

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
AGENDA AND ORDER OF BUSINESS – REGULAR MEETING
Thursday, April 13, 2023**

**Baden High School - Gymnasium
825 Southwood Drive, South San Francisco, California**

The Board of Trustees invites the community to participate in this meeting in-person.

The Board meeting will be streamed live and you can view it by visiting this web page streaming link: <https://www.ssfusd.org/apps/pages/onlineboardmeeting>
(The link will be active shortly before 7:00 p.m. on April 13)

Translation: For in-person attendees, a Spanish language translation will be provided if requested through the Superintendent’s office, 650-877-8705, no later than 48 hours prior to the start of the meeting.

Traducción: La oficina de la superintendente, 650-877-8705, les proveerá una traducción en español a los asistentes si la piden 48 horas antes de empezar la reunión.

This meeting will include closed captions which require the Board to provide a break, for the captioner’s benefit, after approximately every 90 minutes.

OPEN SESSION - 7:00 p.m.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE** will be led by Spruce ES student Rebekha Solano.
- D. LAND ACKNOWLEDGEMENT STATEMENT**

We acknowledge that the South San Francisco Unified School District is located on the unceded ancestral homeland of the Ramaytush Ohlone peoples who are the original inhabitants of the San Francisco Peninsula.

We wish to pay our respects by acknowledging the Ancestors, Elders, and relatives of the Ramaytush Community and by affirming their sovereign rights as First Peoples.

- E. REVIEW OF AGENDA**
- F. PTA COUNCIL REMARKS**

G. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

- South San Francisco Federation of Adult Educators
- South San Francisco Classroom Teachers Association
- California School Employees Association Chapter 197

H. PERSONNEL COMMISSION

I. ITEMS FROM THE BOARD

- Announcements
- Board Calendar
- Board Committee Reports

J. SUPERINTENDENT'S REPORT

- a. TBD

K. STUDENT TRUSTEE REPORTS

1. Tania Torres, Spring Student Trustee and ASB President South San Francisco
2. Katrina Oller, Fall Student Trustee and ASB President El Camino High School.

L. PUBLIC COMMENTS

For Items Not On the Agenda:

Public comment for items not on the agenda should not exceed 30 minutes. Public comments are limited to a maximum of three minutes per individual (per Board Bylaw 9323). In order to accommodate more speakers, the Board President may, at their discretion, limit the individual time per speaker to one or two minutes each if there are more than ten expected speakers.

To comment prior to the meeting:

Public comments may be submitted in advance of the meeting through the following link: <https://bit.ly/boardmeeting4132023> beginning at 3:00 p.m. on Monday, April 10, until 3:00 p.m. on Thursday, April 13. These comments will be read by all Board members and posted on the District website's 2022-23 Board meetings at: <https://www.ssfusd.org/apps/pages/meetings>

To comment in-person during the meeting:

Public comments are limited to one to three minutes per individual (per Board Bylaw 9323). Name/address cards are placed in the back of the room to be completed and given to the secretary. The Board President will call upon

individuals in random order who have requested to speak. Each person may only speak once, and is required to address the Board from the podium. The meeting is recorded and streamed live. 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.

Special Meeting Comments:

In accordance with the law, the Brown Act, during special meetings, public comments are limited to only those items on the agenda.

The meeting is recorded and streamed live. 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.

M. INFORMATION ONLY PRESENTATION

1. EDUCATIONAL SERVICES

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

Interim Principal Angelica Garduño Fletes will share, with the Board, educational priorities and programs at Spruce ES.

N. PRESENTATION WITH POTENTIAL ACTION - None

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

	<u>PAGE</u>
1. ADMINISTRATION	
a. Children’s Center CSPP PS 2022-23 QRIS block grant.	1 - 10
b. Children’s Center CSPP Subcontractor 2022-23 QRIS Block grant.	11 - 20
2. HUMAN RESOURCES	
a. Certificated Personnel Assignment Order	21
b. Classified Personnel Assignment Order	22
3. BUSINESS SERVICES	
a. Fundraising events for the 2022-23 school year.	23 - 24
b. Professional service agreement under \$25,000.	25 - 26

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INFORMATION/DISCUSSION

1. HUMAN RESOURCES

- a. Williams Uniform Complaints for 3rd Quarter Ending 3/31/23** 27 - 28

Staff will present to the Board, the Quarterly Report on Williams Uniform Complaints for the quarter ending 3/31/23, per Education Code Section 35186.

PUBLIC HEARING – SSFCTA Additional Proposal

Prior to commencing negotiations, California law (Government Code Section 3547) requires that a school district and the exclusive employee representative present their respective initial proposals at a public meeting. The District is negotiating a successor agreement outlined in the South San Francisco California Teachers Association (SSFCTA) collective bargaining agreement in which both parties agree to reopen for negotiations. The SSFCTA is submitting an additional item to sunshine in this public hearing. 29

SSFCTA Proposal to SSFUSD 30 - 32

The South San Francisco California Teachers Association (SSFCTA) proposal will be presented to the South San Francisco Unified School District (SSFUSD) Board of Trustees for successor negotiations related to the Children’s Center.

A Public Hearing will provide an opportunity for members of the public to comment on the SSFCTA proposal.

ACTION

1. ADMINISTRATION

- a. Resolution No. 23-15 for Trustee Compensation** 33

The Board will discuss the adoption of Resolution #23-15: To allow stipend payment for Trustee Lujan who was absent from the March 23, 2023 Board meeting.

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- b. Resolution No. 23-12 for Earth Day** 34

Staff recommends the adoption of Resolution #23-12: In support of Earth Day.

- c. Approval of Individual Board Member Annual Spending Accounts** 35 - 37

Staff recommends the approval of establishing an annual spending account with a specific limit for each Board Member to participate in several different trainings, activities, and events, as presented to the Board.

- d. Approval of Updated SSFUSD Governance Handbook** 38 - 65

Staff recommends the approval of the SSFUSD Governance Handbook, which was updated at the February 25, 2023 Board workshop, as presented to the Board.

2. EDUCATIONAL SERVICES

- a. Approval of the Updated EL Master Plan** 66 - 69

Staff recommends the approval of the EL Master Plan, with changes, as presented to the Board.

- b. Approval of a New Course Implementation for the 2023-24 School Year** 70 - 81

Staff recommends the approval of the implementation of a course of study in ***Public Speaking and Debate*** at ECHS in the 2023-24 school year, as presented to the Board.

- c. Approval of Renewal of Special Education Contracts** 82 - 85

Staff recommends the approval of contracts with Unique, Spire, and Goalbook to provide students with standards based educational services, as presented to the Board.

- d. Approval of Local Control Funding Formula (LCFF) Supplemental Funded Positions** 86 - 88

Staff recommends the approval of the LCFF supplemental funded positions for 2023-24, as presented to the Board.

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- e. Approval of Department of Rehabilitation Contract Form and Adoption of Resolution #23-10** 89 - 141

Staff recommends the approval of the Department of Rehabilitation’s contract signature authorization form and adoption of resolution #23-10, authorizing designated District personnel to sign, as presented to the Board.

3. HUMAN RESOURCES

- a. Resolution No. 23-13 for Day of the Teacher** 142

Staff recommends the adoption of Resolution #23-13: Designating Wednesday, May 10, 2023, as the California Day of the Teacher.

- b. Resolution No. 23-14 for Classified School Employee Week** 143

Staff recommends the adoption of Resolution #23-14: Designating May 21 to May 27, 2023, as Classified School Employee Week.

- c. Resolutions No. 23-16 through 23-36 for Retirements** 144

Staff recommends the adoption of Resolutions #23-16 through #23-36: Honoring employees for their years of service to the District.

4. BUSINESS SERVICES

- a. Approval of a Proposal with HCI Systems, Inc. to Install a Fire Alarm System** 145 - 153

Staff recommends the approval of a proposal from HCI Systems, Inc., in the amount not to exceed \$95,062, for installing a new fire alarm system at the Serra Vista site, as presented to the Board.

- b. Approval of Award of Contract for Tree Maintenance at Parkway Heights Middle School** 154 - 155

Staff recommends the approval of the award of contract to Arbortech, the lowest responsive, responsible bidder, in the amount of \$32,700.00, for tree maintenance at Parkway Heights MS, as presented to the Board.

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c. Approval of a Proposal with CAW Architects, Inc. for the District Office Access Improvement Project 156 - 163

Staff recommends the approval of a proposal from CAW Architects, Inc. for professional services on the District Office Access Improvement Project, as presented to the Board.

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

Board meetings are being held in the Baden HS gym, unless otherwise noted.

April 27, 2023

- Teaching and learning presentation - Monte Verde ES
- Presentation on Performance Management - College and Career Readiness
- Presentation on TOSAs
- Approval of designated representatives to CIF (California Interscholastic Federation)
- Approval of SPSAs
- Approval for 5th graders to attend SMCOE Outdoor Education
- Resolution honoring Asian Pacific American Heritage Month (May)
- Report on the SLO MOU and the recommendation for moving forward
- Approval of HVAC and roof replacement at Baden HS

May 8, 2023 - Board study session *(Board room)*

- Equity Network 2.0 discussion session #1

May 11, 2023

- Recognition for outgoing Student Trustee Torres
- Teaching and learning presentation - ECHS
- Presentation on Boys and Girls Club
- Presentation on the SSF Education Foundation
- Approval of the Board meeting calendar for the 2023-24 school year
- Approval of Graduates - Baden HS, ECHS, SSFHS, and Adult Ed.
- Resolution for Fund 11 & Fund 14 account balances
- Approval of All City agreement for crossing guards for 2023-24

May 25, 2023

- Teaching and learning presentation - Alternative Education
- Presentation on Curriculum/S&S
- Presentation on the Facilities Department
- Approval of the Children's Center Program annual self-evaluation reports

- Approval for destruction of Disposable Class 3 records
- Information on May revision of the Governor's 2023-24 budget
- Resolution in support of LGBTQ+ Pride Month (June)

June 3, 2023 – Special Meeting/Board Workshop (*District Office*)

- Board self-evaluation

June 8, 2023

- Presentation on 2023-24 LCAP draft plan
- Presentation on 2023-24 Preliminary Budget
- Approval of School Services 2023-24 contract
- Public Hearing 2023-24 LCAP draft plan
- Public Hearing 2023-24 Preliminary Budget
- Approval of Local Indicators
- Approval of SMCOE Induction Program agreement for 2023-24
- Approval of Literably contract for 2023-24
- Approval of Board of Trustees Compensation increase for 2023-24
- Resolution on Budgetary increases and year end transfers

June 14, 2023 – Board study session (*Board room*)

- Equity Network 2.0 discussion session #2

June 22, 2023

- Presentation on Daybreak Mental Health and approval of MOU
- Presentation on YSB Counseling and Safe School Advocates Services
- Presentation on the Facilities Department
- Approval of SMCOE Outdoor Education dates for 2023-24
- Approval of Children's Center 2023-24 CSPP childcare contract
- Approval of Health Connected MOU for 2023-24
- Approval of Paper Education Company agreement for 2023-24
- Approval to increase facility use fees for 2023-24
- Approval to increase District rental/leasing rates for 2023-24
- Approval of Commercial Food Items and Food Supplies Award for 2023-24
- Adoption of 2023-24 LCAP
- Adoption of 2023-24 Preliminary Budget
- Resolution on Education Protection Account Funds

SUMMARY OF BOARD DIRECTIVES

GOOD AND WELFARE

- Comments from Board Members and Superintendent

ADJOURNMENT

Pursuant to Government Code 54954.2, Individuals who need special assistance or a disability-related modification or accommodation (including auxiliary aids or services) to participate in this meeting, should contact Nalani Allen-Cantley, Senior Executive Assistant to the Superintendent, at least three working days prior to the meeting at (650) 877-8705. Notification in advance of this meeting will enable the District to make reasonable arrangements to ensure accessibility.

The agenda is available for review at the District's website: www.ssfusd.org (Click on *Board, Meetings*).

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

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Eric Claybon, Child Development Program Coordinator

DATE: April 13, 2023

RE: Approval of the San Mateo County Superintendent of Schools' CSPP Pre-School (PS) Quality Rating and Improvement System (QRIS) 2022-23 Block Grant Agreement

BACKGROUND:

A Child Development Services agreement, CSPP PS QRIS 2022-23 Block Grant, between the San Mateo County Office of Education and SSFUSD has been a continual proposal. The funding is provided by the California Department of Education (CDE), Child Development Division for the District to operate their State Preschool Program at the Children's Center for the 2022-23 school year. The Child Development Program receives funding for the early learning CSPP sites that achieved a Tier 4 on their PS QRIS rating between July 1, 2022 through June 30, 2023.

FISCAL IMPLICATIONS:

The agreement amount is \$9,746.00. The Child Development Program will utilize these funds to maintain quality in the preschool classrooms.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School Board of Trustees approve the CSPP PS QRIS Block Grant Agreement for the fiscal year of 2022-23.



Excellence and Equity in Education
Nancy Magee • County Superintendent of Schools

2022-2023 PRESCHOOL–QUALITY RATING AND IMPROVEMENT SYSTEM BLOCK GRANT AGREEMENT

AGREEMENT BETWEEN THE SAN MATEO COUNTY SUPERINTENDENT OF SCHOOLS AND THE SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT FOR THE SAN MATEO COUNTY PRESCHOOL – QUALITY RATING AND IMPROVEMENT SYSTEM BLOCK GRANT (San Mateo County PS-QRIS).

I. PURPOSE OF AGREEMENT

THIS AGREEMENT is made on behalf of the San Mateo County Preschool – Quality Rating and Improvement System Block Grant 2022-2023 (San Mateo County PS-QRIS) and entered into by and between the **San Mateo County Superintendent of Schools** (“County Superintendent”) and the **South San Francisco Unified School District** (“Agency”) for the purpose of giving local QRIS Block Grants to California State Preschool (CSPP) sites that have been rated at quality level of tier 4 or 5.

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

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

II. TERM OF AGREEMENT

The term of this Agreement shall be for the period **July 1, 2022 through June 30, 2023**, subject to the termination provisions noted in paragraph III.5.

I. COUNTY SUPERINTENDENT'S RESPONSIBILITIES

1. The County Superintendent shall issue payment to the Agency in an amount not to exceed **NINE THOUSAND, SEVEN HUNDRED AND FORTY-SIX DOLLARS AND ZERO CENTS (\$9,746.00)**, in accordance with the local block grant formula in the approved San Mateo County PS-QRIS Plan for 2022-2023 (see Attachment A).
2. The grant funds will be disbursed within 30 days of receipt of the signed Agreement. The County Superintendent will inform the Agency of the reporting requirements and any additional guidance provided by the CDE concerning the use of and reporting requirements for local PS-QRIS block grants (see Attachment B).
3. The County Superintendent will account for the funds and activities of the San Mateo County PS-QRIS Block Grant according to the reporting requirements decided upon by the CDE.
4. The County Superintendent shall maintain a database to house the data collected on Quality Counts San Mateo County QRIS, its participating sites, staff, children and families.
5. The County Superintendent may, at any time from execution of this Agreement, terminate this Agreement, with or without cause, upon 30 days written notice specifying the effective date of such termination.
6. Payment by the County Superintendent of the local block grant funds pursuant to this Agreement is contingent upon availability and receipt of funds from the California Department of Education. The County Superintendent may terminate the Agreement for unavailability of said funds. In this event, the County Superintendent shall inform the Agency of such unavailability as soon as it becomes known.

II. AGENCY RESPONSIBILITIES

1. The Agency shall return an electronically executed original Agreement to the office of the County Superintendent by March 31, 2023.
2. Submit a Budget Form and Budget Narrative on or before March 31, 2023 that describes how the Agency plans to use the local PS-QRIS block grant to maintain the quality of its CSPP sites rated at tier 4 or 5, and provide high quality early learning services to the San Mateo County community. The Budget should be guided and informed by the approved Quality Improvement Plans developed by the Agency sites participating in Quality Counts San Mateo County QRIS. Grant funds may be used for expenses incurred for the period July 1, 2022 through June 30, 2023. **All funds must be fully expended by June 30, 2023.**
3. The Agency agrees to report grant expenses, as they are incurred, according to the CDE reporting requirements described in Attachment B to the required reporting schedule.
4. Continue to participate in the Quality Counts San Mateo County QRIS by 1) creating and updating Site and Classroom Quality Improvement Plans (QIPs) that are specific, measurable, realistic and informed by child and program assessments and best practices; 2) providing leadership and support to Agency CSPP sites and staff to implement their plans; 3) providing all required data on the CSPP sites and their QIPs. Participate in ongoing evaluation of Quality Counts San Mateo County QRIS and PS-QRIS Block Grant by collection and provision of data, participation in focus groups or other methods determined by the Quality Counts San Mateo County QRIS Consortium or Quality Counts CA.
5. Agency agrees to provide to the County Superintendent, to any Federal or State department having monitoring or reviewing authority, to the County Superintendent's authorized representatives and/or their appropriate audit agencies upon reasonable notice, access to and the right to examine and audit all records and documents necessary to determine compliance with relevant Federal, State, and local

statutes, rules and regulations, and this Agreement.

