kelly August Duncan (kduncan@ssfusd.org) Facilitator: Jason Brockmeyer (Jwbrockmeyer@ssfusd.org)	Slidedeck Zoom Link Meeting ID: 774 808 2147 Passcode: lumos
1:30 - 3:30	**TK & Kinder Collaboration** Meeting time for TK and Kinder teachers to discuss platforms, collaborate over scheduling, plan the first few weeks of teaching, and more! Facilitator: Melanie Bingham (mbingham@ssfusd.org)	Zoom Link

2:30-3:30 PM	**High School Standards for Mathematical Practices DELIVERY with Nearpod** Follow up PD from Nearpod CREATION. You will practice "teaching" your Nearpod in small groups in break out rooms. Facilitators: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc
2:30 - 3:30pm	**Elementary Collaboration (all grades welcome!)** Collaborate in breakout rooms with your grade level/department as you create content, discuss strategies and plan for the first days of school. Our goal is that you will finish your landing page and LMS requirements in this session, if you haven't already! All grades are welcome to join! Please rename yourself to include what grade you'd like to collaborate with so we can quickly assign you to breakout rooms! Facilitators: Jennifer Rosse (jrosse@ssfusd.org) & Genevieve Chan (gchan@ssfusd.org)	Zoom Link Meeting ID: 847 1928 5791 Passcode: 559485

Asynchronous Professional Learning Opportunities

Time	Friday, Aug 14th	Resource Links
10:30 - 12:30 1:30 - 2:30	**Drop in Office Hours (TK-12)** If you have any questions as you set up your virtual classrooms, complete your landing pages and plan for the first week(s) of school, drop by our open office hours to speak with a TOSA and receive support for any of your questions! No appointment needed, just click on the Zoom link during our open hours! Jennifer Rosse (jrosse@ssfusd.org) Marilyn Chan (mchan@ssfusd.org) Karie Mullassery (kmullassery@ssfusd.org) Phuong Nguyen (pnguyen@ssfusd.org) Genevieve Chan (gchan@ssfusd.org) Liza Melkonian (Lmelkonian@ssfusd.org) (650)877-8848 x5619 Nahal Asgari (nasgari@ssfusd.org) Andrea Welch (awelch@ssfusd.org) Kim Moss (kmoss@ssfusd.org) Laura Caprio (lcaprio@ssfusd.org)	Zoom Link Meeting ID: 814 0980 4552 Passcode: yayTOSAs

12:00pm - 1:00pm	**Nearpod: Transform Student Engagement with Nearpod** Explore real lessons and take a closer look at the interactive features and media content from both the teacher and student view. Explore how real time feedback helps evaluate the learning and make immediate adjustments to drive the best teaching for any scenario for Back To School.	Register here
9:00 - 10:00 am	**California IMPACT** - Program and Technology Overview (Social Studies Grades 6-8)	Register Here
9:00 - 10:00 am	**California IMPACT** - Program and Technology Overview (Social Studies Grades 9-12)	Register Here
Aug 14th - PM Sessions		
12:00 - 1:00 pm	**California IMPACT** - Technology Deep Dive (Social Studies Grades 6 - 8)	Register Here
12:00 - 1:00 pm	**California IMPACT** - Technology Deep Dive (Social Studies Grades 9-12)	Register Here

Time	Monday, Aug 17th	Resource Links

Past Sessions

Between August 3rd and August 7th, teachers will be compensated at the PD rate for attending any district hosted sessions, which are in BLACK. Sessions in RED are facilitated by external providers, and teachers WILL NOT be compensated for their time.

Week 1: August 3rd - August 7th		
Time	**Monday, Aug 3rd**	**Registration and Resource Links**
10:00am - 11:30am	**Middle School ELA TLT Collaboration** Facilitator: Marilyn Chan (mchan@ssfusd.org)	Zoom Meeting Link Meeting ID: 267 663 7261 PW: ssfusd
12:00 PM- 1:30 PM	**California Wonders Designated ELD Program and Technology Overview** – (Grades K-6) Overview of instructional pathway, program components and digital resources	Register here
1:00pm - 2:30pm	**High School ELA TLT Collaboration** Facilitator: Marilyn Chan (mchan@ssfusd.org)	Zoom Meeting Link Meeting ID: 267 663 7261 PW: ssfusd
3:00 PM- 4:00 PM	**English 3D and ELD - Teacher Central Digital Overview and Long Term English Learners (Grades 4-12)** Learn about the digital and printed resources in English 3D to engage At - Promise students and Long-Term English learners (LTELs)	Zoom meeting link Meeting ID: 870 2903 5658 PW: 2pJV9d

	Presenters: Sheila Navarro (snavarro@ssfusd.org) and Kimberly Moss (kmoss@ssfusd.org)	

Time	Tuesday, Aug 4th	Resource Links
6:00am - 7:00am	**Nearpod: Transform Student Engagement with Nearpod** Explore real lessons and take a closer look at the interactive features and media content from both the teacher and student view. Explore how real time feedback helps evaluate the learning and make immediate adjustments to drive the best teaching for any scenario for Back To School.	Register here
11:00am - 12:00pm	**Nearpod: plan, create, and edit a Nearpod Lesson** Customize any digital lesson in 3 easy steps to personalize the instruction for your students for Back to School. Bring teaching resources you already have and be prepared to make them come to life with rich media and interactive activities to engage your students.	Register here
11:00am - 12:30pm	**Wonders: Live Training for Back to School 2020** (Grades K-5)	Register here
11:15am - 12:00pm	**SSFUSD Portal Single Sign On (K-12)** Basic overview of the SSFUSD Portal Single Sign On. Participants will learn how to navigate the Portal, access curriculum through the Portal, add your own tiles and links, and push out tiles to student portals. Presenters: Genevieve Chan (gchan@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Slidedeck Zoom Meeting Link Meeting ID: 839 4370 0619 Password: 94080
12:00pm - 1:00pm	**Intro to Google Meet (TK-12)** Participants will receive an overview of Google Meet. Participants will learn how to create a meeting, share their screen, create and use "breakout rooms" and more. Presenters: Genevieve Chan (gchan@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Slidedeck Google Meet Link Meeting ID: nfr-xtya-ytq
1:30pm - 2:30pm	**Intro to Google Classroom (TK-12)** Participants will receive an overview of Google Classroom's functions and	Slidedeck

	features. Participants will learn how to customize the classroom, how to add assignments and how Google Classroom integrates with other Google programs (Drive, Calendar, Meet, etc). Immediately following this session will be a hands on work time for participants to setup their Google Classrooms. Presenters: Genevieve Chan (gchan@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Zoom Meeting Link Meeting ID: 886 6714 1641 Password: 94080
2:30pm - 3:00pm	**Google Classroom Setup (K-12)** Participants will have hands on time to setup their Google Classroom and ask any questions. This will be an open working time with support available while you work! Facilitator: Genevieve Chan (gchan@ssfusd.org)	Zoom Meeting Link Meeting ID: 886 6714 1641 Password: 94080
3:30pm - 4:30pm	**StudySync Basics for Secondary ELD** Integrated & Designated ELD Differentiation tips and resources, support for English Learners	Register here

Time	Wednesday, Aug 5th	Resource Links
10:00 am-12:30 pm	**Special Education Teachers, Service Providers & School Psychologists New Hire Orientation** Presenter: Liza Melkonian (Lmelkonian@ssfusd.org)	Zoom Meeting Link Meeting ID: 821 9712 2289 PW: t7XWQM
1:00 - 2:30	**Zoom Basics for Distance Learning (TK-12)** Explore the zoom web conferencing platform and learn basic functions: setting up a meeting, using the whiteboard function, and using breakout rooms. You will also have the opportunity to get some hands-on practice as the "host" of the meeting. Presenter: Marilyn Chan (mchan@ssfusd.org)	Slidedeck Zoom Meeting Link Meeting ID: 267 663 7261 PW: ssfusd

Time	Thursday, Aug 6th	Resource Links
6:00am - 7:00am	**Nearpod: plan, create, and edit a Nearpod Lesson** Customize any digital lesson in 3 easy steps to personalize the instruction for your students for Back to School. Bring teaching resources you already have and be prepared to make them come to life with rich media and interactive activities to engage your students.	Register here

11:00am - 12pm	**Nearpod: Supporting Exceptional Learners with Nearpod**	Register Here
11:00 am	**Seesaw: Train the Trainer- Get Families Started on Seesaw** (Grades TK-3)	Register Here
9:00 am - 10:30am	**California IMPACT -** Program and Technology Overview (Grades 6-8)	Register Here
9:00 am - 10:30am	**California IMPACT -** Program and Technology Overview (Grades 9-12)	Register Here
9:30 am-10:30am	**K-5 Intro to math priority standards** Understand and preview navigation of the K-5 Math Scope to provide equitable instruction for all students through teaching grade level standards and mathematical practices. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom Link Meeting ID: 872 2566 4913 Passcode: NVzB2Q
9:45am - 10:45am	**Math Expressions / Think Central (Elementary Math Curriculum) (K-5)** Participants will receive an overview of Math Expressions' online component Think Central. Presenter: Julie Ulmer (julmer@ssfusd.org) Facilitator: Shali Tapia (stapia@ssfusd.org) & Genevieve Chan (gchan@ssfusd.org)	Slidedeck Zoom Meeting Link Meeting ID: 886 8962 8844 Passcode: 94080
11:00 AM- 12:00 PM	**Wonders Designated and Integrated ELD and EL Digital resources (Grades K-5)** Learn about program design, lesson structure, program components and the Wonders digital experience to engage English Learners. Presenters: Sheila Navarro (snavarro@ssfusd.org) and Shali Tapia (stapia@ssfusd.org)	Zoom meeting link Meeting ID: 843 8362 8227 PW: 7REtgr
11:00am - 12:00pm	**Intro to Seesaw (Grade TK-2)** Participants will receive an overview of Seesaw and walk through setting up their Seesaw classrooms. Presenter: Rebecca Fox (rfox@ssfusd.org) Facilitator: Genevieve Chan (gchan@ssfusd.org)	Slidedeck Zoom Meeting Link Meeting ID: 873 7040 7972 Passcode: 94080
12:15pm - 1:15pm	**TK / Kinder / 1st Grade Collaboration Meeting** Jump start the school year by collaborating with colleagues across the district and sharing ideas for distance learning!	Survey Link Slidedeck

	Facilitators: Jennifer Rosse (jrosse@ssfusd.org) & Genevieve Chan (gchan@ssfusd.org)	Zoom Meeting Link Meeting ID: 829 0707 5042 Passcode: 94080
1:30pm - 2:30pm	**Screencastify (K-5)*** Participants will receive an overview of Screencastify and learn ways to use this tool for distance learning. Presenter: Olivia Pogorelskin (opogorelskin@ssfusd.org) Facilitator: Genevieve Chan (gchan@ssfusd.org) **Presenter is an elementary teacher and ideas for integration may be elementary focused, but all grades are welcome to join in and learn!*	Slidedeck Zoom Meeting Link Meeting ID: 856 9141 3989 Passcode: 94080
12:00 pm - 1:30pm	**California IMPACT -** Technology Deep Dive (Grades 6 - 8)	Register Here
12:00 pm - 1:30pm	**California IMPACT -** Technology Deep Dive (Grades 9-12)	Register Here
2:30pm - 3:30 pm	**K-5 Intro to math priority standards** Understand and preview navigation of the K-5 Math Scope to provide equitable instruction for all students through teaching grade level standards and mathematical practices. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom Link Meeting ID: 872 2566 4913 Passcode: NVzB2Q
4:00pm - 5:00pm	**Getting Started with RAZ Kids** (Grades K-5) In this live webinar, learn how to: • Navigate Raz-Kids • Explore the student experience • Use the interactive eTools • Set up rosters and create online assignments • Incorporate educator tips and ideas for implementation	Register Here