6. Agency shall maintain a Certificate of Insurance to be made available upon request to the County Superintendent showing evidence of sufficient insurance coverage as will protect it while performing the services required by this Agreement.
7. Agency shall indemnify and save harmless the County Superintendent, its officers, agents, employees and servants from any and all claims, suits or actions of every name, kind or description, in any way occasioned by or arising out of the performance of this Agreement, but only in proportion to, and to the extent, that any and all such claims, suits or actions of every name, kind or description solely result from the negligence or willful misconduct of the Superintendent, its officers, agents and/or employees.

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

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

8. Responsibility for Audit Exceptions:

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

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

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

I. OTHER TERMS OF AGREEMENT

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

II. ADDRESSES

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

FOR THE
County Superintendent

Edirle Menezes, Coordinator, Early Learning Quality Improvement,
Early Learning Support Services
San Mateo County Office of Education
101 Twin Dolphin Drive
Redwood City, CA 94065-1064
650-802-5443
650-802-5622 (fax)
emenezes@smcoe.org



FOR THE
Agency

Eric Claybon, Coordinator, Child Development Program
South San Francisco Unified School District
530 Tamarack Lane, South San Francisco, CA 94080
(650) 877-8836
eclaybon@ssfusd.org

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

Dr. Shawnterra Moore, Superintendent
South San Francisco Unified
School District

Superintendent or Designee San Mateo County
Superintendent of Schools

Dated

Dated



Attachment A - PS-QRIS 2022-2023

Block Grant Disbursement Details for SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Our Consortium’s local block grant amount for 2022-2023 will be calculated based on the number of CSPP part-day and full-day classrooms and the corresponding Tier 4 or Tier 5 Rating.

Tiers 4 and 5 Block Grant disbursement formula:

Tier Number / Classroom Type	Award Amount
Tier 4 – CSPP Part Day Classroom	2,582.00
Tier 4 – CSPP Full Day Classroom	3,582.00
Tier 5 – CSPP Part Day Classroom	4,582.00
Tier 5 – CSPP Full Day Classroom	5,582.00

2022 – 2023 PS-ORIS Block Grant Disbursement Details for Children's Center Preschool

Site Name	Number of Classrooms	Award Amount
Children's Center Preschool		
Tier 4 – CSPP Part Day Session		\$0.00
Tier 4 – CSPP Full Day Session	2	\$7,164.00
Tier 5 – CSPP Part Day Session		\$0.00
Tier 5 – CSPP Full Day Session		\$0.00
Total Award Amount for Site		\$7,164.00

2022 – 2023 PS-ORIS Block Grant Disbursement Details for Martin Child Development Center

Site Name	Number of Classrooms	Award Amount
Martin Child Development Center		
Tier 4 – CSPP Part Day Session	1	\$2,582.00
Tier 4 – CSPP Full Day Session		\$0.00
Tier 5 – CSPP Part Day Session		\$0.00
Tier 5 – CSPP Full Day Session		\$0.00
Total Award Amount for Site		\$2,582.00

Total Block Grant Award to Agency \$9,746.00



SAN MATEO
COUNTY
OFFICE OF
EDUCATION

ATTACHMENT B
2022-2023 San Mateo County
CSPP – Quality Rating and Improvement System Local Block Grant
(PS-QRIS-22-23)
REPORTING REQUIREMENTS

Budget Form and Budget Narrative

Agency submits to QRIS Coordinator at QRIS@smcoe.org the Budget Form and Budget Narrative that describes how the Agency plans to use the local CSPP-QRIS block grant to maintain or increase the quality of its CSPP site(s). The Budget should be guided and informed by the approved Quality Improvement Plans (QIPs) developed by the Agency site(s) participating in Quality Counts San Mateo County. Grant funds should be used for expenses incurred for the period of July 1, 2022 through June 30, 2023.

Timeline/Calendar

Item/Requirement	Frequency	Submission
Budget Form and Budget Narrative	At agreement signing	Submit to QRIS Coordinator on or before March 31, 2023.
Fiscal Report Form	<u>Reporting period:</u> <ul style="list-style-type: none"> July 1, 2022, to June 30, 2023 Report only expenses incurred during reporting period 	<u>Reporting period:</u> Submit the QCSM Fiscal Report Form via email to QRIS@smcoe.org by June 26 th , 2023. <ul style="list-style-type: none"> Please save the provided form as a PDF, and sign and date the form prior to submitting.
Reporting to CDE	Report the grant expenses as they are incurred on the Supplemental Income (page 4) of the CD8501 Fiscal and Attendance Report for CA State Preschool Programs.	Refer to the Green Book or your CD Fiscal Consultant is unsure how to report such supplemental income.



**Quality Counts San Mateo
2022-2023 QRIS Participation Milestones**

Participation Milestones	Completion Date
<p>MILESTONE #1: Site Information & Demographic Data <u>Vertical Change Database Login and Site Updates</u></p> <ul style="list-style-type: none"> ▪ Log-in to designated Vertical Change database account ▪ Enter/Update site information and demographic data for each site and classroom <p>Note: Your program will receive an email from QRIS@smcoe.org with instructions on how to fill out site information/update form.</p>	<p>August– December 2022</p>
<p>MILESTONE #2: Participation Documentation <u>Complete and Submit Quality Counts San Mateo Participation Documents:</u></p> <ul style="list-style-type: none"> ▪ Participation Agreement ▪ Grant Request Form ▪ W-9 Form 	<p>August– December 2022</p>
<p>MILESTONE #3: CA ECE Workforce Registry</p> <ul style="list-style-type: none"> ▪ Site Director, FCCH Owner, Site Supervisor and Lead Teachers <ol style="list-style-type: none"> 1. must register for a CA ECE Workforce Registry account at www.caregistry.org 2. Upload transcripts & PD activities into Registry 3. Continue to update registry account, as necessary 	<p>Due by November 30, 2022 <i>Deadline applies to creating a complete Registry profile</i></p>
<p>MILESTONE #4: Apply for the San Mateo ELC Stipend Program</p> <ul style="list-style-type: none"> ▪ Earn an individual stipend for educational and professional advancement ▪ Apply here: www.caregistry.org 	<p>September 16- December 16, 2022</p>
<p>MILESTONE #5: Quality Improvement Plan (QIP)</p> <ul style="list-style-type: none"> ▪ Develop or Revise and Update 1-3 Site Quality Improvement Plan (QIP) goals with your coach ▪ Assigned coach will enter site QIP into the Vertical Change database 	<p>October, January, April Must have completed Milestones 1-4</p>
<p>MILESTONE #6 End-of-Year Reports Complete End of Year Narrative Report – Online QCSM Survey</p>	<p>Due July 15, 2023</p>

QUALITY COUNTS CALIFORNIA ADAPTED RATING MATRIX – MAY 2022

ELEMENT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
Core I: Child Development and School Readiness 1. Child Observation	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/observation tool aligned with CA <i>Foundations & Frameworks</i> ¹ twice a year	<input type="checkbox"/> DRDP (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
Core I: Child Development and School Readiness 2. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	<input type="checkbox"/> Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ & ASQ-SE , if indicated, at entry, then as indicated by results thereafter AND <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets Criteria from point level 2
Core II: Teachers and Teaching 3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	<input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	<input type="checkbox"/> Center: 24 units of ECE/CD ² OR Associate Teacher Permit OR FCCH: 12 units of ECE/CD OR Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND <input type="checkbox"/> 21 hours professional development (PD) annually	<input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (or master's degree in ECE/CD) OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually
Core II: Teachers and Teaching 4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan OR Informal assessment and results used to inform Quality Improvement Plan and staff professional development plan.	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K <input type="checkbox"/> Emotional Support – 5 <input type="checkbox"/> Instructional Support – 3.5 <input type="checkbox"/> Classroom Organization – 5 Toddler <input type="checkbox"/> Emotional & Behavioral Support – 5 <input type="checkbox"/> Engaged Support for Learning – 4 Infant <input type="checkbox"/> Responsive Caregiving (RC) – 5.5	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K <input type="checkbox"/> Emotional Support – 5.5 <input type="checkbox"/> Instructional Support – 3.5 <input type="checkbox"/> Classroom Organization – 5.5 Toddler <input type="checkbox"/> Emotional & Behavioral Support – 5.5 <input type="checkbox"/> Engaged Support for Learning – 4 Infant <input type="checkbox"/> Responsive Caregiving (RC) – 5.5

April 13, 2023

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Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.

² For all ECE/CD units, the core eight are desired but not required.

Note: Point values are not indicative of Tiers 1-5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

ELEMENT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
<p>4. Core III: Program and Environment</p> <p>5. Ratios and Group Size (Centers Only beyond licensing regulations)</p>	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCC: Title 22 Regulations (excluded from point values in ratio and group size)	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
<p>6. Program Environment</p> <p>6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS- R, ITERS-R, FCCERS-R)</p>	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan and staff professional development plan.	<input type="checkbox"/> Current National Accreditation approved by the California Department of Education
<p>7. Director Qualifications (Centers Only)</p>	<input type="checkbox"/> 12 units ECE/CD+ 3 units management/ administration	<input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration OR Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration OR Program Director Permit AND 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, OR Administrative Credential AND 21 hours PD annually

Total Point Ranges

Program Type	Common-Tier 1	Local-Tier 2 ³	Common-Tier 3	Common-Tier 4	Local-Tier 5 ⁴
Centers	Blocked (7 points) – Must Meet All Elements	8 to 19 points	20 to 25 points	26 to 31 points	32 points and above
FCCHs	Blocked (5 points) – Must Meet All Elements	6 to 13 points	14 to 17 points	18 to 21 points	22 points and above

³ Local-Tier 2: Local decision if Blocked or Points and if there are additional elements.

⁴ Local-Tier 5: Local decision if there are additional elements included California Department of Education, February 2014 updated on May 28, 2015; effective July 1, 2015.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D, Superintendent

THRU: Eric Claybon, Child Development Program Coordinator

DATE: April 13, 2023

RE: Approval of the San Mateo County Superintendent of Schools' CSPP Subcontractor Quality Rating and Improvement System (QRIS) 2022-2023 Block Grant Agreement

BACKGROUND:

A Child Development Services agreement, CSPP Subcontractor QRIS 2022-23 Block Grant, between the San Mateo County Office of Education and SSFUSD has been a continual proposal. The funding is provided by the California Department of Education (CDE), Child Development Division for the District to operate the District's State Preschool Program at Children's Center for the 2022-2023 school year. The Child Development Program receives funding for the early learning CSPP sites that achieved a Tier 4 on their Subcontractor QRIS rating between July 1, 2022 through June 30, 2023.

FISCAL IMPLICATIONS

The agreement amount is \$12,910.00. The Child Development Program will utilize these funds to maintain quality in the preschool classrooms.

RECOMMENDATION

It is recommended that the South San Francisco Unified School Board of Trustees approve the CSPP Subcontractor QRIS Block Grant agreement for the fiscal year of 2022-23.



Excellence and Equity in Education

Nancy Magee • County Superintendent of Schools

2022-2023 PRESCHOOL–QUALITY RATING AND IMPROVEMENT SYSTEM BLOCK GRANT AGREEMENT

AGREEMENT BETWEEN THE SAN MATEO COUNTY SUPERINTENDENT OF SCHOOLS AND THE SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT FOR THE SAN MATEO COUNTY PRESCHOOL – QUALITY RATING AND IMPROVEMENT SYSTEM BLOCK GRANT (San Mateo County PS-QRIS).

I. PURPOSE OF AGREEMENT

THIS AGREEMENT is made on behalf of the San Mateo County Preschool – Quality Rating and Improvement System Block Grant 2022-2023 (San Mateo County PS-QRIS) and entered into by and between the **San Mateo County Superintendent of Schools** (“County Superintendent”) and the **SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT** (“Agency”) for the purpose of giving local QRIS Block Grants to California State Preschool (CSPP) sites that have been rated at quality level of tier 4 or 5.

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

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

II. TERM OF AGREEMENT

The term of this Agreement shall be for the period **July 1, 2022 through June 30, 2023**, subject to the termination provisions noted in paragraph III.5.

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I. COUNTY SUPERINTENDENT'S RESPONSIBILITIES

1. The County Superintendent shall issue payment to the Agency in an amount not to exceed **TWELVE THOUSAND, NINE HUNDRED AND TEN DOLLARS AND ZERO CENTS (\$12,910.00)**, in accordance with the local block grant formula in the approved San Mateo County PS-QRIS Plan for 2022-2023 (see Attachment A).
2. The grant funds will be disbursed within 30 days of receipt of the signed Agreement. The County Superintendent will inform the Agency of the reporting requirements and any additional guidance provided by the CDE concerning the use of and reporting requirements for local PS-QRIS block grants (see Attachment B).
3. The County Superintendent will account for the funds and activities of the San Mateo County PS-QRIS Block Grant according to the reporting requirements decided upon by the CDE.
4. The County Superintendent shall maintain a database to house the data collected on Quality Counts San Mateo County QRIS, its participating sites, staff, children and families.
5. The County Superintendent may, at any time from execution of this Agreement, terminate this Agreement, with or without cause, upon 30 days written notice specifying the effective date of such termination.
6. Payment by the County Superintendent of the local block grant funds pursuant to this Agreement is contingent upon availability and receipt of funds from the California Department of Education. The County Superintendent may terminate the Agreement for unavailability of said funds. In this event, the County Superintendent shall inform the Agency of such unavailability as soon as it becomes known.

II. AGENCY RESPONSIBILITIES

1. The Agency shall return an electronically executed original Agreement to the office of the County Superintendent by March 31, 2023.
2. Submit a Budget Form and Budget Narrative on or before March 31, 2023, that describes how the Agency plans to use the local PS-QRIS block grant to maintain the quality of its CSPP sites rated at tier 4 or 5 and provide high quality early learning services to the San Mateo County community. The Budget should be guided and informed by the approved Quality Improvement Plans developed by the Agency sites participating in Quality Counts San Mateo County QRIS. Grant funds may be used for expenses incurred for the period July 1, 2022, through June 30, 2023. **All funds must be fully expended by June 30, 2023.**
3. The Agency agrees to report grant expenses, as they are incurred, according to the CDE reporting requirements described in Attachment B to the required reporting schedule.
4. Continue to participate in the Quality Counts San Mateo County QRIS by 1) creating and updating Site and Classroom Quality Improvement Plans (QIPs) that are specific, measurable, realistic and informed by child and program assessments and best practices; 2) providing leadership and support to Agency CSPP sites and staff to implement their plans; 3) providing all required data on the CSPP sites and their QIPs. Participate in ongoing evaluation of Quality Counts San Mateo County QRIS and PS-QRIS Block Grant by collection and provision of data,

participation in focus groups or other methods determined by the Quality Counts San Mateo County QRIS Consortium or Quality Counts CA.

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

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

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

4. Responsibility for Audit Exceptions:

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

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

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

I. OTHER TERMS OF AGREEMENT

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

II. ADDRESSES

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

FOR THE
County Superintendent

Edirle Menezes, Coordinator, Early Learning Quality Improvement,
Early Learning Support Services
San Mateo County Office of Education
101 Twin Dolphin Drive
Redwood City, CA 94065-1064
650-802-5443
650-802-5622 (fax)
emenezes@smcoe.org

FOR THE
Agency

Eric Claybon, Coordinator, Child Development Program
South San Francisco Unified School District
530 Tamarack Lane, South San Francisco, CA 94080
(650) 877-8836
eclaybon@ssfusd.org

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

Dr. Shawnterra Moore, Superintendent
South San Francisco Unified
School District

Superintendent or Designee San Mateo County
Superintendent of Schools

Dated

Dated



Attachment A - 22-23 CSPP SUBCONTRACTOR QRIS

Block Grant Disbursement Details for:

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Our Consortium’s local block grant amount for 2022-2023 will be calculated based on the number of CSPP part-day and full-day classrooms and the corresponding Tier 4 or Tier 5 Rating.