Time	Friday, Aug 7th	Resource Links
8:00 PM - 9:30 AM	**California Wonders - Program and Technology Overview (Grade TK)** This is a Wonders TK Overview session. We will be covering how to navigate the teachers and students resources in print and digital format.	Register here

8:00 AM – 9:30 AM	**California Wonders - Program and Technology Overview (Grades 2-3)** This is a Wonders 2/3 Overview session. We will be covering how to navigate the Teachers and students resources in both in print and digital format.	Register here
10:00am - 11:00am	**2nd & 3rd Grade Collaboration Meeting** Jump start the school year by collaborating with colleagues across the district and sharing ideas for distance learning! Facilitators: Jennifer Rosse (jrosse@ssfusd.org) & Genevieve Chan (gchan@ssfusd.org)	Survey Link Zoom Meeting Link Meeting ID: 824 9338 6270 Passcode: 94080
11:15am - 12:15pm	**4th & 5th Grade Collaboration Meeting** Jump start the school year by collaborating with colleagues across the district and sharing ideas for distance learning! Facilitators: Jennifer Rosse (jrosse@ssfusd.org) & Genevieve Chan (gchan@ssfusd.org)	Survey Link Zoom Meeting Link Meeting ID: 896 6567 9298 Passcode: 94080
10:30 AM – 12:00	**California Wonders - Program and Technology Overview (Grades K-1)** This is a Wonders K/1 Overview session. We will be covering how to navigate the Teachers and students resources in both in print and digital format.	Register here
10:30 AM – 12:00 PM	**California Wonders - Program and Technology Overview (Grades 4-6)** This is a Wonders 4-6 Overview session. We will be covering how to navigate the Teachers and students resources in both in print and digital format.	Register here
12:30 PM – 2:00 PM	**California Wonders - Technology Deep Dive - (Grades K-2)** This is a Deep dive into the Wonders Digital Platform. We will be covering how to navigate the Teachers and students resources.	Register here
3:00 PM – 4:30 PM	**California Wonders - Technology Deep Dive - (Grades 3-6)** This is a Deep dive into the Wonders Digital Platform. We will be covering how to navigate the Teachers and students resources.	Register here
12:00 PM - 1:00 PM	**Nearpod: plan, create, and edit a Nearpod Lesson** Customize any digital lesson in 3 easy steps to personalize the instruction for your students for Back to School. Bring teaching resources you already have and be prepared to make them come to life with rich media and interactive activities to engage your students.	Register here

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Resolution #20-60

HISPANIC HERITAGE MONTH
SEPTEMBER 15 – OCTOBER 15, 2020

WHEREAS, the month of September 15 to October 15 was designated as ***Hispanic Heritage Month*** *by the United States Congress in 1988; and*

WHEREAS, Hispanic, or Latino, refers to Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race; and

WHEREAS, September 15 was chosen to commemorate the anniversary of independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua and September 16 for Mexico's independence; and

WHEREAS, this year's theme is: ***"Hispanics: Be Proud of Your Past, Embrace the Future."*** *and*

WHEREAS, the impact of the Hispanic culture and centuries-old traditions are manifested in our State's customs and laws; and

WHEREAS, Hispanic Americans continue to make important contributions to our society in American government, business, agriculture, Armed Forces, commerce, education, the arts, science, and sports; and

WHEREAS, California Education Code Section 51204.5 specifically calls for instruction in the social sciences to include the study of the role and contributions of Mexican Americans, to the economic, political, and social development of California and the nation, with particular emphasis on portraying the role of this group in contemporary society; and

WHEREAS, Hispanic Americans are one of the fastest growing communities in this country and represent 55 million or 17% of U.S. residents, 39% of California's population which signifies the nation's largest Hispanic/Latinx population, 34% of the SSF population and 44% of the District's students;

NOW, THEREFORE, BE IT RESOLVED that the South San Francisco Unified School District Board of Trustees hereby recognizes and wishes to honor Hispanics and Latinos during ***2020 Hispanic Heritage Month.***

REGULARLY PASSED AND ADOPTED this 10th day of September 2020.

AYES in Favor of Said Resolution

_____ ATTEST:

_____ _____
Secretary/Clerk of the Board

_____

_____ _____
Superintendent of Schools

_____

DISTRITO ESCOLAR UNIFICADO DE SOUTH SAN FRANCISCO

Resolución # 20-60

MES DE LA HERENCIA HISPANA
15 de septiembre – 15 de octubre de 2020

CONSIDERANDO, que el mes de 15 de septiembre al 15 de octubre fue designado como ***Mes de la Hispanidad*** *por el Congreso de los Estados Unidos en 1988; y*

CONSIDERANDO que, hispano o latino, se refiere a Puertorriqueño, Sur o Centro Americano, u otra cultura o origen español, independientemente de su raza; y

POR CUANTO, 15 de septiembre fue elegido para conmemorar el aniversario de la independencia de cinco países latino americanos: Costa Rica, El Salvador, Guatemala, Honduras y Nicaragua y 16 de septiembre por la independencia de México; y

*CONSIDERANDO que, El tema de este año es: "****Hispano: sé orgulloso de tu pasado, abraza el futuro****."; y*

CONSIDERANDO, que el impacto de la cultura hispana y tradiciones centenarias se manifiestan en las costumbres y las leyes de nuestro estado; y

POR CUANTO, los hispanos siguen haciendo importantes contribuciones a nuestra sociedad en el gobierno estadounidense, los negocios, la agricultura, las Fuerzas Armadas, el comercio, la educación, las artes, la ciencia, y los deportes; y

CONSIDERANDO, que el Código de Educación de California Sección 51204.5 llama específicamente instruir en las ciencias sociales el estudio de la función y las contribuciones de estadounidenses de origen mexicano, para el desarrollo económico, político y social de California y del país, con énfasis especial en retratar el papel de este grupo en la sociedad contemporánea; y

POR CUANTO, los hispanos son una de las comunidades de más rápido crecimiento en este país y representan 55 millones o 17% de los residentes de Estados Unidos, el 39% de la población de California que significa la mayor población hispana de la nación, el 34% de la población SSF y el 44% de los estudiantes del Distrito;

AHORA, POR LO TANTO, SE RESUELVE que la Junta Directiva del Distrito Escolar Unificado de South San Francisco por lo presente reconoce y desea honrar los hispanos y los latinos durante el ***Mes de la Hispanidad 2020.***

APROBADA y adoptada regularmente el día 10 de Septiembre de 2020.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Resolution #20-54

ATTENDANCE AWARENESS MONTH SEPTEMBER 2020

WHEREAS, Good school attendance is critical to student achievement and graduation, and we are committed to reducing chronic absenteeism rates; and

WHEREAS, Chronic absence, missing 10 percent or more of school, which can be only two or three days a month, including both excused and unexcused absences, is a proven forecaster of academic problems; and

WHEREAS, Chronic absence in kindergarten and first grade predicts students are far less likely to read proficiently at the end of third grade, which often results in course failure and subsequent dropout, which weakens our community; and

WHEREAS, School attendance improves, and chronic absenteeism is notably reduced with community-wide involvement to monitor and promote good attendance and address obstacles which keep children from getting to school; and

WHEREAS, California enacted the Local Control Funding Formula (LCFF), which encourages school districts to track and establish goals and specific actions for reducing chronic absence; and

WHEREAS, Chronic absence worsens the achievement gap between low-income students from their peers, as those students are more likely to be chronically absent and affected scholastically and socially by missing school; and

WHEREAS, Improving school climate, reducing instruction missed due to discipline policies and out-of-school suspensions, and implementing school wide positive behavior intervention and support systems and restorative justice practices can have a significant impact on improving attendance;

NOW, THEREFORE, BE IT RESOLVED that the South San Francisco Unified School District Board of Trustees hereby declares the month of September, 2020, as Attendance Awareness Month and support activities to increase awareness of the importance of daily attendance, especially in the early grades Pre K-3.

REGULARLY PASSED AND ADOPTED this 10th day of September 2020.

AYES in Favor of Said Resolution

_____ ATTEST:

_____ _____
Secretary/Clerk of the Board

_____

_____ _____
Superintendent of Schools

_____

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Resolution #20-57

RESOLUTION SETTING FORTH THE SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT'S SUPPORT OF IMMIGRANT COMMUNITIES

RESOLVED, by the Board of Trustees of the South San Francisco Unified School District, in the County of San Mateo, State of California, that

WHEREAS, the District is committed to fostering an environment in which all students are able to learn and excel, whatever their national origin, ethnicity, religion, sexual orientation, ability, gender, or socio-economic status; and

WHEREAS, education is essential to all individuals' ability to advance and thrive in our society and the United States Supreme Court has held, in *Plyler v. Doe,* 457 U.S. 202 (1982), that local school districts have a constitutional mandate to educate all students residing within their jurisdictional boundaries, whatever the students' immigration status; and

WHEREAS, the District welcomes and supports all of its students, regardless of their immigration status; and

WHEREAS, in light of recent developments and rhetoric throughout the course of the recent national elections, many of the District's students and families have expressed fear and concern, owing to their immigration status; and

WHEREAS, the District seeks to make clear its commitments to support all of its students and families, including those who are undocumented.

NOW, THEREFORE, IT IS HEREBY RESOLVED that the District will not collect information regarding students' and families' immigration status when enrolling students in the District.

BE IT FURTHER RESOLVED that when the District or any of the District's school sites receives a request for information that implicates individual privacy rights (including with respect to immigration status and religion), the District shall take all legally permissible actions to protect the privacy rights of its students and families.

BE IT FURTHER RESOLVED that, in particular, the District will not release information regarding immigration status or related matters contained in pupil records to federal agencies or other authorities enforcing immigration laws without the permission of the student's parent or guardian or pursuant to a judicial warrant, subpoena, court order, or as otherwise required by law.

BE IT FURTHER RESOLVED that the District will work closely with other local government agencies and community groups to ensure that all students and

families, including those that are undocumented, are able to receive education in a safe and supportive environment.

BE IT FURTHER RESOLVED that a federal effort to create a registry based on any protected characteristic, including national origin or religion, would be antithetical to the United States and California constitutions and the values of the District and if authorities seek to involve the District in the development of such a registry, the District will take all legally appropriate steps to resist such involvement.

BE IT FURTHER RESOLVED that the Superintendent is directed to work with District staff and counsel to develop policies and procedures implementing and advancing these principles.

REGULARLY PASSED AND ADOPTED this 10th day of September, 2020.

AYES in Favor of Resolution	NOES Against Resolution
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ATTEST:

_____
Clerk/Secretary of the Board

_____
Superintendent of Schools

DISTRITO ESCOLAR UNIFICADO DE SUR SAN FRANCISCO

Resolución # 20-57

RESOLUCIÓN QUE ESTABLECE EL APOYO DEL DISTRITO ESCOLAR UNIFICADO DE SUR SAN FRANCISCO A LAS COMUNIDADES INMIGRANTES

RESUELTO, por la Junta de Fideicomisarios del Distrito Escolar Unificado de Sur San Francisco, en el Condado de San Mateo, Estado de California, que

POR CUANTO, el Distrito se compromete a fomentar un ambiente en el que todos los estudiantes puedan aprender y sobresalir, independientemente de su origen nacional, origen étnico, religión, orientación sexual, capacidad, género o condición socioeconómica; y

POR CUANTO, la educación es esencial para la capacidad de todos los individuos de avanzar y prosperar en nuestra sociedad y la Corte Suprema de los Estados Unidos ha sostenido, en Plyler v. Doe, 457 US 202 (1982), que los distritos escolares locales tienen un mandato constitucional para educar a todos los estudiantes que residen dentro de sus límites jurisdiccionales, independientemente del estatus migratorio de los estudiantes; y

POR CUANTO, el Distrito da la bienvenida y apoya a todos sus estudiantes, independientemente de su estatus migratorio; y

CONSIDERANDO, que los recientes desarrollos y la retórica a lo largo de las recientes elecciones nacionales, muchos de los estudiantes y las familias del Distrito han expresado temor y preocupación, sobre su estatus migratorio; y

POR CUANTO, el Distrito busca aclarar sus compromisos de apoyar a todos sus estudiantes y familias, incluyendo los indocumentados.

AHORA, POR LO TANTO, SE RESUELVE que el Distrito no colectara información sobre el estatus de inmigración de los estudiantes y sus familias cuando inscribieren a los estudiantes en el Distrito.

SE RESUELVE ADEMÁS que cuando el Distrito o cualquiera de los sitios escolares del Distrito reciba una solicitud de información que implique derechos de privacidad individuales (incluso con respecto al estatus de inmigración y religión), el Distrito tomará todas las acciones legalmente permitidas para proteger los derechos de privacidad de sus estudiantes y familias

SE RESUELVE ADEMÁS que, en particular, el Distrito no divulgará información sobre el estatus migratorio o asuntos relacionados contenidos en los registros de los alumnos a las agencias federales u otras autoridades que hagan

cumplir las leyes de inmigración sin el permiso de los padres o guardianes del estudiante o de conformidad con una orden judicial, citación, mandato judicial o según lo que exija la ley.

SE RESUELVE ADEMÁS que el Distrito trabajará cerca con otras agencias gubernamentales locales y grupos comunitarios para asegurar que todos los estudiantes y familias, incluidos los indocumentados, puedan recibir educación en un ambiente seguro y de apoyo.

SE RESUELVE ADEMÁS que un esfuerzo federal para crear un registro fundado en cualquier característica protegida, incluyendo el origen nacional o la religión, sería antitético a las constituciones de los Estados Unidos y California y los valores del Distrito y si las autoridades buscan involucrar al Distrito en el desarrollo de dicho registro, el Distrito tomará todas las medidas legalmente apropiadas para resistir dicha participación.

SE RESUELVE ADEMÁS que el Superintendente está dirigida a trabajar con los empleados y el abogado del Distrito para desarrollar pólizas y procedimientos que implementen y avancen estos principios.

APROBADA y adoptada regularmente el día 10 de Septiembre de 2020.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: September 10, 2020

RE: Approval of Superintendent Contract Amendment

BACKGROUND:

The Board of Trustees will consider an amendment to the employment agreement between the District and the Superintendent, Dr. Shawnterra Moore.

The Board has tasked the Superintendent with carrying out the goals of the school district and Board, including a continued focus on building coherent, equitable, and aligned systems across the district and, to continue to help improve the overall culture, as well as build a positive perception of the school district. Dr. Moore has been successful in moving the District forward and the following points are examples of positive strides and achievements that the District has made, in collaboration with others, under Dr. Moore's leadership:

- Implemented Performance Management and a process by which to aid district leadership in monitoring progress toward goals and priorities and make adjustments as needed based on data.
- Increased transparency in student achievement progress which is evident in principal presentations at board meetings and during site visits.
- Increased mental health to include all school sites in SSFUSD and increased transparency in data reporting to measure our impact.
- Continuous progress on needs assessment indicators regarding a coherent and aligned curriculum, implementation of assessments, and monitoring through a data protocol process.
- Communicative and interactive process for transitioning to Trustee Areas
- Board Governance team focus on equity and the development of an equity definition for the district
- Development of a comprehensive process for monitoring student absences
- Showed overall improvement on the California Dashboard

- Strengthened Special education programs and staffing
- Designed and built several athletic facilities to support athletic program
- Successfully implemented a new Facility Reservation process
- Launched a new Facilities Master Plan process for the district
- SSFUSD was awarded several grants; some are which are listed below:

Grants/Investments	Total Amounts
Genentech Textbook Adoption	$2,000,000
Rotary Plaza Foundation (Rotary Club of SSF)	$ 40,000
SB 117 COVID-19 LEA Response Funds	$ 141,520
One-time Special Ed Preschool Grant	$ 846,983
K-12 Strong Workforce Program	$ 142,800
Coronavirus Relief Funds	$4,366,627
Grant from Supervisor Pine's Office for NS	$ 32,000
COVID-19 Education Partnership Grant (SMCOE)	$ 15,000

- Working with staff, there has been a reduction in the:
    - Suspension rate by 44% from the 2015-2016 school year when Superintendent Moore was hired at the Superintendent.
    - Expulsion rate by 65% from the 2015-2016 school year.

The Superintendent's initial employment contract with the District was for a three-year term, from August 1, 2015 through June 30, 2018. The Board previously considered and approved an amendment to the contract that established a four-year term, from July 1, 2019 through June 30, 2023. The superintendent is not requesting additional salary or benefits as part of this amendment. The only amendment at this time is to extend its term through June 30, 2024. The contract amendment will now be as follows:

- July 1, 2020 through June 30, 2024.

FISCAL IMPLICATIONS:

There are no fiscal implications for this amendment.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees consider and approve the contract amendment.

FOURTH AMENDMENT TO EMPLOYMENT AGREEMENT FOR DISTRICT SUPERINTENDENT BETWEEN THE SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT AND SHAWNTERRA MOORE

This Fourth Amendment ("Fourth Amendment") to the Employment Agreement for District Superintendent ("Agreement") between the South San Francisco Unified School District ("Board" or "District") and Shawnterra Moore ("Superintendent," and, together with the District/Board, the "Parties"), is effective as of July 1, 2020.

RECITAL

The Parties entered into an Agreement effective as of July 1, 2015 for Superintendent services and the term of that Agreement was through June 30, 2018. Thereafter, the Parties entered into a new Agreement that replaced the 2015 Agreement, effective as of July 1, 2016 and the term of the Agreement was for three years, through June 30, 2019 ("2016 Agreement").

Thereafter, the Parties entered into an amendment to the 2016 Agreement, effective as of July 1, 2017, which, among other things, extended the term of the 2016 Agreement through June 30, 2020 and adjusted the Superintendent's compensation.

The Parties thereafter entered into a Second Amendment to the 2016 Agreement, effective as of July 1, 2018, which, among other things, extended the term of the 2016 Agreement through June 30, 2022 and adjusted the Superintendent's compensation.

The Parties thereafter entered into a Third Amendment to the 2016 Agreement, effective as of July 1, 2019, which, among other things, extended the term of the 2016 Agreement through June 30, 2023, and adjusted the Superintendent's duties and compensation ("Third Amendment").

The Parties now desire to further amend the Agreement by way of this Fourth Amendment to extend its term through June 30, 2024. Now, therefore, for consideration, the value of which the Parties acknowledge, including the continued services of the Superintendent, the Parties now further amend the 2016 Agreement, as follows:

1. Section 1 ("Term") of the Agreement is hereby amended in its entirety to read as follows: "The Board hereby employs the Superintendent, and the Superintendent hereby accepts the position of District Superintendent, for a term commencing on July 1, 2020, and ending on June 30, 2024."

All other terms of the Agreement, as amended, shall remain in full force and effect.

IN WITNESS WHEREOF, the Parties hereto, or their duly authorized representatives, have affixed their hands.

Dated: _____ SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

By: _____

Patricia A. Murray, President, Board of Trustees

I accept this offer of employment and agree to comply with all of the terms and fulfill all of the duties of employment as Superintendent of the South San Francisco Unified School District.

Dated: _____ _____

Shawnterra Moore, Superintendent

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: September 10, 2020

RE: Nominations for CSBA Directors-at-Large

BACKGROUND:

CSBA is currently accepting nominations for Directors-at-Large for Asian/Pacific Island and Hispanic. A board member need not be, nor identify as, a member of any particular race or ethnic group to be nominated or run for any of CSBA's Director-at-Large positions.

Nominations must be made by a CSBA member board and the nominee must be a board member from a CSBA member district. Nominating Trustees must have permission from the Board member prior to nominating him or her. A completed nomination form is due to CSBA no later than Friday, October 2. A nominee must also provide a signed and dated candidate form and two letters of recommendation to CSBA by the due date.

The elections will be held during CSBA's Delegate Assembly to be held virtually on Wednesday, December 2, 2020. The Directors-at-Large will serve two-year terms and take office immediately upon the close of CSBA's Annual Education Conference.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

The SSFUSD Board of Trustees may consider nominating a member for a CSBA Director-at-Large position and providing the required two letters of recommendation.

TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Friday, October 2, 2020
Please deliver to all members of the governing board

July 31, 2020

MEMORANDUM

TO: All CSBA Member Districts and County Offices of Education
FROM: Xilonin Cruz-Gonzalez, CSBA President
SUBJECT: Call for Nominations for CSBA Directors-at-Large, Asian/Pacific Islander and Hispanic

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Nominations for CSBA Directors-at-Large, Asian/Pacific Islander and Hispanic, are being accepted from August 1 until Friday, October 2, 2020. Information and required forms related to the nomination and election process are available online; please visit www.csba.org.

The nominations for Directors-at-Large must be made by a CSBA member board and the nominee must be a board member from a CSBA member district or county office of education. Elections will take place at CSBA's Delegate Assembly meeting, scheduled to occur virtually, on Wednesday December 2.* Directors-at-Large serve two-year terms and take office immediately upon the close of AEC. All newly elected Directors should plan to attend an orientation meeting at CSBA Headquarters on December 15, 2020.

Nomination materials are as follows:

- **Required - Nomination form from a member board:** A completed, signed, and dated nomination form. Member boards must secure permission from the candidate before placing their name into nomination.
- **Required - Candidate Form:** A signed and dated Candidate Form completed by the nominee.
- **Required - Two letters of recommendation:** Each letter shall be addressed to CSBA President Xilonin Cruz-Gonzalez. Recommendation letters must be from one of the following sources:
  1) A CSBA member district or county office of education (COE) board – *if the letter is signed by the Superintendent, the letter must state, "on behalf of the board."*
  2) An individual board member from a CSBA member district or COE board
  3) Another association of school or COE members
- **Optional - One-page, single-sided résumé**

In order to run for a Director-at-Large position, all required nomination materials must be submitted by **no later than 11:59 p.m. on Friday, October 2, 2020, via email to nominations@csba.org.** Nomination materials may also be sent via mail, to the CSBA Executive Office, 3251 Beacon Blvd., West Sacramento, CA 95961, with a postmark of no later than October 2, 2020.

More information about the Directors-at-Large nomination and election process, as well as required documents, can be found at www.csba.org.

Thank you.

**Updated on August 10, 2020*

2020 Director-at-Large, Asian/Pacific Islander and Hispanic Nomination Form

TO BE COMPLETED BY THE NOMINATING BOARD

Deadline: Friday, October 2, 2020 | *Please submit this Nomination Form via e-mail to nominations@csba.org. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than October 2. Submission of this completed form is required for all Director-at-Large candidates.*

Nominations for Director-at-Large candidates must be made by a CSBA member board and the nominee must be a board member from a CSBA member district or county office of education. The nominating board must obtain permission from the candidate prior to making the nomination. Please submit a separate nomination form for each individual nominated.