Tiers 4 and 5 Block Grant disbursement formula:

Tier Number / Classroom Type	Award Amount
Tier 4 – CSPP Part Day Classroom	2,582.00
Tier 4 – CSPP Full Day Classroom	3,582.00
Tier 5 – CSPP Part Day Classroom	4,582.00
Tier 5 – CSPP Full Day Classroom	5,582.00

2022 – 2023 CSPP Subcontractor Block Grant Disbursement Details for SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Site Name	Number of Classrooms	Award Amount
Children's Center Preschool		
Tier 4 – CSPP Part Day Classroom(s)	3	\$7,746.00
Tier 4 – CSPP Full Day Classroom(s)	0	\$0
Tier 5 – CSPP Part Day Classroom(s)	0	\$0
Tier 5 – CSPP Full Day Classroom(s)	0	\$0
Total Award Amount for Site		\$7,746.00

Site Name	Number of Classrooms	Award Amount
Hillside Child Development Center		
Tier 4 – CSPP Part Day Classroom(s)	1	\$2,582.00
Tier 4 – CSPP Full Day Classroom(s)	0	\$0
Tier 5 – CSPP Part Day Classroom(s)	0	\$0
Tier 5 – CSPP Full Day Classroom(s)	0	\$0
Total Award Amount for Site		\$2,582.00

Site Name	Number of Classrooms	Award Amount
Martin Child Development Center		
Tier 4 – CSPP Part Day Classroom(s)	1	\$2,582.00
Tier 4 – CSPP Full Day Classroom(s)	0	\$0
Tier 5 – CSPP Part Day Classroom(s)	0	\$0
Tier 5 – CSPP Full Day Classroom(s)	0	\$0
Total Award Amount for Site		\$2,582.00



SAN MATEO
COUNTY
OFFICE OF
EDUCATION

ATTACHMENT B
2022-2023 San Mateo County
CSPP – Quality Rating and Improvement System Local Block Grant
(CSPP Subcontractor 22-23)
REPORTING REQUIREMENTS

Budget Form and Budget Narrative

Agency submits to QRIS Coordinator at QRIS@smcoe.org the Budget Form and Budget Narrative that describes how the Agency plans to use the local CSPP-QRIS block grant to maintain or increase the quality of its CSPP site(s). The Budget should be guided and informed by the approved Quality Improvement Plans (QIPs) developed by the Agency site(s) participating in Quality Counts San Mateo County. Grant funds should be used for expenses incurred for the period of July 1, 2022 through June 30, 2023.

Timeline/Calendar

Item/Requirement	Frequency	Submission
Budget Form and Budget Narrative	At agreement signing	Submit to QRIS Coordinator on or before March 31, 2023.
Fiscal Report Form	<u>Reporting period:</u> <ul style="list-style-type: none"> July 1, 2022, to June 30, 2023 Report only expenses incurred during reporting period 	<u>Reporting period:</u> Submit the QCSM Fiscal Report Form via email to QRIS@smcoe.org by June 26 th , 2023. <ul style="list-style-type: none"> Please save the provided form as a PDF, and sign and date the form prior to submitting.
Reporting to CDE	Report the grant expenses as they are incurred on the Supplemental Income (page 4) of the CD8501 Fiscal and Attendance Report for CA State Preschool Programs.	Refer to the Green Book or your CD Fiscal Consultant is unsure how to report such supplemental income.



**Quality Counts San Mateo
2022-2023 QRIS Participation Milestones**

Participation Milestones	Completion Date
<p>MILESTONE #1: Site Information & Demographic Data <u>Vertical Change Database Login and Site Updates</u></p> <ul style="list-style-type: none"> Log-in to designated Vertical Change database account Enter/Update site information and demographic data for each site and classroom <p>Note: Your program will receive an email from QRIS@smcoe.org with instructions on how to fill out site information/update form.</p>	<p>August– December 2022</p>
<p>MILESTONE #2: Participation Documentation <u>Complete and Submit Quality Counts San Mateo Participation Documents:</u></p> <ul style="list-style-type: none"> Participation Agreement Grant Request Form W-9 Form 	<p>August– December 2022</p>
<p>MILESTONE #3: CA ECE Workforce Registry</p> <ul style="list-style-type: none"> Site Director, FCCH Owner, Site Supervisor and Lead Teachers <ol style="list-style-type: none"> must register for a CA ECE Workforce Registry account at www.caregistry.org Upload transcripts & PD activities into Registry Continue to update registry account, as necessary 	<p>Due by November 30, 2022 <i>Deadline applies to creating a complete Registry profile</i></p>
<p>MILESTONE #4: Apply for the San Mateo ELC Stipend Program</p> <ul style="list-style-type: none"> Earn an individual stipend for educational and professional advancement Apply here: www.caregistry.org 	<p>September 16- December 16, 2022</p>
<p>MILESTONE #5: Quality Improvement Plan (QIP)</p> <ul style="list-style-type: none"> Develop or Revise and Update 1-3 Site Quality Improvement Plan (QIP) goals with your coach Assigned coach will enter site QIP into the Vertical Change database 	<p>October, January, April Must have completed Milestones 1-4</p>
<p>MILESTONE #6 End-of-Year Reports Complete End of Year Narrative Report – Online QCSM Survey</p>	<p>Due July 15, 2023</p>

QUALITY COUNTS CALIFORNIA ADAPTED RATING MATRIX – MAY 2022

April 13, 2023

ELEMENT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
Core I: Child Development and School Readiness 1. Child Observation	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/observation tool aligned with <i>CA Foundations & Frameworks</i> ¹ twice a year	<input type="checkbox"/> DRDP (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
Core I: Child Development and School Readiness 2. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	<input type="checkbox"/> Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ & ASQ-SE , if indicated, at entry, then as indicated by results thereafter AND <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets Criteria from point level 2
Core II: Teachers and Teaching 3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	<input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	<input type="checkbox"/> Center: 24 units of ECE/CD ² OR Associate Teacher Permit <input type="checkbox"/> FCCH: 12 units of ECE/CD OR Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND <input type="checkbox"/> 21 hours professional development (PD) annually	<input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (or master's degree in ECE/CD) OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually
Core II: Teachers and Teaching 4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan OR Informal assessment and results used to inform Quality Improvement Plan and staff professional development	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K <input type="checkbox"/> Emotional Support – 5 <input type="checkbox"/> Instructional Support – 3 <input type="checkbox"/> Classroom Organization – 5 Toddler <input type="checkbox"/> Emotional & Behavioral Support – 5 <input type="checkbox"/> Engaged Support for Learning – 3.5 Infant <input type="checkbox"/> Responsive Caregiving (RC) – 5.0	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K <input type="checkbox"/> Emotional Support – 5.5 <input type="checkbox"/> Instructional Support – 3.5 <input type="checkbox"/> Classroom Organization – 5.5 Toddler <input type="checkbox"/> Emotional & Behavioral Support – 5.5 <input type="checkbox"/> Engaged Support for Learning – 4 Infant <input type="checkbox"/> Responsive Caregiving (RC) – 5.5

Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.

For all ECE/CD units, the core eight are desired but not required.

Note: Point values are not indicative of Tiers 1-5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

ELEMENT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
Core III: Program and Environment 3. Ratios and Group Size (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCC: Title 22 Regulations (excluded from point values in ratio and group size)	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler– 3:12 Toddler – 2:12 Preschool– 2:24	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
Core III: Program and Environment	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan and staff professional development plan.	<input type="checkbox"/> Current National Accreditation approved by the California Department of Education
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	<input type="checkbox"/> 12 units ECE/CD+ 3 units management/administration	<input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/with 3 units management/administration OR Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units ECE/CD +/with 6 units management/administration and 2 units supervision OR Site Supervisor Permit AND 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/with 8 units management/administration OR Program Director Permit AND 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/administration, OR Administrative Credential AND 21 hours PD annually
Core III: Program and Environment 7. Director Qualifications (Centers Only)	<input type="checkbox"/> 12 units ECE/CD+ 3 units management/administration	<input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/with 3 units management/administration OR Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units ECE/CD +/with 6 units management/administration and 2 units supervision OR Site Supervisor Permit AND 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/with 8 units management/administration OR Program Director Permit AND 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/administration, OR Administrative Credential AND 21 hours PD annually

Total Point Ranges

Program Type	Common-Tier 1	Local-Tier 2 ³	Common-Tier 3	Common-Tier 4	Local-Tier 5 ⁴
Centers 7 Elements for 35 points	Blocked (7 points) – Must Meet All Elements	8 to 19 points	20 to 25 points	26 to 31 points	32 points and above
FCCHs 5 Elements for 25 points	Blocked (5 points) – Must Meet All Elements	6 to 13 points	14 to 17 points	18 to 21 points	22 points and above

³ Local-Tier 2: Local decision if Blocked or Points and if there are additional elements.

⁴ Local-Tier 5: Local decision if there are additional elements included California Department of Education, February 2014 updated on May 28, 2015; effective July 1, 2015.

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

CERTIFICATED CONTRACT 2023-2024

McFadyen, Erick, will be placed at Parkway Heights Middle School on a Probationary contract effective August 7, 2023. Salary placement C -1

Mingming, Caressi, will be placed at Spruce Elementary School on a Probationary contract effective August 7, 2023. Salary placement C -3

Johnson, Mindy, will be placed at Sunshine Gardens and Junipero Serra Elementary School on a Probationary contract effective August 7, 2023. Salary placement C -5

Ruzon, Lesley, will be placed at South San Francisco High School on a Probationary contract effective August 7, 2023. Salary placement F -11

Ali, Tariq, will be placed at South San Francisco High School on a Temporary contract effective August 7, 2023. Salary placement C - 4

Sepehr, Sarah, will be placed at Martin Elementary on a Temporary contract effective August 7, 2023. Salary placement C - 1

UNPAID LEAVE OF ABSENCE

Aquino, Holy, a teacher at Ponderosa Elementary School, effective April 3, 2023 through May 30, 2023

ADJUST ASSIGNMENT

Dowd, Brenda, a teacher at Ponderosa Elementary School, from 0.5 FTE to 0.73 FTE, effective April 3, 2023 through May 30, 2023

Lonergan, Kelly, a teacher at Buri Buri Elementary School, from 1.0 FTE to 1.2 FTE, effective April 3, 2023 through May 30, 2023

RESIGNATION

Clemens, Matthew., a teacher at El Camino High School effective May 30, 2023

Lin, Minnie Wan Hsuan, a teacher at Parkway Heights Middle School effective May 30, 2023

Panosian, Sevana, a teacher at El Camino High School effective May 20, 2023

Mendez, Richard, a teacher at South San Francisco High School effective May 30, 2023

Navasca, Jovino, a teacher at South San Francisco High School effective May 30, 2023

Jordan, Ilynsdra, a teacher at Alta Loma Middle School effective May 30, 2023

RETIREMENT

Furr, Robert, a teacher at Westborough Middle School effective May 30, 2023

Chavez, Martha, a teacher Ponderosa Elementary School effective May 30, 2023

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

EMPLOYMENT

Pensotes Santos, Nico, Paraprofessional II – Special Education, Alta Loma Middle School, 6.0 hours per day, Range 29, Step 4, effective April 3, 2023.

TRANSFER

Samy, Sakuntala, Paraprofessional II – Special Education, transfer from Buri Buri Elementary School to Los Cerritos Elementary School, 7.5 hours per day, Range 29 B, Step 5, effective January 17, 2023.

Wong, Tiphonie, Nutrition Services Assistant II, transfer from Spruce Elementary to Skyline Elementary, 6 hours per day, Range 30H B, Step 2, effective February 1, 2023.

ADMINISTRATIVE TRANSFER

EIN 9442, Paraprofessional II – Special Education, transfer from Hillside Preschool to Parkway Heights Middle School, 6.0 hours per day, Range 29, Step 4, effective March 17, 2023.

EIN 8782, Paraprofessional II – Special Education, transfer from Parkway Heights Middle School to Ponderosa Elementary School, 5.25 hours per day, Range 29, Step 5, effective March 17, 2023.

RESIGNATION

Buensalido, Ghian, Paraprofessional II – Special Education, Junipero Serra Elementary School, 6.0 hours per day, Range 29, Step 2, effective April 5, 2023.

RETIREMENT

Shihadeh, Sahar, Paraprofessional I – Special Education, Westborough Middle School, 5.0 hours per day, Range 26 A, Step 5, effective May 17, 2023.

Hogg, McCurtis, Custodian I, Los Cerritos Elementary School, 8.0 hours per day, Range 33 A, Step 5, effective July 6, 2023.

Sazio, Susan, Campus Security, Westborough Middle School, 5.0 hours per day, Range 29 A, Step 5, effective August 4, 2023.

TEMPORARY OUT OF CLASS PAY

Gonzalez, Maricela, Acting School Administrative Assistant II, El Camino High School, 7.5 hours per day, Range 40 A, Step 5, effective November 21, 2022, through January 27, 2023.

Gonzalez, Maricela, Acting School Administrative Assistant II, El Camino High School, 4.0 hours per day, Range 40 A, Step 5, effective January 30, 2023 through April 30, 2023.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees
FROM: Shawnterra Moore, Ed.D., Superintendent
THRU: Ted O, Assistant Superintendent – Business Services
DATE: April 13, 2023
RE: Approval of 2022-23 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.

The following fund-raisers are being submitted for approval:

Westborough Middle School

- 6th Grade 6th Grade Luau 2023 - Selling tickets to the event at \$15 each. Hawaiian-style food and drinks will be included with the ticket price. Commencing April 7, 2023.
- 8th Grade See's Candy Online Fundraiser - Selling candies and chocolates via online. Commencing March 14, 2023 through March 24, 2023.
- 8th Grade 8th Grade Basketball Tournament - Selling concessions during the games. Commencing April 13, 2023 through April 14, 2023 from 3:15 p.m. to 4:30 p.m.
- 8th Grade 8th Grade Movie Night - Selling concessions during the movie. Commencing April 23, 2023 from 3:10 p.m. to 5:30 p.m.

Double Goods Online Fundraiser - Selling popcorn via online. Commencing April 3, 2023 through April 7, 2023.

Jamba Juice Gift Card Fundraiser/Sale - Commencing April 11, 2023 through April 17, 2023.

El Camino High School

Business Club Thatcher's Popcorn Fundraiser - Commencing April 14, 2023 through May 12, 2023.

Class of 2023 Spam Musubi Fundraiser - Selling Spam Musubi in front of the ECHS Red Stage. Commencing April 25, 2023.

Pit Stop Fundraiser - Selling Boba drinks in front of the ECHS Red Stage. Commencing April 13, 2023.

Class of 2025 T-Pumps Fundraiser - Selling Boba drinks in front of the ECHS Red Stage. Commencing May 3, 2023.

Class of 2026 Onigilly Fundraiser - Selling chicken and salmon onigiri at \$5 and \$6 each, respectively. Commencing April 19, 2023.

Drama Club Drama Night - An event where club members perform skits. Pizza slices will be sold during the event. Commencing May 11, 2023.

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: April 13, 2023
RE: Professional Services Agreements Under \$25,000

BACKGROUND:

The following Professional Service Agreements are being submitted for approval:

District Office – Business Services

\$16,640	Protech - Moisture & Microbial Assessment, Remediation Plan and Inspections including Laboratory Sample analysis and Reporting on the Toilet Pod repair Project at two (2) sites: Skyline Elementary School and Alta Loma Middle School. Commencing March 2023.
\$14,275	AAA Fire Protection - Upgrade of the SSFHS' Kitchen Hood Suppression System. Work also includes plans, permits, and engineering. Commencing March 2023.
\$14,275	AAA Fire Protection - Upgrade the Westborough MS Kitchen Hood's Fire Suppression system. The quote includes coverage for the hood, duct and ovens, a remote pull station, pre-test and test with the fire Department. Project plans to be submitted for SSF Fire Department for approval and permit. Commencing March 2023.
\$6,372	Frank + Grossman - Review irrigation controllers, valves and sprinklers. Check for programming, breaks and coverage (one time cost to assess and recommend any work warranted. Work also includes

adding weed control of warning track, infields and dugout, using Green Weed and Grass Control for a duration of six months. Commencing March 2023.

\$24,800

PLUM Architects - Buildings 48 through 51 Renovation/Refurbishment for the Baden ATP program. Scope of work will include all phases of Design (Schematic through Construction Documentation), assistance during Bid procurement and Construction Administration. Commencing April 17, 2023 through May 26, 2023.

\$3,847.50

Adviro - To conduct retesting of drinking water for lead at 3 elementary school sites: Spruce, Monte Verde, and Los Cerritos. Commencing March 2023.

Special Ed – District Office

\$7,350

Quality Behavioral Solutions - Safety-Care and annual recertification training program. Commencing April 1, 2023 through June 30, 2023.