The governing board of the _____ School District or
(Nominating District/COE name)

County Office Board of Education voted to nominate _____
(Nominee name)

as a candidate for the following Director-at-Large position:

❑ **Director at Large, Asian/Pacific Islander**

❑ **Director-at-Large, Hispanic**

The nominee is a member of the _____
(Nominee's District/COE name)

School District or County Office Board of Education, which is a member of CSBA.

❑ **The nominee has been has granted permission to be nominated.**

_____ _____
Signature of the Board Clerk or Board Secretary *Date*

2020 Director-at-Large, Asian/Pacific Islander and Hispanic Candidate Form

California School Boards Association

TO BE COMPLETED BY THE CANDIDATE

Deadline: Friday, October 2, 2020 | *Please submit this Candidate Form via e-mail to nominations@csba.org. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than October 2. Submission of this completed form is required for all Director-at-Large candidates. Do not submit your answers on a separate page.*

I am running for _____

Name: _____ Region: _____

District or COE: _____ Years on board: _____ ADA: _____

Contact Number: _____ Preferred E-mail: _____

Profession: _____

1. **CSBA's Board of Directors is the governing body for the Association. What do you see as CSBA's greatest strength as an organization and what can the Board of Directors do to make it even stronger?**

2. **Given the governing roles and responsibilities for the Board of Directors to set direction and provide leadership, please describe the skills and experiences you would bring to the Board.**

Continued on next page

3. **What is one characteristic that you believe every leader should possess?**

4. **What do you see as the biggest challenge facing governing board members and how can CSBA help?**

5. **Please provide any additional information about yourself for the Delegate Assembly to consider regarding your candidacy.**

Your signature indicates your consent to have your name placed on the ballot and to serve, if elected.

Signature September 10, 2020 Date

Frequently Asked Questions

Election to CSBA's Board of Directors as a Director-at-Large

- **How many Directors-at-Large are there?** CSBA has five Directors-at-Large: African American, American Indian, Asian/Pacific Islander, Hispanic, and County. They serve on CSBA's Board of Directors along with the Association's 4 officers, 21 Regional Directors, and the President of the California County Boards of Education (CCBE).
- **Which Director-at-Large positions are up for election?** In even-numbered years, the Directors-at-Large, Asian/Pacific Islander and Hispanic are elected. In odd-numbered years, Directors-at-Large, African American, American Indian, and County are elected.
- **Who is eligible to run for a Director-at-Large position?** Any board member from a CSBA-member district or county office of education board can run for a Director-at-Large position once they have submitted all required nomination materials.
- **What materials do Director-at-Large candidates need to submit in order to run?** Candidates must submit a completed Nomination Form, Candidate Form, and two letters of recommendation. An optional one-page résumé may also be submitted.
- **Who can nominate someone to run for a Director-at-Large position?** Any district or county office of education whose board is a member of CSBA can nominate. However, only county offices of education may nominate a Director-at-Large, County.
- **Who should write a candidate's letters of recommendation?** Recommendation letters must be from one of the following sources: (1) a CSBA member district or county office of education (COE) board–if the letter is signed by the Superintendent, the letter must state, "on behalf of the board"; (2) an individual board member from a CSBA member district or COE board; or (3) Another association of school or COE board members.
- **When and where are the elections?** Directors-at-Large are elected by CSBA's Delegate Assembly, in December, at the Delegate Assembly meeting preceding CSBA's Annual Education Conference.
- **Will others have a chance to see my nomination materials?** Yes, the Candidate Form, letters of recommendation, and résumés of individuals running for a Director-at-Large position will be included in the agenda for the December Delegate Assembly meeting.
- **How long does a Director-at-Large serve on the Board?** Directors serve two-year terms, beginning immediately upon the close of CSBA's Annual Education Conference. Directors may run for re-election.
- **When and where are the required meetings for CSBA Directors?** Typically, there are five Board meetings and two Delegate Assembly meetings each year. Board meetings are held on weekends, except for the meetings in May and late November or early December. Meeting locations vary; please consult CSBA's calendar of leadership meetings for more information.
- **What do Directors do?** CSBA's Board of Directors sets the direction for the association by establishing the vision, mission and strategic directions and ensuring that the association's activities remain focused on those goals and the issues identified in the Policy Platform. **For more information, visit CSBA's website, csba.org.**

2021
EXECUTIVE COMMITTEE, BOARD OF DIRECTORS & DELEGATE ASSEMBLY MEETING CALENDAR

DATE	DAY(S)	MEETING	LOCATION
JAN 29	FRI	EXECUTIVE COMMITTEE	TBD
JAN 30-31	SAT-SUN	BOARD OF DIRECTORS	TBD
MAR 26	FRI	EXECUTIVE COMMITTEE	SACRAMENTO
MAR 27-28	SAT-SUN	BOARD OF DIRECTORS	SACRAMENTO
MAY 13	THUR	EXECUTIVE COMMITTEE	SACRAMENTO
MAY 14	FRI	BOARD OF DIRECTORS	SACRAMENTO
MAY 15-16	SAT-SUN	DELEGATE ASSEMBLY	SACRAMENTO
SEPT 24	FRI	EXECUTIVE COMMITTEE	SACRAMENTO
SEPT 25-26	SAT-SUN	BOARD OF DIRECTORS	SACRAMENTO
NOV 28*	SUN	EXECUTIVE COMMITTEE	SAN DIEGO
NOV 29*	MON	BOARD OF DIRECTORS	SAN DIEGO
NOV 30- DEC 1*	TUES-WED	DELEGATE ASSEMBLY	SAN DIEGO
DEC 2-4	TH-SAT	ANNUAL CONFERENCE	SAN DIEGO

Approved by the Board on 9/21/2019
**Dates revised on 3/28/2020*

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: September 10, 2020

RE: Approval of Sufficient Instructional Materials

BACKGROUND:

Under existing law, school districts must annually hold a public hearing regarding the appropriation and disbursement of instructional materials throughout the district. The Williams Settlement (SB 550) adds a new term and definition of "sufficient instructional materials." Each student is to have textbook and appropriate materials in the four core academic areas to use in the classroom and to take home. This does not equate to two copies. In addition, every school district must make statements of sufficiency for instructional materials for foreign language, health courses, and laboratory science equipment for grades 9-12 science classes. School districts are required to conduct this hearing before the end of the eighth week of the school year.

FISCAL IMPLICATIONS:

Due to our Community Funded status, we do not receive state aid through the LCFF model; however, we will pay for instructional materials through our unrestricted general fund.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees adopt Resolution #20-55 confirming and certifying that the School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Resolution No. #20-55
SUFFICIENT INSTRUCTIONAL MATERIALS

WHEREAS, The Board of Trustees of the South San Francisco Unified School District, in order to comply with the requirements of Education Code Section 60119 held a public hearing on September 10, 2020, at 7:00 p.m., which is on or before the eighth week of school (between the first day that students attend school and the eighth week from that day) and which did not take place during or immediately following school hours, and;

WHEREAS, The Board of Trustees provided at least ten days notice of the public hearing posted in at least three public places with the South San Francisco Unified School District that stated the time, place, and purpose of the hearing, and;

WHEREAS, The Board of Trustees encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, Information provided at the public hearing and to the Board of Trustees at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English Learners, in the South San Francisco Unified School District, and;

WHEREAS, The definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials compiled to address a shortage, and;

WHEREAS, Between the 2008-09 through the 2020-21 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the *South San Francisco Unified School District* have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

WHEREAS, Sufficient textbooks and instructional materials were provided to each student, including English Learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- **Mathematics**

  Houghton Mifflin Harcourt, Math Expressions California Edition, © 2015 for Grades K – 5 Mathematics classes.
  Grade K Consumable Student Edition ISBN: 9780544272460
  Grade 1 Consumable Student Edition ISBN: 9780544266544
  Grade 2 Consumable Student Edition ISBN: 9780544268845
  Grade 3 Consumable Student Edition ISBN: 9780544268746
  Grade 4 Consumable Student Edition ISBN: 9780544267947
  Grade 5 Consumable Student Edition ISBN: 9780544269248

  Pearson California Digits, © 2015 for Grades 6-8 Mathematics classes.
  Grade 6 Student Companion Write-in Worktext ISBN: 9780133284034
  Grade 7 Student Companion Write-in Worktext ISBN: 9780133284041
  Grade 7 Accelerated Student Write-in Worktext ISBN: 9780133318234
  Grade 8 Student Companion Write-in Worktext ISBN: 9780133284058

  Pearson CA Algebra 1 Common Core Edition © 2015 for Grade 8-9
  ISBN: 9780328927104 for Grade 8 and Grade 9 Mathematics classes.

  Pearson CA Geometry Common Core Edition © 2015 ISBN: 9780133315387 for High School Mathematic classes.

  Pearson CA Algebra 2 Common Core Edition © 2015 ISBN: 9780133315424 for High School Mathematic classes.

  Pearson, Precalculus Common Core Edition © 2015
  ISBN: 978-0-13-353919-6, for High School Mathematics Classes

  Key Curriculum Press, Calculus: Concepts and Applications, 2nd Edition, 2009
  ISBN: 978-1-55953-654-7, for High School Mathematics Classes

  Pearson-Prentice Hall, Statistics: Informed Decisions Using Data, 5th Edition, 2017 ISBN: 978-0-13-413353-9

  Bedford, Freeman and Worth Publishing, Economics for AP & Economics by Example, 1st Edition for High School AP Macroeconomics Classes. ISBN: 1429273038

- **Science**

  Full Optical Science System (FOSS), California Edition, 2007 Grades K-5
  Grade K Science Resource Book - Animals (pkg/8) ISBN: 1-59821-310-5
  Grade K Science Resource Book - Trees (pkg/8) ISBN: 1-59821-311-3
  Grade K Science Resource Book - Wood and Paper (pkg/8) ISBN: 1-59821-312-1
  Grade 1 Science Resource Book - Plant and Animals (pkg/8) ISBN: 1-59821-314-8
  Grade 1 Science Resource Book - Air and Weather (pkg/8) ISBN: 1-59821-314-8
  Grade 1 Science Resource Book - Solids and Liquid (pkg/8) ISBN: 1-59821-315-6

Grade 2 Science Resource Book - Insects and Plants (pkg/8) ISBN: 1-59821-313-X
Grade 2 Science Resource Book - Pebbles, Sand and Silt (pkg/8) ISBN: 1-59821-381-0
Grade 2 Science Resource Book - Balance and Motion (pkg/8) ISBN: 1-59821-317-2
Grade 3 Science resource Book ISBN: 1-59242-995-5
Grade 4 Science Resource Book ISBN: 1-59242-996-3
Grade 5 Student Resource Book ISBN: 1-59242-997-1

Pearson Prentice Hall, Focus on Earth Science, California Edition, 2008 ISBN 013-3609049, for Grade 6 Science Classes

Pearson Prentice Hall, Focus on Life Science, California Edition, 2008 ISBN 0133609139, for Grade 7 Science Classes

Pearson Prentice Hall, Focus on Physical Science, California Edition, 2008 ISBN 0133609227, for Grade 8 Science Classes

McDougal Littell, Life Science, 2005 ISBN: 0-618-30367-7 for High School Life Science Classes

Holt, Physical Science, 2004 ISBN: 0-03066469-1 for High School Integrated Science Classes

Holt McDougal, Earth Science, 2010 ISBN: 0-55-400539-5, for High School Earth Science Classes

Prentice Hall, Biology, California Edition, 2007 ISBN: 0-13-201352-5 for High School Biology Classes

Prentice Hall, Chemistry, California Edition, 2008 ISBN: 0-13-201304-5 for High School Chemistry Classes

Pearson, Health © 2010 ISBN: 0-13-367250-6 for High School Health Classes.