FISCAL IMPLICATIONS:

Listed above.

RECOMMENDATION:

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

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: April 13, 2023

RE: Quarterly Report on Williams Uniform Complaints – January 1, 2023 through March 31, 2023

BACKGROUND:

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

No complaints were filed this quarter.

FISCAL IMPLICATIONS:

None

STAFF RECOMMENDATION:

For information only.



Quarterly Report – Williams Uniform Complaints [Education Code § 35186]

District: _____

Name & Title of Preparer: _____

- Quarter Reported: (check one)
[] 1st Quarter: July 2022 through September 2022 – Due October 2022
[] 2nd Quarter: October 2022 through December 2022 – Due January 2023
[] 3rd Quarter: January 2023 through March 2023 – Due April 2023
[] 4th Quarter: April 2023 through June 2023 – Due July 2023

Date for information to be reported publicly at governing board meeting: _____

Please check the box that applies:

- [] No complaints were filed with any school in the district during the quarter indicated above.
[] Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints. Copies of the complaint and the district’s written response will be submitted along with this report.

Table with 4 columns: General Subject Area, Number of Complaints Received, Number of Complaints Resolved, Number of Complaints Unresolved. Rows include Instructional Materials and Textbooks, Facility Conditions, Teacher Vacancy or Misassignment, and TOTAL.

Name & Signature of Superintendent

Date: _____

Sign and date the report after it is presented at your board meeting. Please submit the executed report to Systems for District Improvement via email at sdi@smcoe.org.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: April 13, 2023

RE: SSFCTA Sunshine Proposal

BACKGROUND:

Prior to commencing negotiations, California law (Government Code section 3547) requires that a school district and the exclusive employee representative present their respective initial proposals at a public meeting. On November 18, 2022, the District and the South San Francisco California Teachers Association (SSFCTA) came to a tentative agreement on compensation, teaching hours and class size. This tentative agreement included language that both parties agreed to negotiate Article 7 and Article 18 as it pertains to Children's Center for 2023-24 and 2024-25. SSFCTA is submitting this additional item to sunshine in a public hearing. Following the presentation, a public hearing will be conducted to provide an opportunity for members of the public to comment on SSFCTA's proposal. During these negotiations, the District's responses to SSFCTA's proposals shall be guided by the District's commitments to student learning and achievement, fiscal responsibility, and the long-term stability of the District.

FISCAL IMPLICATIONS:

TBD

RECOMMENDATION:

For Information only.

South San Francisco Classroom Teachers Association

1475 Huntington Ave., Suite 160 • South San Francisco, CA 94080
650/872-1002 ssfcta@sbcglobal.net

To: Dr. Shawnterra Moore, Superintendent, SSFUSD
Cc: Jay Spaulding, Assistant Superintendent of Human Resources and Student Services
From: Heather Burns, President, SSFCTA
Date: March 16, 2023
Re: Sunshine Statement for Children's Center Negotiations Salary and Article 18
2023-24

In accordance with Government Code section 3547, the Association has prepared the following Sunshine statement to commence negotiations on behalf our Children's Center Unit Members (all programs, preschool and associated afterschool programs). The Association is prepared to meet our obligations under the law by presenting this document at the March 23, 2023, Board of Trustees Meeting. The Association looks forward to continuing formal negotiations with the District on behalf of our dedicated Children's Center unit members.

Compensation and language revisions to the SSFCTA/SSFUSD Collective Bargaining Agreement will impact several provisions of the current agreement including, but not limited to:

Article 18

Compensation

Negotiate additional across the board additional salary increases for the 2023-24 school year for all Children's Center teachers. This is in addition to the already negotiated increases for 2023-24.

B. Teaching Hours

7. All Children's Center Teachers shall have a minimum of thirty (30) minutes duty-free preparation period during the workday in addition to a meal period.

8. Any teacher holding a Teacher Permit or above shall receive a \$50 per day stipend if their Paraprofessional is pulled for more than 30 minutes to cover another class.

9. Create language to address split shifts for preschool teachers only. Definition of a split shift: A split shift is defined as any shift with more than a 45 minute separation between shifts. If a teacher is asked to work a split shift they will be compensated with a \$50 per day stipend.

SSFCTA/CTA/NEA



D. Calendar

The Children's Center calendar shall be aligned to the District calendar. Children Center shall be closed on days that the k-12 schools are closed.

Add Float days to help address the calendar days off (Spring Break, Winter Break, etc?)

F. Vacation

Increase the number of vacation days for 12-month unit members.

Add an accrual of leave and a payout for vacation leave.

- a. Three weeks (15 days) upon first year of completion of service
- b. Four weeks (20 days) upon the completion of three years of service
- c. Five weeks (25 days) upon the completion of five years of service

G. Site Supervisor/ Teacher in Charge

1. The position of Site Supervisor at Martin Child Development Program, shall be provided 15 minutes per day for administrative duties, and a monthly stipend of \$350

2. When there is no Administrative staff on site for more than 90 minutes, a teacher holding a Director Permit shall be named in charge and receive the appropriate stipend listed below. If a teacher on site does not hold a Director Permit, the teacher that holds a Site Supervisor Permit shall be named in charge.

When given a minimum of 24 hours notice the stipend will be \$50 per day. When given less than 24 hour notice the stipend will be \$75 per day.

Add Stipend for Bilingual Teachers

Professional Development

Provide District paid Professional Development which offers opportunities to earn hours towards the permit.

Leaves

Unit members shall have access to all leave provisions from Article 14 leaves.

SSFCTA seeks to begin these discussions as soon as possible. Please provide us with potential meeting dates. We look forward to a successful round of negotiations.

Sincerely,

Heather Burns

March 16, 2023

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Resolution #23-15

Trustee Compensation

WHEREAS, California Education Code Section 35120 (a) (9) (c) states:

“A member may be paid for any meeting when absent if the board by resolution duly adopted and included in its minutes finds that at the time of the meeting he or she is performing services outside the meeting for the school district or districts, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board.”

Trustee Lujan was absent from this meeting due to illness.

NOW, THEREFORE, BE IT RESOLVED that the South San Francisco Unified School District Board of Trustees adopts Resolution #23-15 and approves payment for absence at the following Board of Trustees’ meeting in accordance with California Education Code Section 35120 (a) (9) (c) to:

Trustee Daina Lujan

March 23, 2023
Board Meeting

REGULARLY PASSED AND ADOPTED this 13th day of April 2023.

AYES in Favor of Resolution

NOES Against Resolution

ATTEST:

Clerk/Secretary of the Board

Superintendent of Schools

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Resolution #23-12

EARTH DAY, APRIL 22, 2023

WHEREAS, Environmental groups have sought to make Earth Day a day of action to change human behavior, prompt policy changes, initiate environmental reform, promote ecology and the respect for life on the planet as well as to encourage awareness of the growing problems of air, water and soil pollution; and

WHEREAS, the first Earth Day celebration was held on April 22, 1970; and

WHEREAS, this year’s theme is: “Invest In Our Planet”, where each individual has the simple yet effective power to make their voices heard through their choices, their civic actions, and personal interactions; and

WHEREAS, according to EarthDay.org, “Gen Z is providing inspiration, with 45% having stopped purchasing certain brands because of ethical or sustainability concerns.”; and

WHEREAS, schools have the potential to create positive, and substantial environmental change in the world while teaching students to be stewards of their communities, the earth, and its resources; and

WHEREAS, ECHS’s Ecology Club serves “To educate students on the importance of the environment by focusing on conservation of the unique ecosystems of El Camino High School, the Bay Area, and California.”; and

WHEREAS, SSFHS’s Earth Club has created an outdoor learning space with gardens, manages the school’s recycling program, participates in the annual clean-ups, and lobbies lawmakers to support NGOs to fight climate change; and

WHEREAS, District staff and several SSFUSD schools are focused on efforts to beautify campuses with gardening projects, recycling efforts, and waste management; and

NOW, THEREFORE, BE IT RESOLVED that the South San Francisco Unified School District Board of Trustees hereby recognizes the efforts to continue a global movement which embraces nature and its values, to adopt measures which increase conservation and sustainability, and to nurture a respect for the environment in all students, during Earth Day 2023.

REGULARLY PASSED AND ADOPTED this 13th day of April 2023.

AYES in Favor of Said Resolution

ATTEST:

Secretary/Clerk of the Board

Superintendent of Schools

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: April 13, 2023

RE: Approval of Individual Board Member Annual Spending Accounts

BACKGROUND

In 2020, an informal Board member spending allowance was established to seek to develop a common and consistent way to approach participating in opportunities within a reasonable budget. Previously and currently, the Board participates in several different trainings, activities, and events. Some of these are for professional learning while others can be classified as more social gatherings and relationship building events. It was agreed that the costs for major professional learning events such as the CSBA Annual Conference, Equity Network meetings through SMCSBA, and Masters in Governance Sessions, which all Trustees attend, would not be included in the budget. The costs for individual Trustees attending other professional learning conferences would be included in the budget. Various social or networking events including San Mateo County School Board Association meetings, luncheon/dinner meetings (PTA Founder's Day, SSF Chamber of Commerce scholarship luncheon, holiday celebrations, etc.), and partnership breakfasts/events or fundraisers (i.e. Skyline College President's breakfasts, SSF PD St. Patrick's Day dinner, Rotary dinner dance, school-specific events, etc.) would be deducted from each Trustee's spending account.

In order to develop a clear understanding of what is most appropriate to participate in, the Board asked that this item be brought back to discuss providing themselves with an annual spending limit for participating in individual professional development conferences, activities and/or advocacy events.

In 2020, there was an informal goal established for the school board and each Trustee would get an annual spending allowance of \$2,000.00 for individual conferences, workshops, etc. The goal previously was to try to stay within the \$2,000 amount for all events, meetings, celebrations, fundraisers, and individual conferences for which the District pays. However, it did not include costs for the annual CSBA Conference, Equity Network meetings through SMCSBA, or Master's in Governance (MIG) trainings.

The Board will have the opportunity to discuss and agree on the total annual allotment for Board workshops, trainings, and conferences. The Board may also want to discuss and decide whether to include/exclude additional fundraising events or more social gathering events outside of the \$2,000.00 amount (or whatever amount on which the Board decides).

Lastly, the Board may want to consider and discuss any criteria which would make sense for attending out-of-state conferences. One consideration may be whether there is a direct connection and alignment to the goals and priorities of SSFUSD; whether attendance will help to increase or improve Board members' knowledge, skills, etc.; whether the state or hosts of the conference, are supportive of the Board's equity, inclusion, and diversity commitment and Board policy; and the Board may want to consider whether they believe the topic, the amount to be spent, and/or the impact makes sense based on the District needs, goals, and priorities.

Here is some other pertinent information for the Board's consideration:

Board, Cabinet, District Office Directors, etc. all follow the same travel policies that we have for our staff. I have included information below for the Board.

- a. BP 3350 Travel Expenses - just for reference that we have a policy regarding traveling.
- b. Board Bylaw 9250 - Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the District's interests; attendance at District or community events; and meetings with state or federal officials on issues of community concern.
- c. Board Bylaw 9240 states that funds for Board training shall be budgeted annually for the Board and each Board member. In selecting appropriate activities, the Board and/or individual Board members shall consider activities that are aligned with the District's vision and goals and the needs of the Board or individual member to obtain specific knowledge and skills. Additionally, this bylaw says that Board members shall report, orally or in writing, on the Board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and District. This Bylaw is more specific to conferences, but I do see some overlap.
- d. Here are some salient points that we shared with administrators at our administrative retreat that also can and should be applied to trustees with Administrative Regulation on Travel AR 3350.
 - i. Principals/Department Heads should only approve travel if it is necessary for the effective operation of programs and services by the District, if it supports the objectives of the employee's job assignment, if the employee's activity will benefit the District, and, if funding is available.

- ii. It is the responsibility of the authorized traveler to use sound, prudent, and professional judgment when requesting travel approval. It is also the responsibility of the recommending and/or approving authority to determine the need, benefit, and appropriate use of employee time and District funds.
- iii. The ASDB form must be fully approved at least 60 or more calendar days in advance of the trip. When the 60-calendar day requirement is not feasible, an explanation must be provided prior to approval. Advance planning is required in order to be put in the agenda for Board approval. Special Board meeting requests will not be granted. Out-of-State travel is prohibited without the prior approval of the Board of Trustees.
- iv. An employee may stay at an approved conference hotel using either the government rate or discounted conference hotel rate. If unavailable, the employee should ensure that the cost of the hotel being used is less than or equal to the conference hotel.
- v. The employee should ensure that flight reservations are made as far in advance as possible in order to secure the lowest cost.
- vi. Air travel employees who need to travel by air that is expensed and reimbursed by the District shall adhere to the following guidelines: fly economy class, check multiple sources (e.g., internet sites) to find the lowest airfare, plan to purchase a minimum of 30-days in advance of flying for a low fare ticket, find the lowest available fare within a two-hour window from the desired departure/arrival time, find the lowest available fare with direct connections to destination, and if possible check refund policies to make sure the ticket type is appropriate. The District will reimburse for the additional cost of one checked bag. The District will not reimburse for early check-in, upgraded seats, or any other additional services. It is expected that travelers exercise prudent judgment when expending public funds. Deviations from the above guidelines will require a written explanation and the approval of the Assistant/Associate Superintendent of Business Services. Air travel arrangements should be made through the District's credit card or employee's credit card after the ASDB form has been approved.

FISCAL IMPLICATIONS

To be determined.

RECOMMENDATION

It is recommended that the South San Francisco Unified School District Board of Trustees approve establishing an annual spending account with a specific limit for each Board Member to participate in several different trainings, activities, and events.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: April 13, 2023

RE: Approval of updated and revised SSFUSD Governance Handbook

BACKGROUND

The Board of Trustees participated in a Board Retreat on December 15 and December 16, 2020. During this retreat, the Governance Team developed the South San Francisco Unified School District Governance Handbook, which documents aspects of the effective governance system and the agreements made about norms and operating protocols developed and/or amended during the workshop.

During subsequent Board workshops, slight revisions to the plan have been made. The Board held their most recent workshop on February 25, 2023 and made additional revisions. With this new handbook, the current Trustees will also sign off, indicating their support and agreement of its contents.

The workshop conversations were focused on:

- Reviewing and discussing the Board Governance Handbook protocols and commitments
- Reviewing and discussing Board Self-Evaluation results
- Discussing strengths and areas to work on as a Board
- Identifying specific ways to improve in areas identified as needing to improve

FISCAL IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the South San Francisco Unified School Board of Trustees approve the updated December 15 and 16, 2020 SSFUSD Board Governance Handbook.



South San Francisco Unified School District Governance Handbook

Board of Trustees

Founding Board Members

Judith M. Bush, *President*

Patrick A. Lucy, *Vice President*

Maurice D. Goodman, *Clerk*

Rosa G. Acosta, *Trustee*

Rick Ochsenhirt, *Trustee*

Current Board Members

Chialin Hsieh, *President*

Patricia A. Murray, *Vice President*

Mina A. Richardson, *Clerk*

Amanda Anthony, *Trustee*

Daina R. Lujan, *Trustee*

Superintendent

Dr. Shawnterra Moore

EFFECTIVE GOVERNANCE

Unity of Purpose, Roles, Responsibilities, Norms and Protocols

*This document reflects the governance team's work on the creation of a framework for effective governance. This process involves **ongoing** discussions and agreements about unity of purpose, roles, responsibilities, norms, and protocols that enable the governance team to continue to perform its responsibilities in a way that best benefits all children.*

On October 24, 2015, May 14, 2016, December 17, 2016, August 23 & 24, 2017, April 7, 2018, June 2, 2018, February 5 & 6, 2019, May 18, 2019, October 26, 2019, December 15 & 16, 2020, June 5, 2021, July 16, 2022, and February 25, 2023, South San Francisco Unified School District Board of Trustees and Superintendent participated in workshops on Effective Governance with the California School Boards Association. This document reflects the governance team’s discussions about developing and sustaining a framework for effective governance. The notes reflect highlights of their ongoing conversations about unity of purpose, roles, responsibilities, norms, and protocols that enable the governance team to continue to perform its responsibilities in a way that best serves all students.

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UNITY OF PURPOSE

I Became a Board Member/Superintendent Because I...

- Care for my community.
- Wanted to make the district a better district with equity for all.
- Believe in public education; it makes us a better society and I love the district and wanted to help move it forward.
- Have a deep desire and commitment to lead and serve and to empower others. I believe in equity for all students and want to capitalize on talents for all.
- Wanted to help kids like mine succeed.
- Believe that all children deserve an amazingly rich experience.
- Wanted to represent a part of the community that has been underrepresented for years.
- Have been called to do this work, working in deference to children, especially, system-dependent children. I have a deep desire and belief that staff and the community, all of us, have the capability and talent to shape the future for our students and leave a positive imprint on their lives.

UNITY OF PURPOSE

What We Believe and Value about Public Education and the Children We Serve:

- Everybody should be served and provided a great, excellent education – it makes us a better society.
 - Every child should learn at high levels.
 - Education is our society's greatest equalizer.
 - All children matter.
 - The sky is the limit.
 - All of the above!
-

UNITY OF PURPOSE

What We Are Most Proud of About this District:

- Leadership:
 - ✓ Our great Superintendent and cabinet provide strong administrative leadership for the district by developing unity and collaborative teamwork.
 - ✓ The overall passion and commitment of our leadership team for and to our students
 - ✓ We do our best to focus on our students.
 - ✓ Our leadership and programs focus on the students.
 - ✓ The creativity and dedication of all
- Its success and diversity
- Our students and staff
- The partnerships that we have with the biotech industry, educational institutions, the cities within our jurisdiction and businesses in South San Francisco.
- The ongoing professional development of the Board and staff in support of our students
- The Board's cohesive, collaborative approach

UNITY OF PURPOSE

What We Hope to Accomplish:

- Build and strengthen an equity focused culture on behalf of the students of the district. Model and communicate our expectations of working together, respect, collaboration, and professionalism because it will truly help to raise morale, the culture, and communication which will overall, raise student achievement and learning.
- Eliminate disparities between peer groups and create opportunities to make **all** of our children college and career ready.
- Close opportunity gaps by creating opportunities to thrive.
- Provide an excellent education for **all** students in order to close the achievement gap.
- Put in place policies that allow our students to share their tremendous abilities with our community.
- Work together to effectively become a high-performing, highly skilled, high-functioning, equity-focused district.
- Improve and increase district enrollment.

- Develop unity as a team and as a district: Board – Schools –Students. Give the students of our district a sense of belonging while empowering them to believe in themselves by providing resources and support.
- Acceptance and respect of each other. Communicate to our students that they are our priority.
- Build an open, creative, comprehensive, and effective leadership team.
- Promote creative ideas resulting in better education of our students and making this a good place to learn, work and play.
- Provide a safe and healthy environment with a culture of moving forward for all of our students.
- Recruit, support and retain high quality staff in a fiscally responsible way in order to better serve all of our students.
- We need to ensure that we are all driving in the same direction in order to make a positive impact on our students and their learning - “**CAR:**” Communication, Achievement, Relationships –Creating a culture of excellence for all!

UNITY OF PURPOSE

We Believe that a Strong, Effective Governance Team Is...

(Each person responded to this prompt. Their individual responses are listed below:)

- United by a shared purpose; our students, is grounded in trust, values colleagues, staff and community. Listens and is informed.
- Communicative, aligned, cohesive, collaborative, rational and has a strong sense of purpose, unity, efficacy with a laser-like focus on students.
- Kind, open, values each other’s opinions, self-reflective, minimizes ego, continuously improves, and has trust. “We do not always have to be right.”
- Follows roles, and the norms, and protocols it has set for itself and comes to meetings prepared.
- One that understands and respects the norms we have established and believes that we are all doing our best to achieve our goals.
- One that puts children at the core of every decision and everything they do. One who works with their Governance Team using one voice...as a unit. There may be disagreements, but they move forward and support the majority opinion/vote. They are respectful of and kind to their colleagues and assume positive intent.

South San Francisco Unified School District Vision

In South San Francisco Unified School District, we pride ourselves on providing students with relevant learning **EXPERIENCES**, giving them opportunities to **EXPLORE** and cultivate innovation and collaboration. We will foster and **EMBRACE** diversity of people and diversity of thought, while pushing all students to **EXCEL** in order for them to grow into resilient and confident people.

PROVIDE RELEVANT LEARNING EXPERIENCES

Students will...

- Thrive as learners by engaging in experiences driven by intellectual curiosity, desire for cultural competency and discovery.
- Learn in welcoming environments that provide differentiated approaches, experiences, and opportunities.

CULTIVATE INNOVATION AND COLLABORATION

Students will...

- Explore the possibilities of connecting interests and talents to result in viable college and career options.
- Share and collaborate with peers and adults of varying cultural backgrounds to attain personal and academic growth.

FOSTER DIVERSITY OF PEOPLE & DIVERSITY OF THOUGHT

Students will...

- Respect cultures, values, traditions, and points of view that are not their own.
- Connect with and contribute to communities and cultures beyond the classroom.

GROW RESILIENT AND CONFIDENT PEOPLE

Students will....

- Engage in programs that promote their development as well-rounded members of the local and global communities.
- Accept that failure is a vital part of becoming an independent thinker while not accepting failure as the final result.
- Succeed as an individual thinker and as part of a culturally diverse group.
- Tackle complex problems and acquire the skills and knowledge that qualify them for their chosen future.

South San Francisco Unified School District

MISSION STATEMENT

The mission of the South San Francisco Unified School District, through collaboration with home and community, is to graduate responsible, productive, and environmentally aware citizens who have the academic and social skills necessary to contribute to a changing global society, through active participation in a quality instructional program defined by a challenging and creative curriculum which ensures opportunities for a diverse population to experience individual expression and collaborative problem solving in a safe and stimulating environment.

BOARD GOALS

June 5, 2021

Using the South San Francisco Unified School District's Vision and Local Control Accountability Plan as the foundation, the Board will work to:

Goal 1 - Ensure all students thrive and capitalize on life's opportunities.

Goal 2 - Ensure equity throughout the district by means of:

- Raising academic achievement for all students.
- Assuring fiscal responsibility and accountability.
- Providing the facilities to ensure an environment for successful teaching and learning.

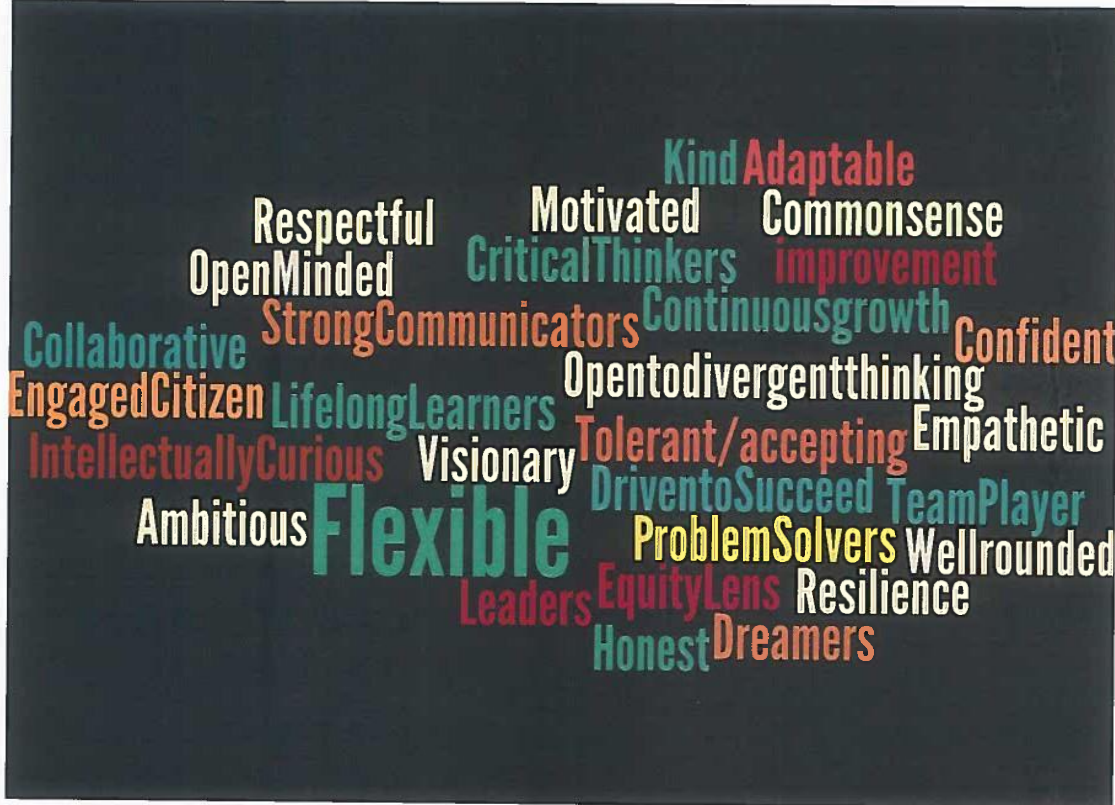
Goal 3- Enhance relationships with all families, partner agencies and all other constituents for the benefit of all students.

DISTRICT PILLARS (PRIORITIES)

2021 - 2022

- Academic Excellence (Teaching and Learning)
- Talent Management (Human Resources)
- Operational and Fiscal Stewardship (Budgeting)
- Community engagement and connectedness (School Climate & Safety)

Our Vision for Our Students: When Our Students Graduate from South San Francisco USD, We Want Them to Be...



GAINING CLARITY ON ROLES AND RESPONSIBILITIES

The Role of the Board and Superintendent - CSBA:

School Board “Trustees” are the representatives of the people, elected to ensure the district schools educate the students in consideration of the interests of the local community. The role of the School Board is to govern the school district.

The superintendent is hired by the school board to provide the professional expertise in the day-to-day operations of the district. The role of the Superintendent is:

1. To work with the school board to develop an effective governance leadership team.
2. To serve as the chief administrative officer for the school district.
3. Recommend and implement Board approved policies.

Performing Board Responsibilities - CSBA:

We Set the Direction for the community's schools by:

- Focusing on student learning.
- Understanding district needs/utilizing baseline data.
- Generating, reviewing, and revising directional documents: (beliefs, vision, priorities, strategic goals, success indicators)
- Ensuring an appropriate inclusive process is used to develop these documents.
- Ensuring these documents are the driving force for all district efforts.

We establish an effective and efficient Structure for the school district by:

- Focusing on the needs of the student.
- Employing the Superintendent.
- Setting policy for hiring of other personnel.
- Setting policies.
- Setting direction for and adopting the curriculum.
- Establishing budget priorities and adopting the budget.
- Overseeing facilities issues.
- Providing direction for and voting to accept collective bargaining agreements.

We Provide Support through our behavior and actions by:

- Modeling professionalism and appropriate communications for our students.
- Acting with a professional demeanor that models the district's beliefs and vision.
- Making decisions and providing resources that support mutually agreed upon priorities and goals.
- Upholding Board approved district policies.
- Ensuring a positive personnel climate exists.
- Being knowledgeable about district efforts and able to explain them to the public.
- Working collaboratively with the Superintendent to ensure District success.

We Ensure Accountability to the public by:

- Welcoming student voice through Board Meeting participation.
- Evaluating the Superintendent and ourselves
- Monitoring, reviewing, and revising policies.
- Serving as a judicial and appeals body.
- Monitoring student achievement and program effectiveness and requiring program changes as indicated.
- Monitoring and adjusting district finances.
- Reviewing facilities issues
- Monitoring the collective bargaining process

We Act as Community Leaders by:

- Soliciting feedback from students.
- Speaking with a common voice about district priorities, goals, and issues.
- Engaging and involving the community in district schools and activities.
- Communicating clear information about policies, programs, and fiscal conditions of the district.
- Educating the community and the media about issues facing the district and public education.
- Advocating for students, district programs and public education to the general public, community, and local, state, and national leaders.

GAINING CLARITY ON ROLES AND RESPONSIBILITIES AND ENHANCING TEAM COMMUNICATION:

What the Board Needs from the Superintendent:

- Effective, open, honest, timely communication
- Trust
- Respect
- Time, commitment, and dedication
- Feedback
- Empathy and understanding
- Support and reassurance
- Emailing the Board, as soon as possible, regarding communication with the city, and providing necessary additional information in the Friday update.
- Paraphrasing to ensure understanding.
- Getting clarification from the whole Board on requests from individual Board Members. Put the item on the agenda in order to get Board direction before taking action.
- Scheduling one-on-ones.
- Acknowledging Board directives, action items, timelines, as appropriate, and providing updates on where we are on various processes/issues.

What the Superintendent Needs from the Board:

- Clear descriptive goals and direction from the Board, not from individuals
- Ensure that direction is given to the Superintendent by the Board as a whole, not by individual Board Members.
- Board Members may share new ideas or request information and/or future agenda items in writing to the Superintendent or at the meeting under “Good and Welfare” and “Future Agenda Items.” Pending consensus of the Board, the Superintendent and Board President will confer as to appropriate response to the request, possibly providing the information in the *Friday Update* and/or placement on a future agenda, per BB 9322, *Agenda/Meeting Materials*.
- Effective, open, honest, timely communication
- Trust
- Respect
- Time, commitment, and dedication
- Feedback
- Being open-minded and flexible
- Empathy and understanding
- Support and reassurance
- Trusting her judgment on the selection of the appropriate communication processes regarding issues and “hot topics.”
- Using the term, “Broken bones, gushing blood,” to signify a true emergency when communicating with her. Otherwise, assume that she will get back to you, as soon as, she is able.
- Telling her the source of the information you are sharing.
- Judging the source of information
- Paraphrasing for understanding
- Scheduling time to meet with the Superintendent and pertinent Cabinet Members.
- Being mindful of social media use
- If an issue or conflict arises between any two members of the team, they will resolve it privately and not involve anyone else on the team.

What Board Members Need from Each Other:

- Effective, open, honest, timely communication
- Trust
- Respect
- Time, commitment, and dedication
- Feedback
- Empathy and understanding
- Support and reassurance
- Paraphrasing for understanding
- Sharing new ideas during “Good and Welfare” or “Future Agenda Items.”

- Supporting new Board Members and Student Board Members -
- Welcoming student voice through Board Meeting participation.
- If an issue or conflict arises between any two members of the team, they will resolve it privately and not involve anyone else on the team.

South San Francisco Unified School District Governance Team

AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

Governance Team Norms and Protocols:

The Board of Education for the South San Francisco Unified School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public’s interest in schools, and to ensure a high-quality education is provided to each student. To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon behaviors or norms, and operating procedures or protocols, support consistent behavior and actions among team members. The purpose of the South San Francisco Unified School District governance team agreements is to ensure a positive and productive working relationship among Board Members, the Superintendent, district staff, students, and the community. Norms and protocols are developed by and for the members of the governance team and may be modified over time as needed.

Our Agreements to Facilitate Governance Leadership:

South San Francisco Unified School District Norms

Our Governance Team wishes to create a culture that demonstrates ...

- **Equity**
- **Inclusion**
- **Respect**
- **Trust**
- **Open, Honest Communication**
- **Empathy and Understanding**
- **Professional Behavior**
- **Collaboration**

- **Patience**
- **Kindness**
- **Assuming Positive Intent**
- **Keeps confidential information confidential.**

In support of these norms, we have adopted the following meeting guidelines:

Governance Team Meeting Guidelines

The Governing Board believes its primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the district. To maximize Board effectiveness and public confidence in district governance, Board Members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

Therefore, we agree to:

- Focus on the best interests of our students.
- **Respect differences, show respect and kindness and never dismiss or devalue others.**
- Be supportive and **respectful of** classified, certificated, and administrative staff, for the benefit of all students.
- **Remember the importance of hearing from each member: We will keep our remarks brief, on topic and to the point so that all opinions can be heard.**
- Stay focused on our **agenda**, goals and priorities and avoid getting sidetracked.
- Ensure that there are **“no surprises”** – We will let people know about questions or concerns ahead of time.
- **Build effective relationships**, respect one another - be prompt, listen, follow through on governance agreements and assume positive intent.
- Use active listening - We will wait to speak until another individual has finished speaking.
- **Be professional when we have a difference of opinion by addressing process and debating the facts, not personalities.**
- Communicate in ways that are not prohibited by confidentiality.

- Promote a transparent and open public process and explain the basis of decisions **and meeting disruptions.**
- Be responsible for using meeting time wisely; we will start meetings on time, return from breaks promptly and avoid unnecessary interruptions.
- Work toward the future, learning from the past.

Protocols

STRUCTURE AND PROCESS

Effective governance teams discuss and agree upon the formal structures and processes, or protocols, used by the Board and Superintendent in their functioning as a team. These structures and processes guide the operation of the governance team and determine how they do business. Protocols are the agreements that ensure that all members of the team are operating within their agreed upon roles. The following protocols were developed at our Governance Workshops.