Glencoe, Physics: Principles and Problems, California Edition, 2008 ISBN: 0-07-878738-6 for High School Physics Classes

Prentice Hall, College Physics © 2014 ISBN: 0-13-344767-7

Pearson, AP CAMPBELL BIOLOGY IN FOCUS AP EDITION 2E, 2017 ISBN: 9780134588995 for High School AP Biology Classes

Current Publishing Corp., Life on an Ocean Planet © 2006 ISBN: 1-878663-34-8 for ECHS Marine Science Class.

EMC/PARADIGM PUBLISHING, Biotechnology: Science for the New Millennium 2nd Ed. © 2017 ISBN: 978-0-7638-6806-2 for High School Biotechnology Classes.

- **History-Social Science**

  Scott Foresman, History-Social Science, Social Studies, California Edition 2006 Grades K-5
  Grade K Consumable Student Edition ISBN: 0-328-20049-2
  Grade 1 Consumable Student Edition ISBN: 0-328-20050-6
  Grade 2 Consumable Student Edition ISBN: 0-328-20051-4
  Grade 3 Consumable Student Edition ISBN: 0-328-16671-5
  Grade 4 Consumable Student Edition ISBN: 0-328-16672-3
  Grade 5 Consumable Student Edition ISBN: 0-328-16673-1

  McGraw-Hill, IMPACT CA World History and Geography/Ancient Civilizations 2019 ISBN 978-0-07-675590-5 for Grade 6 Social Studies classes.

  McGraw-Hill, IMPACT CA World History and Geography/Medieval and Early Modern times 2019 ISBN 978-0-07-675597-4 for Grade 7 Social Studies classes.

  McGraw-Hill, IMPACT CA United States History and Geography/Growth and Conflict 2019 ISBN 978-0-07-675568-4 for Grade 8 Social Studies classes.

  McGraw-Hill, IMPACT CA World History Culture and Geography 2019 ISBN 978-0-07-675576-9 for Grade 10 Social Studies classes.

  McGraw-Hill, IMPACT CA United States History and Geography Continuity and Change 2019 ISBN 978-0-07-675580-6 for Grade 11 Social Studies classes.

  McGraw-Hill, IMPACT CA Principles of Economics 2019 ISBN 978-0-07-675555-4 for Grade 12 Social Studies classes.

  McGraw-Hill, IMPACT CA Principles of American Democracy 2019 ISBN 978-0-07-675563-9 for Grade 12 Social Studies classes.

  McGraw-Hill, IMPACT CA Geography The Human and Physical World 2019 ISBN 978-0-07-668046-7 for High School 9-12 Social Studies classes.

  McGraw-Hill, IMPACT CA Understanding Psychology 2019 ISBN 978-0-07-663194-0 for High School 9-12 Social Studies classes.

  Pearson, American Government, 11th AP Edition, 2011, ISBN: 978-0132610001 for High School AP American Government Classes.

  Bedford/St. Martin, Henretta America's History, 8th Ed, © 2014
  ISBN: 1-45762893-7 for High School AP US History Classes.

  Bedford, Freeman Worth, AP Ways of the World Volume 1 & 2, 3rd Edition, 2016
  ISBN: 9781319092047 for High School AP World History Classes.

Seven Stories Press, A Young People's History of the United States, 2009 revised edition. ISBN: 978-1583228692 for High School Ethnic Studies Class.

Bedford, Freeman, & Worth High School Publishers, A History of Western Society 12th Ed. © 2017 ISBN: 1-31903598-1 for High School AP European History Classes.

- **English/Language Arts, including the English Language Development Component of an Adopted Program**

McGraw-Hill, Wonders California Edition, © 2017, for Grades TK-5 Language Arts Classes. (TK does not have a textbook.)
Grade K Bundle (text, practice book) ISBN: 978-0-07-897411-3
Grade 1 Bundle (text, practice book) ISBN: 978-0-07-897412-0
Grade 2 Bundle (text, practice book) ISBN: 978-0-07-897416-8
Grade 3 Bundle (text, practice book) ISBN: 978-0-07-897419-9
Grade 4 Bundle (text, practice book) ISBN: 978-0-07-897420-5
Grade 5 Bundle (text, practice book) ISBN: 978-0-07-897424-3

McGraw-Hill, StudySync, © 2017 for Middle School and High School Language Arts Classes.
Grade 6 Bundle (Consumable Text, practice book and novels) ISBN: 978-0-07-680302-6
Grade 7 Bundle (Consumable Text, practice book and novels) ISBN: 978-0-07-680310-1
Grade 8 Bundle (Consumable Text, practice book and novels) ISBN: 978-0-07-680334-7
Grade 9 Bundle (Consumable Text, practice book and novels) ISBN: 978-0-07-680342-2
Grade 10 Bundle (Consumable Text, practice book and novels) ISBN: 978-0-07-680351-4
Grade 11 Bundle (Consumable Text, practice book and novels) ISBN: 978-0-07-680369-9
Grade 12 Bundle (Consumable Text, practice book and novels) ISBN: 978-0-07-680382-8

Holt McDougal, Perrine's Literature: Structure, Sound & Sense, 10th Edition 2009, ISBN: 978-1-4130-3308-3, for High School AP Literature Classes.

Bedford St. Martin, The Language of Composition, 3rd Edition, 2018 ISBN: 9781319056148 for High School AP Language Composition Classes.

Hampton-Brown Inside: Language, Literacy & Content, 2009, ISBN: 978-07362-59750 for Grades 4-7 Intensive Intervention Language Arts, ELD classes.
Level A Student Edition, ISBN: 978-07362-59071
Level B Student Edition, ISBN: 978-07362-59088
Level C Reading & Language Student Edition ISBN: 978-07362-53451
Level C California Writing Student Edition ISBN: 978-07362-59484

Scholastic Read 180, Middle School Stage B, ISBN: 502289; High School Stage C, ISBN: 506290 for Grades 6-12 Intensive Intervention Language Arts, ELD classes.
Stage B R-book, ISBN: 0439670780
Stage B L-book, ISBN: 054507679X (for English Learners)
Stage C R-book, ISBN: 0439670791
Flex rBook, Student Edition, ISBN: 990241

Scholastic, Read 180, CA Enterprise Edition, 2010

CA LBook Stage B ISBN 978-0-545-07678-4
CA S44 Book ISBN: 978-0-439-74160-6

Hampton Brown Edge, 2009, ISBN: 978-07362-34528, for Grades 9-12 English Language Development classes.
Level Fundamentals ISBN: 978-07362-61630
Level A ISBN: 978-07362-34528
Level B ISBN: 978-07362-34535
Level C ISBN: 978-07362-34542

Hampton Brown, Inside The U.S.A. 2009 ISBN: 978-073627-70540, for Grades 4-12, English Language Development – Newcomer Level.

Houghton Mifflin Harcourt, Access © 2005 for Grades 6-12, English Language Development.
ACCESS Newcomers Student Edition (consumable) ISBN: 9780669508963
ACCESS Math Student Edition 6-8 2005 ISBN: 9780669508932
ACCESS Science Student Edition 6-8 2005 ISBN: 9780669508956
ACCESS World History Student Edition 6-8 2005 ISBN: 9780669011784
ACCESS History Student Edition 6-8 2005 ISBN: 9780669508949

Houghton Mifflin Harcourt, English 3D – Issues 2016 for Grades 4-12 English Language Development.
Course A Volume 1 ISBN 978-0-545-82302-9
Course B Volume 1 ISBN 978-0-545-82288-6
Course C Volume 1 ISBN 978-0-545-62973-7

Cengage Learning, Academic Vocabulary Toolkit, 1st Edition Kinsella 2018 for Grade 3-12 English Language Development/Intervention.
AVT Grade 3 ISBN 9781305079106
AVT Grade 4 ISBN 9781305079335
AVT Grade 5 ISBN 9781305079342
AVT Grade 6 ISBN 9781305661929
AVT Grade 7 ISBN 9781337296212
AVT Grade 8 ISBN 9781337296229
AVT 1 Grade 9-12 ISBN 9781111827465

WHEREAS, Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes; and

WHEREAS, Laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

NOW, THEREFORE, BE IT RESOLVED that for the 2020-21 school year, the South San Francisco Unified School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Regularly passed and adopted this 10th day of September, 2020.

Ayes and in favor of said Resolution: _____

_____

_____

_____

_____

ATTEST:

_____
Secretary to 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: September 10, 2020

RE: Approval of CBEST Waiver for Substitute Permit – Melida Sandoval-Orozco, Alta Loma Middle School

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BACKGROUND:

The CBEST Waiver for Substitute Permit is a document issued for employers who meet the waiver criteria when the need for substitutes has been established. The CBEST Waiver will provide the applicant with additional time to complete the requirements for the Substitute Permit that authorizes the service or to provide employing agencies time to fill the assignment with an individual who either holds an appropriate credential or qualifies under one of the available assignment options.

Melida Sandoval-Orozco is an employee at Alta Loma Middle School. Ms. Sandoval requires a CBEST Waiver for Substitute Permit under Education Code Section 442521(b), Basic Skills Requirement (BSR) for Substitute Permit. Ms. Sandoval-Orozco will have this permit upon passage of the BSR.

FISCAL IMPLICATIONS:

It is the employee's responsibility to cover the expense of applying for the CBEST Waiver. 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 CBEST Waiver for Substitute Permit for Melida Sandoval-Orozco, employee at Alta Loma Middle School.

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: September 10, 2020

RE: Approval of Variable Term Waiver – Lauren Allard, District Wide

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BACKGROUND:

The Variable Term Waiver (VTW) is a document issued for employers who meet the waiver criteria when a fully credentialed teacher is not available for the assignment. The VTW will provide the applicant with additional time to complete the requirements for the credential that authorizes the service or to provide employing agencies time to fill the assignment with an individual who either holds an appropriate credential or qualifies under one of the available assignment options.

Lauren Allard is an employee and serves the District as an Adapted PE teacher for the Special Education Department. Ms. Allard requires a Variable Term Waiver under Education Code Section 442521(b).

FISCAL IMPLICATIONS:

It is the employee's responsibility to cover the expense of applying for the VTW. 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 Variable Term Waiver for Lauren Allard, certificated employee at Ponderosa Elementary School.

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: September 10, 2020

RE: Approval of Memorandum of Understanding addendum 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.

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
BETWEEN THE
SOUTH SAN FRANCISCO CLASSROOM TEACHERS ASSOCIATION
AND THE
SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
CHILDREN'S CENTER
ADDENDUM TO JUNE 29, 2020 AGREEMENT
REGARDING RETURN IMPACTS AND EFFECTS
OF PHASE 2 – DISTANCE LEARNING
AND IN PERSON INSTRUCTION FOR CHILDRENS CENTER CTA UNIT MEMBERS

To these ends, the District and CTA agree as follows:

1. Unit members will receive compensation for additional work related to preparing for instruction in Distance Learning. This one-time compensation of $600 will be payable upon completion of such additional work by unit members beyond their contracted day to input learning information into an assigned Learning Management Systems (LMS) for the implementation of instruction. Compensation shall be paid no later than October 2020 paycheck.
    a. Adding families to Learning Genie (for preschool) and/or Remind (preschool and school age), communication with parents and responding to parents, uploading assignments to LMS systems, uploading school related information and guidance to LMS systems.

2. Unit members shall be compensated for additional work related to providing instruction in-person and to other students in distance learning on the days they worked from July 1, 2020 through August 7, 2020. The compensation will be at the rate of $50 per day. Unit members will submit a timecard for the day(s) worked.

3. Unit members retain the right to submit timecards for additional work upon approval of site administrator and/or District beyond the contracted work day.

4. Unit members will not teach students in-person and in distance learning at the same time.
    a. There may be a need for a teacher to teach in-person in the morning and distance-learning in the afternoon.

5. Unit members will not be directed to take the temperature of staff or students unless there is a lack of staff. If this is the case, protective equipment consistent with applicable county and state public health guidelines will be provided.

6. Communications regarding expectations of unit members, including duties and responsibilities and scheduling, shall be provided to Children's Center teachers in writing in a timely manner.

7. District will research and provide appropriate door gates for classrooms if approved and allowed by licensing and local fire department authorities.

8. Distance Learning Expectations for CTA unit members

Preschool - Part-Day – PM - Distance Learning assignment (room 13 and room 4)

- Distance Learning Curriculum and lesson plans shall align with on-site class' pacing, developmental goals and skill building. Lesson plans shall be uploaded and emailed via Learning Genie, 101, Remind or other comparable platforms weekly.
- Distance Learning Live sessions shall take place 2 times a week (15-minute sessions) Unit members shall schedule live sessions. Administration may schedule times to visit live sessions. Unit members shall be notified in advance of the visit.
- Two 10-15-minute pre-recorded videos that align with weekly lesson shall be provided to families. Families may view videos at their leisure.
- Unit members shall establish weekly office hours during the workday for parent questions, comments
- Activity packets or materials shall be provided every other week for families as requested and for those families where on-line instruction is not available or advisable.
- Collect documentation from students and input data into Learning Genie or DRDP-On Line for assessments and Parent Teacher Conferences.
- Hold Virtual Parent/Teacher conferences
- Connecting with families twice per week

School Age (TK, K, 1st) - Full- Day – In person Assignment (CTA / room 3)

- Homework assistance during asynchronous/synchronous learning
- Two 15-minute Community Check in sessions to talk about current events and find out how students are doing
- Recess Time
- Lunch & Snack service
- Constructive Indoor Play
- Enrichment Activities
- Arts & Crafts
- Project Based Activities
- Outdoor Play
  - Organized safe/ Non-Contact Games
  - Free Play

Signed by:

For CTA:

Danny Yanow

For District:

Jay Spaulding 9/25/2020

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: September 10, 2020

RE: Approval of Memorandum of Understanding addendum between the South San Francisco Unified School District and the South San Francisco Federation of Adult Educators, Chapter 6178 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 Federation of Adult Educators 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 Federation of Adult Educators 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
BETWEEN THE SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
AND
SOUTH SAN FRANCISCO FEDERATION OF ADULT EDUCATORS, CHAPTER 6179
COVID-19 PANDEMIC AND RETURN TO SCHOOL 2020-2021
FOR DISTANCE LEARNING

SSFAFT 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. In preparation for the 2020-21 school year, the Parties recognize the need to address the District's teaching and learning environment and instructional model given the continuing COVID-19 pandemic, the SSFAFT (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.

As a minimum standard, the District shall adhere to the COVID-19 guidelines issued by the Centers for Disease Control and Prevention ("CDC"), California Department of Public Health ("CDPH"), and the California Department of Education ("CDE"), and the San Mateo County Public Health department issued as of July 17, 2020. The Parties agree to meet upon demand within 5 days of a new health order to negotiate the impact and effects of any revisions or updates to those guidelines

Terms of Collective Bargaining Agreement

Unless otherwise noted below, all terms of the current CBA shall remain unchanged and in full force and effect through the duration of this MOU.

General Reopening Guidelines

The Adult School Program shall begin the 2020-21 school year in Distance Learning only.

The District agrees to reopen the Adult School campus and begin in-person instruction only when the number of COVID-19 cases has declined for 3 consecutive weeks in San Mateo County or the San Mateo County Public Health Officer recommends that schools reopen. The District also agrees to reopen the Adult School campus only when all applicable health and safety protocols have been implemented including signs/markings posted throughout schools, classrooms supplied with PPE's for at least 1 month, proper air/ventilation ensured for all classrooms in use, furniture and plexiglass barriers in place for social distancing, and staff has been properly trained in the health and safety protocols.

The District shall provide a three-week transition period prior to transitioning from distance learning to in-person learning. SSFAFT will be notified of the targeted date for reopening in-person as soon as possible.

A unit member will not be reprimanded, penalized financially, disciplined, or terminated for COVID-19 related issues, as long as the unit member has followed the prescribed district protocols to the best of their abilities.

Leaves

The HR 6201/Family First Coronavirus Response Act (FFCRA) provides for qualifying leaves in addition to those leaves already provided pursuant to Federal and State statutes and the SSFUSD - SSFAFT Collective Bargaining Agreement. These leaves can be used in addition to an employee's regular leave options, or in lieu of, depending on whether certain criteria are met as described in the Families First Coronavirus Response Act (HR 6201/FFCRA) Employee Rights document regarding paid sick leave and expanded Family and Medical Leave under (HR 6201/FFCRA).

Unit members will not lose any accrued sick days due to COVID-19 related absences from either personal illness or illness in the unit member's immediate family, or for any mandatory quarantine by using FFCRA and other available leave. Any difference between the amount for leave provided by the FFCRA for COVID related absences and members' normal sick leave will be deducted from a unit members' accumulated sick leave.

Unit members who are absent due to COVID-19 exposure or have been diagnosed with COVID-19 will contact Human Resources immediately by email as soon as known. The District will work with unit members when they are absent from work due to any of the "qualifying reasons for leave related to COVID-19" HR 6201/ FCCRA Criteria for Leaves.

The District shall permit leave provided for under HR 6201/FFCRA intermittently as permitted by the law. Unit members shall be permitted to utilize the leave set forth in HR 6201/FFCRA, Emergency Paid Sick Leave before relying upon any applicable leaves set forth in the Collective Bargaining Agreement.

The District will make every effort to have access to free COVID-19 testing for all unit members.

Staff Meetings/Professional Development/Collaboration

Staff meetings/Professional Development/Collaboration – During Phase 1, the District shall not require in-person meetings, including staff meetings, department meetings, team collaboration, or professional development.

All scheduled meetings between unit members and families, including conferences, will be done remotely, either through a virtual platform such as Zoom, by phone, or email communication.

Health and Safety Protocols

Common Spaces - Physical distancing shall be maintained in common or shared spaces such as cafeterias, libraries, hallways, school offices, staff workrooms/lunchrooms, and playgrounds.

Markings will be placed in common indoor areas and outside ~~the~~ e must be ach school front office to allow for 6 ft. social distancing at all times.

Health and Safety protocols - If any staff member or student refuses to comply with the health and safety protocols including physical distancing, face coverings, hygiene, etc. they may not enter the campus. All ~~staff~~ unit members will sign an agreement stating they will abide by all health and safety protocols to the best of their ability. Site administrators will enforce these protocols and immediately respond to complaints of those not adhering to them, without retribution to the reporting party.

For the safety of all people on a school site, each person's temperature should be checked upon entering the site. Unit members will not be designated to take temperatures. If the temperature is found to be 100 or higher, the person having such a temperature should exit the campus. If the person is a student at the school and is unable to exit without a ride home, the person must wait for transportation in an isolation room on-site designated for people with symptoms of COVID-19. (This is important in distant learning as well, since sometimes families enter the site to pick up or drop off materials.)

For the safety of all people on a school site, each student or parent/guardian of a student shall enter the site only after they have submitted negative answers to a brief health questionnaire either verbally or in writing asking if 1) the student has any COVID-19 symptoms, 2) if the student has been given any medication in the last 24 hours to reduce a fever, or 3) if anyone in the family residence has tested positive for COVID-19. If the answer is yes to any of the questions, the student will not be allowed to enter the campus and may need a negative COVID-19 test result to re-enter campus.

All unit members will initial the same health questionnaire when signing in on-site. By initialing, they are agreeing that the answers to the questionnaire are negative at the time of signing in. Should any of the answers be positive, the unit member will not stay on campus and shall inform the office and/or administrative staff immediately. At that point, the unit member will exit the campus and will not be allowed to return without a negative COVID-19 test or be fever free for 24 hours.

All sites will have a designated isolation room for people with COVID-19 symptoms who cannot immediately exit the campus. When occupied by a student, the student should be monitored by a person who has been trained to handle individuals with COVID-19 symptoms in an appropriate manner. The monitor should have the appropriate gear available to handle possible COVID-19 cases.

The District shall require the use of facial coverings (e.g., cloth, surgical style, scarf, face shields that extend beyond the neck and ears) for all students, staff, parents and community members at any school site or district building. The District shall provide face coverings to staff that forgot or do not have a face covering when entering campus. The District will provide one face shield to each staff member upon request. A replacement will be provided upon request.

The District shall provide instruction to staff on how and when face coverings should be worn on campus, as well as how to clean face coverings properly.

The District shall post signs outside campus entrances that face coverings are required on the premises. Unit members will not be required to wear face coverings when working alone in their own workspace or classroom, but will be required to wear face coverings in all common areas on campus or in a classroom with another person.

The District shall comply with the following hand washing logistical requirements:

a. Every room with a sink shall be stocked with soap, hand sanitizer, and a filled paper towel dispenser.

b. Every classroom and non-classroom work area shall be provided hand sanitizer with ~~containing~~ at least 60% alcohol content.

c. All hand washing/hand sanitizing supplies noted above or otherwise provided shall be checked and restocked / refilled as soon as possible when it is known or when a staff member notifies the front office or custodial staff that supply is running low. All sanitizers and dispensers will be checked and refilled daily.

d. Each common work area, bathroom, and classroom with sinks will have hand washing guidelines posted by the hand washing station. A protocol for how and when hand-washing will take place either at home or at school will be given to the staff.

e. Staff bathrooms will be equipped and refilled with an ongoing supply of disinfectant spray or wipes and/or ultraviolet lights so as to sanitize after every use. Staff will be trained how to sanitize after usage.

f. Signs will be posted in the staff workroom asking users to disinfect commonly used equipment afterwards (i.e. copy machine, paper cutter, stapler, etc.) and wipes or spray will be available nearby.

The District will provide SSFAFT with a plan and procedure for maintaining stock of Essential Protective Equipment, distribution of supplies to unit members, the safe storage of disinfecting agents at each school site, and descriptions of how and when enhanced cleaning processes will take place. This plan shall be provided to the Association as soon as possible.

Daily cleaning and disinfecting – The District shall ensure that all classrooms, common spaces, restrooms, hallways, and workspaces are cleaned and disinfected daily according to the District COVID-enhanced cleaning schedule daily, including but not limited to: desks, doorknobs, light switches, faucets, and other high touch fixtures, using the safest and most effective disinfectant necessary, as recommended by federal, state, and/or local health officials. Unit members requesting a room to be sanitized and cleaned, will indicate that the room/space needs to be cleaned with a visual sign.

a. Cleaning supplies shall be provided to each classroom, including but not limited to disinfecting wipes or spray.

b. All hard floors shall be mopped and all carpets vacuumed daily in any room that has been used by staff or students which indicates that the room(s) needs to be cleaned.

For each non-classroom work area, common space, and classroom, a visual form indicating the space needs to be cleaned will be visible and s sign will be posted after the space has been sanitized and cleaned. Unit members will notify the principal if areas are not sanitized and cleaned. Upon notification, a site administrator will take appropriate steps to have the area in question cleaned to minimize interruption to schedules. If a classroom is the area in question, the teacher will wait outside, observing social distancing protocols, until appropriate measures are taken.