Protocols to Facilitate Governance Leadership:

SSFUSD Governance Team Communication Protocols

The South San Francisco Unified School District Governance Team (Governing Board Members, Superintendent, and Cabinet Level Staff) believes effective communication is vital to ensuring the success of the school district and to keeping team members well-informed. The governance team agrees to practice effective communication through the following protocols:

TOPIC:

PROTOCOL:

Basic Understandings Regarding Communication

Rationale:

- We are ambassadors for the district and want to build public confidence in the school district.
- We want to keep people in the present, not the past and positively informed about current district achievements.

We agree to the following:

- No surprises
- An atmosphere of clear, open communication will be fostered.
- A welcoming and inclusive culture will be the expectation for all sites and District Office.
- The Superintendent will be in charge of day-to-day operations of the district.
- Board Members will be very clear with constituents and staff that a defined process will be used to address complaints/concerns.
- When Board Members receive concerns/complaints, they will share them with the Superintendent.
- Board Members will support the Superintendent's decisions. If individual Board Members disagree with the Superintendent, they will let the Superintendent know privately rather than in public or via the press.
- When an issue or conflict arises between any two members of the Governance Team, the two individuals will discuss the matter and work through it directly and outside of the meeting. They will not involve an intermediary.
- When making statements in public, such as to the media or other public entities, etc., we will:
 - ✓ Speak in a respectful, professional, nonconfrontational manner as ambassadors/representatives of South San Francisco Unified School District.
 - ✓ Not repeat negatives.
 - ✓ State our name and clarify when we are speaking as an individual or as a Member of the Board.
 - ✓ Develop and state a limited number of clear, concise speaking points.
 - ✓ When appropriate, utilize speaking points developed by the Superintendent.
 - ✓ Not go off message.
 - ✓ Never say, "no comment," but instead direct the individual to the appropriate person in the district.

TOPIC: PROTOCOL:

Communication among Board Members	<u>We agree to the following:</u> <ul style="list-style-type: none">• Individual Board Members will be open, honest, and professional with each other.• When individual Board Members have relevant information pertaining to the district, they will share that information with the Superintendent who will then inform the rest of the board.
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TOPIC: PROTOCOL:

Communication with Community & Staff Members	<u>We agree to the following:</u> <ul style="list-style-type: none">• If a community member contacts all members of the Board about a complaint or concern, the Board President will acknowledge receipt on behalf of the Board and will then forward the matter to the Superintendent.• If a community member contacts an individual Board Member, the Board Member will acknowledge the contact and will refer the matter to the Superintendent.• The Superintendent or designee will respond to the individual(s) involved in a timely and thorough manner and will keep the Board informed regarding the situation and response.• Board Members will support the Superintendent’s decisions. If individual Board Members disagree with the Superintendent, they will let the Superintendent know privately rather than in public or via the press.• If Board Members receive concerns from staff, they will notify the Superintendent.• The above procedures apply to contact through social media, as well as other forms of communication.• When receiving a verbal complaint/concern, Board Members must remember to redirect constituents back into the system at the appropriate level. Board Members will also then inform the Superintendent of the situation. Board Members will refrain from hearing/discussing issues that may come before them in their judiciary role.
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TOPIC:

PROTOCOL:

**Email Response
Templates**

Rationale: We wish to be consistent in our responses and adhere to the principles outlined in BB 9200, *Limits of Board member Authority*.

Therefore, we agree to use the following templates when responding to emails:

Communication Templates- Responding to Community:

General:

Board president responses should include four key elements and should carefully balance honoring the person who spoke up while not committing the board or district to any specific action as decisions are only made in board meetings when the members of the board can deliberate. The typical response includes:

1. A thank you

* For example: Thank you for you for reaching out.

2. Validation for the person communicating to the board. Typically, it is helpful to join the validation with a value shared by the board and Superintendent.

* For example: I really appreciate you sharing your concerns about field use. Ensuring students have access to fields to support their physical, social, and emotional development is a key priority for the school board and Superintendent.

3. An appropriate next step if one is applicable

* For example: I have included the superintendent on this response so that she may direct the appropriate staff to follow up with you to develop a better understanding of the factors contributing toward this challenge.

* For example: I have included the superintendent on this response so that she is informed that this is a particular challenge that has been shared with the Board.

4. A statement about the board communication protocol

* For example: Per board protocol, only the Board President will respond to communications to keep the School Board in compliance

with the Brown Act, but all Board Members do read all communications, so thank you for reaching out about this matter!

Employee/Personnel/Staffing Matters:

Thank you for your email. The Board, Superintendent and staff strive to ensure that every student in SSFUSD has a positive, enriching school experience and your input is critical to helping us ensure that we reach this goal. Given the strict confidentiality laws related to any personnel matter, I am not at liberty to discuss any staffing matter and I appreciate your understanding regarding the confidentiality of the matter. While I cannot comment on personnel matters, I do want to communicate that I highly value your reaching out about the concern you raised, and I will forward your communication to the Superintendent so that she or the staff member she designates can look into the matter further. Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications, so thank you for reaching out about this matter!

Negotiations:

Thank you for your email. The Board and Superintendent highly value all members of the staff within South San Francisco Unified School District, and we really appreciate your thoughts. We appreciate that the staff of South San Francisco Unified School District is absolutely essential in ensuring that every child thrives. Negotiations are highly confidential, so I am not at liberty to discuss collective bargaining and I appreciate your understanding regarding the confidentiality of the matter. While I cannot comment on negotiations, I do want to communicate that I highly value your reaching out as it helps inform the Board's and Superintendent's thinking as we move through the negotiations process. I have included the Superintendent on my response so that she is aware of these thoughts. Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications, so thank you for reaching out!

School Safety:

Thank you for your email. Please know that safety of our students is our highest priority for the South San Francisco Unified School District. Children need to feel safe to learn and we strive to ensure all

students attending our schools, feel safe and can focus on learning, free from any type of distractions. I have included the Superintendent on this communication so that she or the staff member she designates can look into the matter further. Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications. Thank you for your communication as we all recognize and place a high value on keeping all students safe in SSFUSD.

School Traffic:

Thank you for your email! Ensuring students get to and from school safely so that they can focus on learning while they are in class and arrive home safely is a definite priority for the Board and Superintendent. Children need to feel safe in order to learn. I have included the Superintendent on this communication so that she or the staff member she designates can look into the matter further. As appropriate, they will work in partnership with law enforcement. Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications. Thank you for your communication as we all recognize and place a high value on keeping all students safe in SSFUSD.

Culture and Climate:

Thank you for your email. Creating a positive, inclusive, and welcoming climate at every school within South San Francisco Unified is a key priority for the board and Superintendent. The board and Superintendent recognize that staff, students, and families thrive when they feel welcomed and valued. I have included the Superintendent on this communication so that she or the staff member she designates can look into the matter further. Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications, so thank you for reaching out about this matter! Thank you so much!

Community Concerns (Fields and Childcare):

Thank you for your email. The South San Francisco Unified School District Board of Trustees and Superintendent want to ensure that every student thrives. As such, we firmly believe in supporting the

social, emotional, cognitive, and physical development of students. We appreciate that access to (INSERT appropriate general category (field or childcare) is a critical component of supporting the development of our students. Our school district works in partnership with the city to make progress toward achieving this goal. I have included the Superintendent on this communication so that she or the staff member she designates can follow up with additional information as appropriate. Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications, so thank you for reaching out about this matter! Thank you so much!

TOPIC: **PROTOCOL:**

<p>Statements on Social Media Platforms</p>	<p><u>Rationale:</u> We wish to adhere to the guiding principles, that:</p> <ul style="list-style-type: none"> • We speak with one voice. • There are “no surprises.” • We all receive the same information. <p><u>Therefore, we agree to the following:</u></p> <ul style="list-style-type: none"> • Statements made on social media by any Board Member will not make assumptions about the opinions of other Board Members or the District unless the Board has taken formal action on that item or issue. • We will proceed with caution because people assume that we speak for the Board. • We will be mindful of politically charged and polarizing issues/situations and be very cautious in these situations. • All individual statements will include a disclaimer stating clearly that this is a personal opinion, and not the opinion of the Board. • We will never post statements that might possibly be a Brown Act violation.
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TOPIC: PROTOCOL:

<p>Communication with the Press Both Oral and Written</p>	<p><u>We agree to the following:</u></p> <ul style="list-style-type: none">• If the press contacts a Board Member, in most cases, the Board Member will refer the individual to the Board President and Superintendent who will then respond.• During a crisis, Board Members will always refer the reporter to the Superintendent, as she will have the most up-to-date information.• If a Board Member experiences an unexpected impromptu interaction with a member of the press, the Board Member will not make assumptions about the opinions of other Board Members or the District, unless the Board has taken formal action on that item or issue.• The Board Member may comment on approved Board actions but will refrain from commenting on pending items and/or items that may come before the Board in the future.• When asked about non-District matters, Board Members will be clear that they are speaking as an individual and not as a Board Member and that the opinions expressed are theirs and theirs alone. Board Members will never make assumptions about the opinions of other Board Members or the District unless the Board has taken formal action on that item or issue.• Closed session deliberations will not be discussed outside of closed session.• The Superintendent, Board President or designee will be proactive in providing information to the press, especially in times of an emergency or controversy.
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TOPIC: PROTOCOL:

<p>Scheduling Meetings with Staff Members</p>	<p><u>We agree to the following:</u></p> <ul style="list-style-type: none">• If a Board Member wants to meet with cabinet members or site administrators, the Board Member will notify the Superintendent in advance.• Board Members acknowledge the importance of respecting staff time constraints.
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TOPIC:	PROTOCOL:
Committee Appointments	<p>Rationale: It is important to have a protocol on this topic, because...</p> <ul style="list-style-type: none"> • This procedure will give everyone a chance to serve on various committees and... • It will prevent confusion. <p>Therefore, we agree that:</p> <ul style="list-style-type: none"> • The Board President and a returning member (preferably the Clerk) will sit on the <u>City/School Subcommittee</u>. The Vice President will serve as the alternate. • The Vice President and another Board Member (preferably a new Member) will serve on the Bylaws Committee. • The final Trustee will serve on the <u>County Committee for District Reorganization</u> and any City Adhoc sub-committees. • Additional appointments will be decided upon by a vote of the Board. • As a guideline, it is recommended that service on any one committee will be limited to two years.

TOPIC:	PROTOCOL:
One-on-One Meetings with the Superintendent	<p><u>Rationale:</u> We wish to clarify the purpose and what transpires at those meetings.</p> <p><u>Purpose of One-on-One Meetings:</u> The purpose of these meetings is to check-in, answer clarifying questions, provide updates, as needed and to keep the Superintendent informed about “hot topics” that are brewing in the community.</p> <p><u>We agree to the following regarding our One-on-One Meetings:</u></p> <p><u>Do’s:</u></p> <ul style="list-style-type: none"> • Utilize the time to check-in with each other with statements, such as, “How are you?” • Board Members will share information that they are hearing out in the community, especially regarding “hot topics.” • Board Members will ask clarifying questions. • We will remember to send those questions to the Superintendent in advance, whenever possible, so that she has the information available for us at the time of our meeting. • Email, “Google Docs” and “Meeting Memos” are acceptable forms of communication. • Notify the Superintendent in advance if we have questions regarding other departments so that she can invite those

	<p>individuals to the meeting.</p> <ul style="list-style-type: none"> • The Superintendent will provide updates to Board Members. • Board Members will be aware of staff time required to answer questions and whether or not the item is relevant to current goals and issues/programs or projects. • Meeting time will be limited to 30 minutes to an hour. <p><u>Don'ts:</u></p> <ul style="list-style-type: none"> • Individual Board Members will refrain from giving the Superintendent or any other staff members direction during these meetings or at any other time. That is the domain of the entire Board, as stated in BB 9200, <i>Limits of Board Member Authority</i>. Board Members will take all such requests to Board Meetings and raise the issues during “Future Agenda Items” for the consideration of the entire Board. This includes requests that have been given to the Superintendent in the past.
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TOPIC:	PROTOCOL:
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<p>Board Meeting Management – Effective Deliberation, Public Comment</p>	<p>Rationale:</p> <ul style="list-style-type: none"> • The Board Meeting is a meeting to conduct district business in public. • We honor people’s opinions, but an appropriate process must be in place in order to have orderly meetings. <p>Therefore:</p> <ul style="list-style-type: none"> • The Board President facilitates the Board discussion and manages public input. • When opening public comment, the Board President will refer to the public input guidelines on the board meeting agenda, as stated in BB 9323. • Each item will have a 20-minute time limit for public comment. Three minutes are allotted per person. • The Board President may ask the public to limit their comments to new information. • Board Members will direct their questions/comments to the Board President and not communicate directly with members of the public. • The Vice President will time public comment. • The Board President has discretion to add time to the discussion if the majority of the Board agrees. <p style="text-align: center;">Managing Action items:</p> <p>Step 1. The Board President will introduce the item.</p>
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	<p>Step 2. The Superintendent or other staff will provide a presentation of background information and a recommendation, if necessary.</p> <p>Step 3. Board Members may ask questions for clarification.</p> <p>Step 4. The Board President will open the issue for public comment.</p> <p>Step 5. After public comment is complete, the Board President will close public comment.</p> <p>Step 6. The Board will discuss the item and vote.</p>
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TOPIC:	PROTOCOL:
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Site Visits	<p>Rationale: It is important to have a protocol on this topic...</p> <ul style="list-style-type: none"> • To ensure that there are “no surprises” to the principals or the Superintendent. • So that we are all aware of the procedures and expectations to create clarity. • To serve as a reminder that site visits help us stay informed about the schools and programs. They validate the good work that is happening in the district. They are not evaluative in nature and should not be disruptive. <p>Therefore, we agree that...</p> <ul style="list-style-type: none"> • formal site visits will be organized by the Superintendent and we all agree to adhere to the following procedures: <ul style="list-style-type: none"> - A master calendar will be developed and shared with the Board and administration to ensure that everyone is aware of the schedule. - Board Members will respond to the invitations so that the Superintendent and principals are aware of who will be in attendance. - Reminders about upcoming visits will be sent out in advance. - The Team will meet with the principal, who will share highlights about the school and items that are a source of pride. -The Superintendent will ask Board Members what they would like to see. • Board Members will inform the Superintendent when they wish to make individual site visits and she will inform the principals. <p>• During all site visits:</p> <ul style="list-style-type: none"> - The Governance Team will arrive at the school wearing their badges.
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- Everyone will sign in at the office.
- All members of the Team will ensure that interactions with teachers and students do not disrupt instruction.

TOPIC: **PROTOCOL:**

<p>Adding Items to the Agenda</p>	<p>Rationale: A clear, consistent procedure is needed so that all Board Members understand the process and have the ability to add items to the agenda, including resolutions.</p> <p>Therefore, we agree that:</p> <ul style="list-style-type: none"> • Any Board member may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. • Board Members may share new ideas or request information and/or future agenda items in writing to the Superintendent or at the meeting under “Good and Welfare” and “Future Agenda Items.” • Pending consensus of the Board, the Superintendent and Board President will confer as to appropriate response to the request, possibly providing the information in the Friday Update and/or placement on a future agenda, per BB 9322, <i>Agenda/Meeting Materials</i>. • Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. • The Board President and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote, an information item that does not require immediate action, or a consent item that is routine in nature and for which no discussion is anticipated. • Board Members will consider the following when adding an item to a future agenda: <ol style="list-style-type: none"> a. The impact that the item will have on district resources, and staff time and workload. b. The impact the item will have on achieving Board adopted district/LCAP goals. • The Board President and Superintendent will determine when each Board approved new item will be agendized.
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We have reviewed and agree to follow the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the South San Francisco Unified School District Board of Trustees, Superintendent, staff, students, and the community. We shall renew this agreement annually.

Amended on this 13th day of April 2023.

Dr. Chialin Hsieh, Board President

Patricia A. Murray, Vice President

Mina A. Richardson, Board Clerk

Amanda Anthony, Trustee

Daina R. Lujan, Trustee

Dr. Shawnterra Moore, Superintendent

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Keith B. Irish, Assistant Superintendent of Educational Services and Categorical Programs
Marcos Garcia, Ed.D., Director of English Learner Programs, Categorical Programs, and Special Projects

DATE: April 13, 2023

RE: Approval of the English Learner Roadmap Policy - SSFUSD EL Master Plan

BACKGROUND:

On July 12, 2017, the California State Board of Education (SBE) approved the California English Learner (EL) Roadmap Policy: Educational Programs and Services for English Learners to help California's local school districts and charter schools welcome, understand, and educate the diverse population of students who are learning English.