HVAC – The District shall ensure all HVAC systems operate on the mode which delivers the most fresh air changes per hour, including disabling demand-controlled ventilation, and open outdoor air dampers to the maximum capacity that an individual HVAC unit can handle without damage.

a. HVAC filters shall be maintained and HVAC reports available to each site's SSFCTA site representative.

b. All rooms in use containing a door with no doorstop will be provided at least a wedge door stop if not a doorstop kickstand.

c. Unit members who work from a room without access to fresh air will be provided an alternative workspace.

Compensation and Benefits

Pay/Benefits – Unit members shall continue to receive their contractual compensation and benefits. If extracurricular duties can still occur remotely, bargaining unit members shall continue to receive stipends and/or additional pay, as provided for under the collective bargaining agreement.

In the event that any District facilities and operation are again curtailed due to the coronavirus pandemic, unit members will not suffer any loss of pay or benefits relative to their regular work schedules for the period of the closure.

Access to the Worksite During Distance Learning

Unit members are not required to report to their sites during Phase 1 - Distance Learning. Unit members in Distance Learning may access their classrooms and work from their classroom/office or assigned safe workspace.

Materials and Technology

Teaching supplies, materials, and equipment that are normally provided by the District (including all technology related needs) for the effective delivery of online lessons to students during Distance Learning shall be provided by the District. District and site administration will assure appropriate manipulatives are available for instruction and learning.

The District shall be responsible for resolving teacher and family technology issues as needed.

Expectations for Remote Learning

Unit members shall be responsible for: daily attendance; planning instruction; live engagement between the teacher and student for the purpose of instruction and interaction; responding to parents and students in a timely manner supporting diverse learners; building rapport and connections with students; regularly monitoring student work completion; monitoring participation; post assignments and approximate time to complete each assignment; providing students feedback; and reporting non-participation to the site administrator for additional outreach and follow up.

Unit members shall develop and post a syllabus, class expectations and other relevant information including office hours, meeting links, contact information, grading policy and assignments.

The District will support unit members with disciplinary situations during Distance Learning.

Miscellaneous

The Parties have tentatively agreed to the provisions in the MOU, to become effective upon ratification by the Governing Board of the SSFUSD and the SSFAFT membership.

Signed by:

For AFT:

Helen Kasheveroff 8/26/20

For District:

8/26/20

8/26/2020

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: September 10, 2020

RE: Approval of the 2019-20 Unaudited Actuals Financial Report

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BACKGROUND:

At the end of each fiscal year, LEA's must "close the books". This is an accounting process in which the budgetary accounts by fund, by resource code (program) are zeroed out and the actual revenue and expenditure accounts are closed to fund balance. Any excess of revenues over expenditures is added to the fund balance and any excess of expenditures over revenues is deducted from fund balance. This process separates financial transactions by fiscal year and measures the results of operations for that year.

Education Code section 42100(a) states that on or before September 15, the governing board of each school district shall approve, in a format prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the district for the preceding fiscal year and shall file the statement, along with the statement received pursuant to subdivision (b), with the County Superintendent of Schools. On or before October 15, the County Superintendent of Schools shall verify the mathematical accuracy of the statements and shall transmit a copy to the Superintendent of Public Instruction.

FISCAL IMPLICATIONS:

The Unaudited Actuals financial report includes information on revenues received, expenditures incurred, and the ending balances for all 2019-20 funds.

RECOMMENDATION:

Staff recommends that the Board of Trustees approve the 2019-20 Unaudited Actuals financial report.

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: September 10, 2020

RE: Adoption of Resolution No. 20-56, Certifying the Actual Gann Limit for 2019-20 and Estimated Gann Limit for 2020-21

BACKGROUND:

Education Code Section 42132 requires that, on or before September 15 of each year, the governing board of each school district adopt a resolution to identify the estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal. This resolution must be adopted at a regular or special meeting of the governing board.

The Gann Limit (named for Paul Gann, the author of Proposition 4, which amended the State Constitution to establish this limit) is intended to constrain the growth in state and local government spending by linking year-to-year changes in expenditures to changes in expenditures to changes in inflation (represented by per capita personal income) and population (represented by average daily attendance (ADA) for schools). Established in 1979 following the enactment of Proposition 13 and subsequently amended by Proposition 111, the Gann Limit has become a largely pro forma calculation that no longer constrains governmental expenditures. This is because the limit has grown significantly faster than appropriations subject to the limit.

The state's Standardized Account Code Structure (SACS) software includes the Gann Limit calculation. The software includes the statewide factor for per capita personal income change, but each district will have to enter the workload factor, which is the change in ADA from prior year to current year. The combination of these factors yields the change in the district's Gann Limit.

Perhaps the easiest way to understand this calculation is to envision the dollar amount of the district's Gann Limit as a box. For example, if the current year Gann Limit is $50 million, picture a box that can hold $50 million. First, put into

this box local property taxes that count toward the Local Control Funding Formula (LCFF) sources, as well as an appropriate portion of the district's interest income. Next, pour all of the district's unrestricted state aid into this box. Under state law, the amount of state aid that fills up the box counts toward the district's Gann Limit, which the amount that overflows the box counts toward the state's Gann Limit (Government Code Section (G.C.) 7906). In addition, all state aid for categorical programs always counts toward the state Gann Limit.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

Staff recommends that the Board of Trustees adopt Resolution No. 20-56, certifying the actual Gann Limit for 2019-20 and the estimated Gann Limit for 2020-21.

	2019-20 Calculations			2020-21 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA (2018-19 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)		**2018-19 Actual**			**2019-20 Actual**	
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	91,187,611.38		91,187,611.38			101,385,168.22
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	8,156.71		8,156.71			8,001.46
ADJUSTMENTS TO PRIOR YEAR LIMIT		**Adjustments to 2018-19**			**Adjustments to 2019-20**	
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2019-20 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)		**2019-20 P2 Report**			**2020-21 P2 Estimate**	
1. Total K-12 ADA (Form A, Line A6)	8,001.46		8,001.46	7,762.27		7,762.27
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			8,001.46			7,762.27
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED		**2019-20 Actual**			**2020-21 Budget**	
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	340,962.91		340,962.91	343,640.00		343,640.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	5,174.48		5,174.48	0.00		0.00
4. Secured Roll Taxes (Object 8041)	70,055,004.96		70,055,004.96	66,285,885.00		66,285,885.00
5. Unsecured Roll Taxes (Object 8042)	1,634,368.69		1,634,368.69	1,554,712.00		1,554,712.00
6. Prior Years' Taxes (Object 8043)	273,348.36		273,348.36	0.00		0.00
7. Supplemental Taxes (Object 8044)	0.00		0.00	0.00		0.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	27,632,822.96		27,632,822.96	20,277,655.00		20,277,655.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	99,941,682.36	0.00	99,941,682.36	88,461,892.00	0.00	88,461,892.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	99,941,682.36	0.00	99,941,682.36	88,461,892.00	0.00	88,461,892.00

September 10, 2020
Action
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	2019-20 Calculations			2020-21 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			0.00			0.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			0.00			0.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	4,999,140.00		4,999,140.00	4,614,135.00		4,614,135.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	0.00		0.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	4,999,140.00	0.00	4,999,140.00	4,614,135.00	0.00	4,614,135.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	122,713,625.05		122,713,625.05	109,480,092.00		109,480,092.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	584,985.00		584,985.00	495,574.00		495,574.00
D. APPROPRIATIONS LIMIT CALCULATIONS	**2019-20 Actual**			**2020-21 Budget**		
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			91,187,611.38			101,385,168.22
2. Inflation Adjustment			1.0385			1.0373
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			0.9810			0.9701
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			92,899,066.06			102,022,346.63
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			99,941,682.36			88,461,892.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of $120 times Line B3 or $2,400; but not greater than Line C26 or less than zero)			960,175.20			931,472.40
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			0.00			4,614,135.00
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			960,175.20			4,614,135.00
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			483,310.66			423,234.97
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			100,424,993.02			88,885,126.97
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			960,175.20			4,614,135.00
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			100,424,993.02			
b. State Subventions (Line D8)			960,175.20			
c. Less: Excluded Appropriations (Line C23)			0.00			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			101,385,168.22			

	2019-20 Calculations			2020-21 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
10. Adjustments to the Limit Per Government Code Section 7902.1 (Line D9d minus D4; if negative, then zero)			8,486,102.16			
If not zero report amount to: Keely Bosler, Director, State Department of Finance, Attention: School Gann Limits, State Capitol, Room 1145, Sacramento, CA 95814						
SUMMARY	**2019-20 Actual**			**2020-21 Budget**		
11. Adjusted Appropriations Limit (Lines D4 plus D10)			101,385,168.22			102,022,346.63
12. Appropriations Subject to the Limit (Line D9d)			101,385,168.22			

* Please provide below an explanation for each entry in the adjustments column.

Ted O
Gann Contact Person

(650) 877-8707
Contact Phone Number

RESOLUTION FOR ADOPTING THE "GANN" LIMIT
#20-56
South San Francisco Unified School District

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2019-20 fiscal year and a projected Gann Limit for the 2020-21 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law; and,

WHEREAS, Government Code Section 7902.1 provides that school districts may increase their Gann Limits under specified circumstances;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2019-20 and 2020-21 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2019-20 and 2020-21 fiscal years include an increase of $8,486,102.16 to the 2019-20 Gann Limit pursuant to the provisions of Government Code Section 7902.1;

AND BE IT FURTHER RESOLVED that the Superintendent notifies the Director of the State Department of Finance of the increase to the 2019-20 Gann Limit;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2019-20 and 2020-21 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

REGULARLY passed and adopted this 10th day of September, 2020.

AYES _____ NOES_____ ABSENT_____ ABSTAINED_____

_____ _____
Secretary President

_____
Date Approved/Filed

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

William Savidge, Facilities Management Consultant

DATE: September 10, 2020

RE: Approval of Change Order #4 to the contract of Suarez Munoz, Inc. on the South San Francisco High School Fields projects

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BACKGROUND:

The South San Francisco Unified School District awarded a contract for the South San Francisco HS Fields project to Suarez Munoz, Inc. on August 22, 2019. The project includes the new Baseball Field and the new Softball Field. Work has been on-going since last September. The Contractor has substantially completed all of the work on the field, with the exception some added scope items. The project sod is near the end of the establishment phase and the Contractor is in the Maintenance Period prior to turning over the fields to the District. During the course of the work there have been several unforeseen conditions and changes in scope which have been approved by the Board in Change Orders #1-#3.

Change Order #4 is the final Change Order for the project. There are six items proposed as a part of Change Order #4. Three of the items are owner requested additions to the project including: safety padding along the exposed concrete retaining walls at both fields; tarps for the mounds at both fields; and, distance markers for the outfield fences at both fields. One of the items is for additional accessibility, parking and path-of-travel work at the main parking lot required by the Division of State Architect. There is a small electrical upgrade that was required and there is one item for backstop fencing work needed for the full installation. See the attached Change Order for reference.

This Change Order will bring the total for the SSFHS Fields project to $359,147.55. This is 7.9% of the base contract. The Change Order is not final until approved by the Board.

By this action: **$41,270**. This will be paid from Fund 40.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve change order #4 to the contract of Suarez Munoz, Inc. for the SSFHS fields projects.