The EL Policy contains four principles to guide Local Education Agencies (LEAs) toward creating conditions that will allow English learners to thrive. The principles are as follows:

- I. Assets-Oriented and Needs-Responsive Schools
- II. Intellectual Quality of Instruction and Meaningful Access
- III. System Conditions that Support Effectiveness
- IV. Alignment and Articulation Within and Across Systems

In SSFUSD, we re-evaluate our EL Master Plan on an annual basis. Once the plan is approved, it will be posted on the District's website. Changes to the EL Master Plan are summarized on the following pages.

FISCAL IMPLICATIONS:

None

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the changes to the EL Master Plan.

SSFUSD EL Master Plan Updates
2022-2023

Chapter	Change
1	SSF History - Amended to include Central and South American influx
1	Updated to reflect current members and roles
2	District Mission/Vision Updated
2	Language about District Enrollment Center removed
2	Updated Identification Process to align with OLR procedures
2	Added Clarification of Site responsibility under Program Options
2	Added information about L1 Assessment in typologies
2	Student transfer from other CA District information corrected; figure redesigned and corrected
2	Added information about inter-district transfer process, guardian/student choice to stay in homeschool or transfer for different services.
2	Added clarification on how often the EL Services Waiver of Liability must be filled out.
2	Added information about what to collect to help determine best placement for new students.
2	Added information about inter district transfer processes
2	Updated Figure 2.2
2	Added information about testing notices
3	Added information about the Essential Practices
3	Changed language in table 3.4 - reference to student's educational background (Unconventional & Conventional)
3	Added 4th graduation option: HiSet Exam
3	Added Language from CDE to correct State Seal of Biliteracy Requirements
3	Added language about 5th year graduation option
4	Adjusted District Adopted Assessments
4	Added information about Notice of Summative testing and Student Score

	Report
4	Table 4.1 - corrected who would administer the assessments
4	Updated language on where assessment reports are stored
4	Figure 4.2 - updated and redesigned
4	Table 4.4 - corrected who would administer the assessments and frequency
4	Added section about EL Monitoring Forms
5	Figure 5.6 - removed language about phasing out EL Earth Science. There does not seem to be any movement towards phasing this course out. Remove EL Algebra II. This is now a cluster class. Corrected course information for LTEs
5	Added language to clarify newcomer options at the different secondary schools
5	Changed reference to SDAIE to Language Acquisition Strategies
5	Added introduction to Table 5.7
7	Adjusted all "parent" references to "parent/guardian"
8	Added language to clarify site intervention programs
11	Added an Appendix with samples of the various forms and descriptions

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: April 13, 2023

RE: Approval of New Pilot Course - Public Speaking and Debate at El Camino High School for 2023-24

The following course is submitted to the Board of Trustees for consideration and approval for implementation beginning with the 2023-24 school year:

- Public Speaking and Debate (new)

The course is presented below with background information including rationale for the course, an overview of course content, audience, and monitoring in the pages following. This course was developed by SSFUSD teachers as a collaborative effort across schools and is aligned with school and district priorities as well as California Curriculum Standards. As part of the review process, course development teams and site administrators were required to consider impact on master schedule and staffing, and how students would be supported to access and successfully complete the course.

[Public Speaking and Debate](#)

BACKGROUND:

This course is an elective course offered through the English department. The course will be submitted for UC/CSU approval as a “g” interdisciplinary elective course. The course was developed by El Camino English teachers in response to interest from students and a school goal of offering more elective options.

Course Description

This course will develop and improve public speaking, argumentative, and critical thinking skills in communication settings. Students will prepare and deliver speeches and participate in several in class debates and forums on current

topics. Techniques will be taught to control speech anxiety, and structure and organize information to present to a variety of audiences. As such, the fundamentals of physical and vocal delivery skills, use of language and gesturing, as well as listening skills will be learned. Please note that time requirements are given for each speech.

Audience

This course would be available to all students in grades 9 through 12 as an elective course.

FISCAL IMPLICATIONS:

Instructional materials: In addition to currently adopted District materials, this course will use supplemental texts, online curriculum, and open source materials.

Potential Impact

El Camino High School is considering offering one section of this course as a pilot for the 2023-24 school year. This course is being advertised to students as an elective course for students interested in a humanities elective course that meets UC “g” requirements. In turn, providing this additional option for an academic elective course will also positively impact our overall UC/CSU a-g rate and students’ college and career readiness.

Monitoring Progress and Effectiveness

The viability of the program will be monitored with both quantitative and qualitative data including course enrollments and completions, grades, UC/CSU a-g rate, California Dashboard Academic Indicator and College and Career Readiness Indicator rates, and student and teacher feedback.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the new course, Public Speaking and Debate, for implementation at El Camino High School as a pilot course for the 2023-24 school year.

New Course Proposal Form

Author: Rachel McDonald	Date: January 31, 2023
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Course Title	Public Speaking and Debate				
Course Description	This course will develop and improve public speaking, argumentative, and critical thinking skills in communication settings. Students will prepare and deliver speeches and participate in several in class debates and forums on current topics. Techniques will be taught to control speech anxiety, and structure and organize information to present to a variety of audiences. As such, the fundamentals of physical and vocal delivery skills, use of language and gesturing, as well as listening skills will be learned. Please note that time requirements are given for each speech.				
Length of Course	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year <input type="checkbox"/> Other				
Grade Level	<input checked="" type="checkbox"/> 9-12	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
Department	<input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Science <input type="checkbox"/> World Language <input type="checkbox"/> Physical Education <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Career Technical Education* <input type="checkbox"/> Other				
Prerequisite	None				
Corequisite					
Is Course A-G	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes. If yes indicate the A-G category <input type="checkbox"/> A- History <input type="checkbox"/> B- English <input type="checkbox"/> C- Math <input type="checkbox"/> D- Science (lab) <input type="checkbox"/> E- World Language <input type="checkbox"/> F- Fine Art (cannot be taught online) <input checked="" type="checkbox"/> G- Elective <input type="checkbox"/> History/Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> ELD <input type="checkbox"/> Math <input type="checkbox"/> Math/Computer <input type="checkbox"/> Lab Science Biology/ Life Science <input type="checkbox"/> Physical Science <input type="checkbox"/> Integrated Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> Interdisciplinary			
Honors Credit?	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <i>You can only write for honors credit if an existing course with the same title</i>			

		<i>has been approved for College Prep credit.</i>
Is the course Online, Hybrid, or Classroom Based?	Classroom based	

Please answer the questions below:

- 1. Rationale for Course: Please describe the need for this course/change. (Considerations might include graduation requirements, student interest, differentiation for student need, compliance issues)**

Alignment to Common Core State Standards

College and Career Readiness Anchor Standards for READING Grades 6-12:

- Craft and Structure: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Integration of Knowledge and Ideas: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

College and Career Readiness Anchor Standards for WRITING Grades 6-12:

- Text Types and Purposes: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Production and Distribution of Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

College and Career Readiness Anchor Standards for SPEAKING and LISTENING Grades 6-12:

- Comprehension and Collaboration: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Comprehension and Collaboration: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Presentation of Knowledge and Ideas: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Alignment to SSFUSD LCAP Goals

LCAP Goal #1: Student Achievement - The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state and local assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

- **Action 1.4:** Increase college and career readiness for all students

LCAP Goal #4: SSFUSD will provide high-quality curricular programs for students with disabilities that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.

- **Action 4.3:** Continue to provide access and opportunities for students with disabilities to take a rigorous course work while in SSFUSD

Alignment to ECHS WASC

Goal 2: Create a rigorous and relevant career pathway(s) and/or increase career tech offerings to meet the needs of all students. Aligns with “G” Requirements in UC A-G subject requirements.

2. Do you have sufficient highly qualified staff to teach this course?

Yes.

3. Do you have the necessary facilities, equipment, and materials?

Materials are available online through StudySync and ERWC; however, additional prescribed curricula listed below could be purchased following a pilot of curricula

4. What is the anticipated enrollment in this course?

One section of 36 students

5. Funding

Items Needed	Estimate Cost (if known)
Textbooks	<i>Art of Public Speaking student text</i> \$217.48 per student edition with online 6 yr subscription
Supplementary materials	<i>Mastering Competitive Debate</i> \$17.49 per student online edition yearly subscription or \$69.99 per student hardcover

	text Open source websites
Staffing	<i>Already in place</i>
Technology	<i>Already in place</i>

COURSE OVERVIEW

In 3 - 5 sentences, describes overarching content and goals of the course

The Speech and Debate Course is designed to teach students the important, lifelong skills of public speaking, research, and argumentation. Students will learn the techniques and build confidence in delivering a successful speech. Students will engage in delivering speeches, as well as participate in formal and informal debates. Students will value the freedom of expression and opinions in a safe, nurturing, and respectful environment.

1. Goal: To research and deliver various speeches including, but not limited to: impromptu; commemorative; educational; and persuasive. **Objective:** Deliver an impromptu speech one where a speaker is given a topic and then presents a speech within minutes.

- *Objective:* Research and deliver a commemorative speech—one where the speech is based upon important incidents in history.
- *Objective:* Research and deliver an educational speech—one which gives information on topics which were researched.
- *Objective:* Research and deliver a persuasive speech—one which has the intent of changing the audience's opinion on a specific subject.

2. Goal: To research and participate in debates using various methods, including: the Lincoln/Douglas / Four Corner / Town Hall method.

- *Objective:* Research and participate in a Lincoln/Douglas [presidential] debate format.
- *Objective:* Research and participate in a Four Corner debate format—one which forces the speaker to take a stand on a position prior to the beginning of the debate.

3. Goal: To critique, analyze and pose questions using the specific listening techniques presented in class.

- *Objective:* Introduce the techniques used by great speakers in history including John F. Kennedy and Martin Luther King, Jr.

COURSE CONTENT

Number of Units **6** (minimum of 6 for a yearlong course)

Unit 1: Basic Concepts

Unit Overview: In 3 - 5 sentences, describes **content and skills** students learn in the unit

Unit 1 explores the structure and elements of public speaking basic concepts including: Using body language to enhance meaning and communication, delivering an effective message, developing an arguable thesis

statement, analyzing and delivering famous speeches, listening effectively as an audience member, and reflecting on communication strengths and weaknesses. Students will build basic skills including public speaking basics (Voice Control, Gesture, Posture, Eye Contact, Listening, and Delivery). Students will develop analysis skills through Bi-Weekly Correspondent's Current Event Speeches and analyzing 2 choices from 100 Great Speeches. By the end of unit 1 students will complete an Introduction Speech, Poetry Recitation, and a Narrative Speech.

Assignment Summary: In 3 - 5 sentences, describes the product students turn in to demonstrate learning. Include detailed but concise descriptions of the parameters of the products?

Students will be developing their writing and speaking process through assignments on brainstorming, planning, drafting and revising, peer editing, and publishing. By the end of the unit students will have created and delivered: Introduction Speech, Narrative Speech, Informative Speech, Bi-Weekly Presentation of Current Events.

Assessments: (Fall and Spring finals. Include proficiency scale)

Fall Q1: Students will produce 3-5 minute demonstration speeches using informative language and visuals to teach the class how to do a task. The speeches will be assessed using college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Fall Q2: Students will produce 5-8 minute persuasive speech using rhetorical devices and appeals to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Spring Q3: Students will produce 50 minute Lincoln-Douglas style using the proper format, argumentative and persuasive techniques, rhetorical appeals, and research to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Spring Q4: Students will produce Mock Trial using the proper format, argumentative and persuasive techniques, rhetorical appeals, and research to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Unit 2: Informing and Demonstrating

Unit Overview: In 3 - 5 sentences, describes **content and skills** students learn in the unit

Unit 2 explores the many elements and structures of public speaking: Practice ethical speaking, use body language to enhance meaning and communication, listen effectively as an audience member, Inform an audience, develop research skills, deliver an effective message, effectively communicate with a presentation aid, teach audience how to effectively perform a task or skill. Students will use canva, slidesGo and Google Suite to create vivid visual presentations.

Assignment Summary: In 3 - 5 sentences, describes the product students turn in to demonstrate learning. Include detailed but concise descriptions of the parameters of the products?

Students will examine a selection of speeches in order to examine rhetorical devices and appeals. They will

also study specific forms of public speaking, ethics and free speech, methods of delivery, informative speaking, presentation aids, nonverbal communication, and supporting your speech. By the end of the unit students will have created and delivered: Informative Speech, Demonstration Speech, bi-weekly current event speeches, and teacher for a day presentations.

Assessments: (Fall and Spring finals. Include proficiency scale)

Fall Q1: Students will produce 3-5 minute demonstration speeches using informative language and visuals to teach the class how to do a task. The speeches will be assessed using college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Fall Q2: Students will produce 5-8 minute persuasive speech using rhetorical devices and appeals to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Spring Q3: Students will produce 50 minute Lincoln-Douglas style using the proper format, argumentative and persuasive techniques, rhetorical appeals, and research to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Spring Q4: Students will produce Mock Trial using the proper format, argumentative and persuasive techniques, rhetorical appeals, and research to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Unit 3: Persuasion

Unit Overview: In 3 - 5 sentences, describes **content and skills** students learn in the unit

In Unit 3, students will learn and develop persuasive, propaganda, and debate strategies. Students will effectively communicate by using body language to enhance meaning and communication, demonstrating advanced vocabulary skills, accepting and applying criticism. Students will listen effectively as audience members and respond by practicing rebuttals and cross examination. Students will develop research skills using academic databases and use Google Suite to create vivid visual presentations.

Assignment Summary: In 3 - 5 sentences, describes the product students turn in to demonstrate learning. Include detailed but concise descriptions of the parameters of the products?

Throughout the unit students will conduct research and apply their knowledge of research topics to build speeches and visuals that persuade the audience to believe or buy what the speaker is sharing. Students will present 2 persuasive speeches: 1 selling a product and 1 running for a fictitious political position. Students will continue to present on current events; however, their new job will be to persuade students to believe their opinion about a current event. Students will also engage in a short persuasive debate as they begin to learn the format of Lincoln-Douglas debates and Mock trials.

Assessments: (Fall and Spring finals. Include proficiency scale)

Fall Q1: Students will produce 3-5 minute demonstration speeches using informative language and visuals to teach the class how to do a task. The speeches will be assessed using college and career readiness

standards for grades 9-12 on reading, writing, speaking, and listening.

Fall Q2: Students will produce 5-8 minute persuasive speech using rhetorical devices and appeals to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Spring Q3: Students will produce 50 minute Lincoln-Douglas style using the proper format, argumentative and persuasive techniques, rhetorical appeals, and research to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Spring Q4: Students will produce Mock Trial using the proper format, argumentative and persuasive techniques, rhetorical appeals, and research to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Unit 4: Argumentation

Unit Overview: In 3 - 5 sentences, describes content and skills students learn in the unit

Unit 4 is focus on argumentation specifically geared towards students preparing effective communication in conversation and debate. Students will listen effectively as an audience member in preparation to argue and constructively criticize gaps in other students' argumentation. Students will demonstrate preparedness and professionalism as they challenge each other and build confidence in debate style argumentation. In opening and closing arguments, students deliver their message effectively using appropriate body and verbal language choices.

Assignment Summary: In 3 - 5 sentences, describes the product students turn in to demonstrate learning. Include detailed but concise descriptions of the parameters of the products?

Students will focus on Lincoln-Douglas Debate Research and Lincoln-Douglas Style Debates. They will each complete the LD debate on the affirmative for a contemporary issue and negative side for a contemporary issue following the basic time schedule: 6 minute affirmative constructive opening arguments, 3 minute cross examination where the negative asks the affirmative questions, 7 minute Negative Constructive (and first negative Rebuttal), 3 minute cross examination where the affirmative asks the negative questions, 4 minute first affirmative rebuttal, 6 minute negative rebuttal, and 3 minute 2nd affirmative rebuttal. Each debater gets thirteen minutes of total speaking time, and three minutes of question time. The rounds take approximately 45 minutes in total. Each debater receives four to five minutes of preparation time to use between speeches however they like.

Assessments: (Fall and Spring finals. Include proficiency scale)

Fall Q1: Students will produce 3-5 minute demonstration speeches using informative language and visuals to teach the class how to do a task. The speeches will be assessed using college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Fall Q2: Students will produce 5-8 minute persuasive speech using rhetorical devices and appeals to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Spring Q3: Students will produce 50 minute Lincoln-Douglas style using the proper format, argumentative and persuasive techniques, rhetorical appeals, and research to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Spring Q4: Students will produce Mock Trial using the proper format, argumentative and persuasive techniques, rhetorical appeals, and research to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Unit 5: Mock Trial

Unit Overview: In 3 - 5 sentences, describes content and skills students learn in the unit

Unit 5 will focus on the art of Mock Trials. Students using the skills they have built from the prior 4 units will be put on teams consisting of 6-10 members, only 6 of whom will compete in a given round of competition. At competition, a team will have three attorneys and three witnesses actually being scored. One attorney will deliver the opening statement and a different attorney will deliver the closing statement. All three attorneys will deliver one direct examination of one of their team's witnesses and one cross-examination of a witness from the other team.