DOCUMENT 00 63 63

CHANGE ORDER FORM

South San Francisco Unified School District
398 B Street
South San Francisco, CA 94080

CHANGE ORDER NO.:
004

CHANGE ORDER

Project: South San Francisco High School Fields Project 05-19 (Softball)

Date: 8/31/2020
DSA File No.: 41-H6
DSA Appl. No.: 01-118183

Project: South San Francisco High School Fields Project 05-19 (Baseball)

Date: 8/31/2020
DSA File No.: 41-H6
DSA Appl. No.: 01-118182

The following parties agree to the terms of this Change Order:

Owner:
SSFUSD
398 B Street
South San Francisco, CA 94080

Contractor:
Suarez Munoz Construction
2490 American Avenue
Hayward, CA 94545

Architect:
Verde Design
2455 The Alameda
Santa Clara, CA 95050

Project Inspector:
Dave Callahan
_____
_____

Reference	Description	Cost	Days Ext.
PCO # 016 Requested by: AOR Performed by: SMC Reason: Unforeseen	At the softball field, instead of tapping into the electrical busbar, contractor furnished and installed a breaker in the panel. Reason is insufficient space at the busbar.	$2,550	0
PCO # 021 Requested by: District Performed by: SMC Reason: Owner request	Furnish and install additional padding to the baseball field and the softball field. Locations are at the areas with exposed face of concrete around the field.	$22,980	0
PCO # 022 Requested by: District Performed by: SMC Reason: Owner request	At the baseball field and softball field, furnish and install tarps at the pitcher mounds	$1,585	0
PCO # 023 Requested by: AOR Performed by: SMC Reason: Omission	At the softball field, the back stop fencing needed additional truss rods. Contractor furnished and returned to install. Reference ASI #6	$4,973	0

PCO # 024 Requested by: IOR Performed by: SMC Reason: Regulatory requirement	Remediation of the parking lot to meet current ADA code.	$7,697	0
PCO # NA Requested by: District Performed by: SMC Reason: Owner request	At the baseball field and softball field, furnish and install distance markers at the outfields.	$1,485	0

Contract time will be adjusted as follows: Previous Completion Date: n/a _ Working Days Extension (zero unless otherwise indicated) Current Completion Date: n/a	Original Contract Amount:	$ 4,490,000
	Amount of Previously Approved Change Order(s):	$ 317,877.55
	Amount of this Change Order:	$ 41,270.00
	Contract Amount:	$ 4,849,147.55

The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price specified for each item, and as to the extension of time allowed, if any, for completion of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650, et seq.

This change order is subject to approval by the governing board of this District and must be signed by the District. Until such time as this change order is approved by the District's governing board and executed by a duly authorized District representative, this change order is not effective and not binding.

It is expressly understood that the compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Contractor waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and expenses, and its subcontractors, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project. Any costs, expenses, damages or time extensions not included are deemed waived.

Signatures:

District:		Contractor:	
[Name]	Date	[Name]	8/31/2020 Date
Architect:		Project Inspector:	
[Name]	Date	[Name]	Date

END OF DOCUMENT

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

William Savidge, Facilities Management Consultant

DATE: September 20, 2020

RE: Approval of Change Order #2 to the contract of Agbayani Construction Corp. on the El Camino High School Softball Field project

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BACKGROUND:

The South San Francisco Unified School District awarded a contract for the El Camino HS Softball Field project to Agbayani Construction Corp. on September 26, 2019. The project includes the construction of an artificial turf softball field over the existing asphalt play area at the gym level of campus. The Softball field project includes: minor demolition, limited grading, drainage, accessible path of travel ramp from upper level and sidewalk, paving, shock pad, artificial turf playing field, fencing, outfield netting, backstops, dugouts, bullpen, batting cage, 5 row bleachers, scoreboard, electrical & signal connections, and other site furnishings.

Work on the field area of the project is complete. The Contractor is completing punch list items and work in the areas around the new field. During the course of the work there have been several unforeseen conditions and changes in scope which have been approved by the Board in Change Order #1.

There are five items included in Change Order #2. Two of the items relate to existing drainage upgrades required all along the area between the new field and the Gym building. The largest item is for the repair/replacement of existing deteriorated asphalt around the field, this is to ensure a safe and useable surface for basketball and PE. Two of the items are connected with work on the new ramp up to the tennis courts level and include the addition of guardrails using chain link fence fabric and a minor adjustment at the top of the ramp required by the DSA Inspector.

As noted on the attached summary, this Change Order will increase the total for the El Camino HS Field project by $88,423.20, for an adjusted contract sum of $1,980,040.29. The total change orders for the project upon approval will be $160,022.29, which is 8.8% of the base contract amount of $1,820,000. The Change Order is not final until approved by the Board.

FISCAL IMPLICATIONS:

By this action: **$88,443.20**. This will be paid from Fund 40.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve Change Order #2 to the Contract of Agbayani Construction Corp. for the El Camino HS Softball Field project.

DOCUMENT 00 63 63

CHANGE ORDER FORM

South San Francisco Unified School District
398 B Street
South San Francisco, CA 94080

CHANGE ORDER NO.:
002

CHANGE ORDER

Project: El Camino High School Softball Field Project 06-19

Date: 9/1/2020
DSA File No.: 41-H6
DSA Appl. No.: 01-118184

The following parties agree to the terms of this Change Order:

Owner:
SSFUSD
398 B Street
South San Francisco, CA 94080

Contractor:
Agbayani Corporation
88 Dixon Court
Daly City, CA 94014

Architect:
Verde Design
2455 The Alameda
Santa Clara, CA 95050

Project Inspector:
Dave Callahan

Reference	Description	Cost	Days Ext.
PCO #013 Requested by: IOR Performed by: ACC Reason: Regulatory Requirement	ASI #5 was created to resolve a grade change concern at the top of the ramp. The inspector requested to have the striping around a drain inlet that created the grade change.	$799.31	1
PCO #014 Requested by: AOR Performed by: ACC Reason: Unforeseen condition	ASI #7 was created to add a new drain to the 1st base bullpen. This is needed to avoid ponding and erosion of clay material	$5,595.19	3
PCO #015 Requested by: District Performed by: ACC Reason: Owner request	Replace areas of asphalt where basketball courts are located. The existing condition of the asphalt is not suitable as play surface, therefore requiring replacement	$58,491	10
PCO #016 Requested by: AOR Performed by: ACC Reason: Omission	Furnish and install guard rail and fabric at the ramp.	$10,011	10
PCO #018 Requested by: AOR Performed by: ACC Reason: Unforeseen condition	Located at the far end just outside of the right field is an existing low point in the asphalt. Add a new drain inlet to resolve the water ponding concern and also raising of the electrical boxes to avoid collecting water runoff.	$13,546.70	20

Contract time will be adjusted as follows: Previous Completion Date: N/A N/A Calendar Days Extension (zero unless otherwise indicated) Current Completion Date: N/A		Original Contract Amount:	$ 1,820,000
		Amount of Previously Approved Change Order(s):	$ 71,597.09
		Amount of this Change Order:	$ 88,443.20
		Contract Amount:	$ 1,980,040.29

The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price specified for each item, and as to the extension of time allowed, if any, for completion of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650, et seq.

This change order is subject to approval by the governing board of this District and must be signed by the District. Until such time as this change order is approved by the District's governing board and executed by a duly authorized District representative, this change order is not effective and not binding.

It is expressly understood that the compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Contractor waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and expenses, and its subcontractors, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project. Any costs, expenses, damages or time extensions not included are deemed waived.

Signatures:

District:		Contractor:	
[Name]	Date	[Name] ALFONSO GARCÍA	Date 9/1/20
Architect:		Project Inspector:	
Jamie Wallis, VDI	9/1/20	[Name]	Date
[Name]	Date		

END OF DOCUMENT

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

William Savidge, Facilities Management Consultant

DATE: September 10, 2020

RE: Approval of Change Order #2 to the contract of Interstate Grading and Paving, Inc. on the Buri Buri Field project

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BACKGROUND:

The South San Francisco Unified School District awarded a contract for the Buri Buri Multi-Use Field project to Interstate Grading and Paving, Inc. on June 27, 2019. The project includes the construction of a natural grass multi-use field for soccer and youth baseball. The construction includes limited grading, drainage, asphalt paving—including running track, irrigation system and sod playing field, fencing and gates, soccer netting, backstop, dugouts, 5 row bleachers, and drinking fountain.

This project is jointly funded by the City of South San Francisco and the South San Francisco Unified School District. The entities worked together on the design to ensure it meets the school's needs and community recreation needs. The City will assume management and maintenance of the field after turnover.

Work on the project is complete, and the District has filed the Notice of Completion. The Contractor is completing some warranty repair items prior to turnover to the City. During the course of the work there have been limited previous unforeseen conditions (underground tank) and changes in scope which have been approved by the Board in Change Order #1.

Change Order #2 is presented for approval to close out the contract. This Change Order "zeros out" the $25,000 Allowance for unforeseen conditions included in the Contract.

As noted on the attached summary, this Change Order will decrease the total for the Buri Buri Multi-Use Field project by $19,131, for an adjusted contract sum of

$1,188,835.53. The total change orders for the project upon approval will be $11,835.53, which is 1% of the base contract amount of $1,177,000. The Change Order is not final until approved by the Board.

FISCAL IMPLICATIONS:

By this action: **-$19,131**. This is a reduction to the contract.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve Change Order #2 to the Contract of Interstate Grading and Paving for the Buri Buri Multi-Use Field project.

DOCUMENT 00 63 63

CHANGE ORDER FORM

South San Francisco Unified School District
398 B Street
South San Francisco, CA 94080

CHANGE ORDER NO.:
002

CHANGE ORDER

Project: Buri Buri Elementary School Multi-Use Field
Bid No.: 03-19

Date: 9/1/2020
DSA File No.: 03-19
DSA Appl. No.: 01-118323

The following parties agree to the terms of this Change Order:

Owner:
SSFUSD
398 B Street
South San Francisco, CA 94080

Contractor:
Interstate Grading & Paving, Inc.
128 South Maple Ave.
South San Francisco, CA 94080

Architect:
QKA Architecture
636 5th Street
Santa Rosa, CA 95404

Project Inspector:
David Callahan

Reference	Description	Cost	Days Ext.
PCO # NA Requested by: District Performed by: IGP Reason:	Remove remaining allowance from contract	$ -19,131.00	5

Contract time will be adjusted as follows: Previous Completion Date: N/A 0 Days Extension (zero unless otherwise indicated) Current Completion Date: N/A	Original Contract Amount:	$ 1,177,000
	Amount of Previously Approved Change Order(s):	$ 30,966.53
	Amount of this Change Order:	$ -19,131.00
	Contract Amount:	$ 1,188,835.53

The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price specified for each item, and as to the extension of time allowed, if any, for completion of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein. Submission of sums which have no basis in fact or which

Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650, et seq.

This change order is subject to approval by the governing board of this District and must be signed by the District. Until such time as this change order is approved by the District's governing board and executed by a duly authorized District representative, this change order is not effective and not binding.

It is expressly understood that the compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Contractor waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and expenses, and its subcontractors, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project. Any costs, expenses, damages or time extensions not included are deemed waived.

Signatures:

District:		Contractor:	
_____	_____	David Flores Digitally signed by David Flores DN: cn=David Flores, o=Interstate Grading & Paving, Inc., ou=Interstate Grading & Paving, Inc., email=david@igpinc.com, c=US Date: 2020.09.02 06:25:13 -07'00'	9/2/20
[Name]	Date	[Name]	Date
Architect:		Project Inspector:	
Bill Lindemann Digitally signed by Bill Lindemann DN: C=US, E=billl@qka.com, O=QKA, OU=QKA, CN=Bill Lindemann Date: 2020.09.02 08:10:29-07'00'		David R Callahan	09-01-20 scope only
[Name]	Date	[Name]	Date

END OF DOCUMENT