Mock Trial witnesses remain "in character" for the entire round. They will be directed by one of their own attorneys and cross-examined by an attorney from the other team. Generally, witnesses work from a memorized script during direct examination (which, of course, must appear natural and unrehearsed to score well) and must use their wits, familiarity with the case, and superior preparation to out-manuever their crossing attorney.

Assignment Summary: In 3 - 5 sentences, describes the product students turn in to demonstrate learning. Include detailed but concise descriptions of the parameters of the products?

In unit 5 students will complete a Mock Trial tournament, a team will argue the prosecution/plaintiff side of the case twice and the defense side of the case twice. A team generally only finds out which side of the case it will be arguing about 15 minutes before the round begins.

A round between Team A (prosecution/plaintiff) and Team B (defense) always follows the same pattern.

1. Opening statements from Team A and Team B
2. Team A's case-in-chief, consisting of direct examination of Team A's first witness, followed by the cross examination of that witness by an attorney from Team B, and so on for Team A's second and third witnesses.
3. A brief (5 minute) recess
4. Team B's case-in-chief, consisting of direct examination of Team B's first witness, followed by the cross examination of that witness by an attorney from Team A, and so on for Team B's second and third witnesses.
5. A brief (5 minute) recess
6. Closing statements from Team A and Team B, followed by an optional rebuttal by Team A using any leftover time.

Teams have 5 minutes for opening statements, nine minutes for closing statements and rebuttal, and 25 minutes for their case-in-chief (not including cross-examination). A Mock Trial round lasts about 3 hours.

Assessments: (Fall and Spring finals. Include proficiency scale)

Fall Q1: Students will produce 3-5 minute demonstration speeches using informative language and visuals to teach the class how to do a task. The speeches will be assessed using college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Fall Q2: Students will produce 5-8 minute persuasive speech using rhetorical devices and appeals to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Spring Q3: Students will produce 50 minute Lincoln-Douglas style using the proper format, argumentative and persuasive techniques, rhetorical appeals, and research to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Spring Q4: Students will produce Mock Trial using the proper format, argumentative and persuasive techniques, rhetorical appeals, and research to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Unit 6: Reflecting on Constructive Criticism

Unit Overview: In 3 - 5 sentences, describes content and skills students learn in the unit

Students will have an opportunity to revise a former piece of work to demonstrate their ability to apply constructive criticism to public speaking. Students will revise and share one speech from the year by presenting without notes. Students will memorize their speech, practice maintaining eye contact with the audience and applying the lessons they have learned to deliver and alternative version of a former speech.

Assignment Summary: In 3 - 5 sentences, describes the product students turn in to demonstrate learning. Include detailed but concise descriptions of the parameters of the products?

Students will continue to write and revise their own work daily. Students will prepare a former piece for submission and speaking. They will create a submission letter and explain why they made any alternative choice for the speech.

Assessments: (Fall and Spring finals. Include proficiency scale)

Fall Q1: Students will produce 3-5 minute demonstration speeches using informative language and visuals to teach the class how to do a task. The speeches will be assessed using college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Fall Q2: Students will produce 5-8 minute persuasive speech using rhetorical devices and appeals to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Spring Q3: Students will produce 50 minute Lincoln-Douglas style using the proper format, argumentative and persuasive techniques, rhetorical appeals, and research to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Spring Q4: Students will produce Mock Trial using the proper format, argumentative and persuasive techniques, rhetorical appeals, and research to demonstrate college and career readiness standards for grades 9-12 on reading, writing, speaking, and listening.

Instructional Materials

List instructional Materials for this Course (you should list all material used in the course of the year)

Type of Material	Author	Title	Publisher	Edition, Year	URL	Primary book/read it its entirety? Yes, no
Textbook	Stephen Lucas	The Art of Public Speaking	McGraw-Hill	13th edition	https://nibmehub.com/opac-service/pdf/read/The%20Art%20of%20Public%20Speaking.pdf	yes
Textbook	Dana Hensley Diana Carlin Chris Riffer	Mastering Competitive Debate	Perfection Learning	8th Edition	https://www.perfectionlearning.com/series/mastering-competitive-debate.html	no
Website		American Rhetoric - The Top 100 Speeches			https://www.americanrhetoric.com/top100speechesall.html	

Signatures:

Site Approval by		Date
District Approval by		Date

Course Code Information (District Office Use Only)

Course Title	
Short Course Title	
Course ID	
Department	
Grade High-Low	
State Category Code	

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Keith B. Irish, Assistant Superintendent of Educational Services and Categorical Programs
Sabrina Yacoub, Director Pupil Personnel, Special Education

DATE: April 13, 2023

RE: Approval of Renewal of Agreements with the Following Companies:
N2y, LLC (Unique), School Specialty (Spire), and Enome, Inc. (Goalbook)

BACKGROUND:

SSFUSD has relationships and works with the following companies to provide students with standards based educational services: N2y, LLC (Unique), School Specialty (Spire), Enome, Inc. (Goalbook). The chart on the following pages details each company and what they provide in order for the District to meet the needs of all students.

FISCAL IMPLICATIONS:

Total fiscal implication is \$150,505.50

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the three contracts as noted, N2y, LLC (Unique), School Specialty (Spire), and Enome, Inc. (Goalbook) for the combined amount of \$150,505.50 so the District can fulfill its curricular needs.

Company	Cost	Description
N2y, LLC (Unique)	\$35,000	<p>Standards based curriculum for all subject areas, adapted to meet the needs of students who require modifications to the CA standards in order to access FAPE.</p> <p>Unique Learning System is a solution designed specifically to help students with special learning needs master their state's extended standards. From one convenient, cloud-based platform, educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools, and evidence-based instructional support. Students from pre-K through transition have the advantage of consistent, high-quality instruction, a motivating interactive learning environment, engaging symbol support, and a path to independence. https://www.n2y.com/unique-learning-system/</p>
School Specialty (Spire)	\$40,000	<p>S.P.I.R.E.® is a comprehensive and multisensory reading intervention and instructional program that integrates phonological awareness, phonics, handwriting, fluency, vocabulary, spelling, and comprehension in an instructional design that is based upon how struggling readers learn. S.P.I.R.E. has been used throughout the country with remarkable success by thousands of elementary, middle, and high school students. This includes students with characteristics of dyslexia, or Specific Learning Disabilities, or students who need direct, systematic, sequential instruction in reading.</p> <p>Based on Structured Literacy elements and principles, and developed by OG Fellow Sheila Clark Edmands, S.P.I.R.E. incorporates research-based best practices for reading and language development. Each S.P.I.R.E. lesson employs 10 steps that enhance student learning and memory by engaging multisensory pathways to the brain in rapid succession. https://eps.schoolspecialty.com/spire https://eps.schoolspecialty.com/spire/structured-literacy</p>

<p>Enome, Inc. (Goalbook)</p>	<p>\$75,505.50</p>	<p>Goal writing platform in support of appropriate grade level goals scaffolded for each individual child's unique needs. Approval for this contract is for three years.</p> <p>Cost breakdown for 1-3 year contracts.</p> <p>One-year contract = \$79,700.25 per year Two-year contract = \$77,602.87 per year Three-year contract = \$75,505.50 per year</p> <p>Standards-Based Design We take each college and career readiness standard and create specific and measurable learning goals aligned to the standard. We presume competence and write the first goal at a grade level expectation.</p> <p>Breadth of Content We take each state and Common Core standard, identify its "Essential" – or "Core Purpose" – and create IEP goals, resources, and strategies. Our repository includes content for Pre-K to Grade 12 in Reading, Writing, Math, and Speech, in addition to Behavior, Social and Emotional Learning, Autism, Occupational Therapy, Alternate Academic and Life Skills, and Transition.</p> <p>Multiple Levels of Support We use strategies and supports aligned to the UDL framework to develop scaffolded instruction at mild, moderate and intense levels of support. Every standard has adapted goals so that teachers can start at the most appropriate level for students.</p> <p>Instructional Strategies Aligned instructional strategies and resources aid teachers as they plan instruction. We place strategies at the fingertips of teachers to maximize access to the standards for every student.</p>
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		<p>Strategies for Moderate/Severe Disabilities Alternate Academic and Life Skills resources help you address five distinct areas of support that prioritize autonomy with functional and academic skills development. https://goalbookapp.com/</p>
Total	\$150,505.50	

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: April 13, 2023

RE: Approval of Local Control Funding Formula (LCFF) - Supplemental Funded Positions for 2023-24

BACKGROUND:

In the 2023-24 school year, SSFUSD will spend its LCFF Supplemental funds on actions and services principally directed towards our unduplicated student groups, by offering a variety of programs, additional staffing and supports for English learners, low-income students, Homeless and foster youth. The staffing chart below indicates a list of positions that I would like to propose for the 2023-24 school year.

<u>Funding Source</u>	<u>Site</u>	<u>Position/Course</u>	<u>#Sections</u>	<u>FTE</u>	<u>Total Cost</u>
Strong Workforce Grant/LCFF Supplemental	District wide	CTE Coordinator (SWP Round 3 & 4) 163,200-SWG 40,800-LCFF	5	1	\$204,000.00
LCFF Supplemental	Buri	RTI	5	1	\$142,000.00
LCFF Supplemental	Junipero Serra	RTI	5	1	\$142,000.00
LCFF Supplemental	Los Cerritos	RTI	10	2	\$284,000.00
LCFF Supplemental	Martin	RTI	10	2	\$284,000.00
LCFF Supplemental	Monte Verde	RTI	5	1	\$142,000.00
LCFF Supplemental	Ponderosa	RTI	5	1	\$142,000.00

LCFF Supplemental	Skyline	RTI	5	1	\$142,000.00
LCFF Supplemental	Spruce	RTI	10	2	\$284,000.00
LCFF Supplemental	Sunshine Gardens	RTI	10	2	\$284,000.00
LCFF Supplemental	District wide	TOSA-C & I - ELD	5	1	\$142,000.00
LCFF Supplemental	District wide	TOSA - ELA/ELD -K-5 & 6-12)	10	2	\$284,000.00
LCFF Supplemental	District Wide	TOSA - Math - (K-5 & 6-12)	10	2	\$284,000.00
LCFF Supplemental	District wide	TOSA - Science - K- 5	5	1	\$142,000.00
Genentech Grant	District wide	TOSA -Science 6-8 (Genentech)	5	1	\$142,000.00
Genentech Grant	District wide	TOSA -Science 9 - 12 (Genentech)	3	0.6	\$85,200.00
LCFF Supplemental	District wide	TOSA- Technology	10	2	\$284,000.00
LCFF Supplemental	District wide	TOSA-SPED ELA	5	1	\$142,000.00
LCFF Supplemental	District wide	TOSA-SPED Math	5	1	\$142,000.00
LCFF Supplemental	District wide	TOSA-Case Mgmt	5	1	\$142,000.00
LCFF Supplemental	District wide	School Psycholgist SA-SPED	5	1	\$142,000.00
LCFF Supplemental	District wide	ELD TOSA	40	8	\$1,136,000.00
Prop 28	Elementary only	Band Teacher	1	0.2	\$28,400.00
ESSER III	District wide	TOSA - SEL (Socio - Emotional Learning) (Esser III)	5	1	\$142,000.00
Ethnic Studies Grant = AB 101	District wide	TOSA - Social Science	5	1	\$142,000.00
LCFF Supplemental	District wide	Counselor (COSA)	5	1	\$142,000
LCFF Supplemental	Spruce	ELD Spruce	5	1	\$142,000
LCFF Supplemental	Skyline	Math Intervention Specialist	2.5	0.5	\$71,000
LCFF Supplemental	District Office	Admin Assistant - Attendance	5	1	\$89,000
LCFF	District wide	2 Community Liaisons - EL	15	3	\$247,100

Supplemental		El e m & 1 H S	Support			
LCFF Supplemental	JS, LC, Martin, MV, Pondo, Sky, SSG		Office Assistant Support - Attendance	25 hours	7 positions w/benefits	\$287,000
					Total Cost	\$6,407,700.00

FISCAL IMPLICATIONS:

SSFUSD LCFF Supplemental Allocation is approximately \$7.4 million for the 2023-24. The proposed positions will be funded out of the following funding sources:

LCFF Supplemental	\$5,704,900
Strong Workforce Grant	\$163,200
Genentech Grant	\$227,200
ESSER III	\$142,000
Ethnic Studies AB 101	\$142,000
Prop 28	\$28,400

RECOMMENDATION:

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

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Keith B. Irish, Assistant Superintendent of Educational Services and Categorical Programs
Sabrina Yacoub, Director Pupil Personnel, Special Education

DATE: April 13, 2023

RE: Approval of the Transition Partnership Program Contract Signature Authorization and Adoption of Resolution #23-10

BACKGROUND:

The Department of Rehabilitation (DOH) purchases Vocational Rehabilitation services for its clients from private and public nonprofit agencies such as school districts through contracts. The DOH has contracted with the South San Francisco Unified School District for over twenty years to provide training to students with mild to severe disabilities to assist them to move from school to career during their junior, senior high school years, and up to age 22. There will be approximately 50 students per year served through this cooperative program. Activities include resume development, decision making and goal setting, interviewing techniques, selection of career goals, work experience, and communication skills.

FISCAL IMPLICATIONS:

None

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Department of Rehabilitation contract signature authorization form and adopt resolution #23-10, authorizing designated District personnel to sign.

Original
 Amendment # _____

FULL Name of Corporation or Public Agency
South San Francisco Unified School District

WHEREAS, the Board of Directors or Board of Trustees of the above-named corporation or public agency has read the proposed agreement between State of California, Department of Rehabilitation, and above-named corporation or public agency and said Board of Directors or Board of Trustees acknowledges the benefits and responsibilities to be shared by both parties to said agreement,

NOW, THEREFORE, BE IT RESOLVED that said Board of Directors or Board of Trustees does hereby authorize the following person:


Name of Person Authorized to Sign Agreement	Title of Person Authorized to Sign Agreement
Shawnterra Moore	Superintendent

of the above-named corporation or public agency on behalf of the corporation or public agency to sign and execute said agreement and all amendments there to, except to increase the financial liability of said corporation or public agency.

CERTIFICATION

I, the Recording Secretary named below, hereby certify that the foregoing resolution was duly and regularly adopted by the Board of Directors or Board of Trustees of above-named corporation or public agency at a meeting of said Board regularly called and convened at which a quorum of said Board of Directors or Board of Trustees was present and voting, and that said resolution was adopted by a vote of the majority of all Directors or Trustees present at said meeting.

IN WITNESS WHEREOF, I have hereunto set my hand as Recording Secretary of said corporation or public agency.

Address Where Board Meeting Held		
825 SOUTHWOOD DR., SO. SAN FRANCISCO, CA 94080		
Date of Board Meeting	Signature of Recording Secretary	Date Signed
4.13.23		4.13.23

STATE OF CALIFORNIA - DEPARTMENT OF GENERAL SERVICES

STANDARD AGREEMENT

STD 213 (Rev. 04/2020)

AGREEMENT NUMBER

32189

PURCHASING AUTHORITY NUMBER (If Applicable)

1. This Agreement is entered into between the Contracting Agency and the Contractor named below:

CONTRACTING AGENCY NAME

Department of Rehabilitation

CONTRACTOR NAME

South San Francisco Unified School District

2. The term of this Agreement is:

START DATE

July 1, 2023

THROUGH END DATE

June 30, 2026

3. The maximum amount of this Agreement is:

\$357, 045.00

Certified Expenditure: \$282,000.00

4. The parties agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Agreement.

Exhibits	Title	Pages
Exhibit A	Scope of Work	1
Exhibit A.1	Contractor's Description of Services/Deliverables	7
Exhibit B	Budget Detail and Payment Provisions	5
+ - Exhibit B.1	Contractor's Program Budget(s) and Narrative(s)	11
+ - Exhibit C	General Terms and Conditions (GTC 4/2017)	1
+ - Exhibit D	Special Terms and Conditions	7
+ - Exhibit E	Additional Provisions - Federally Funded Agreements	3
+ - Exhibit F	Additional Provisions - TPCA	3
+ - Exhibit G	Additional Provisions	1

Items shown with an asterisk (*), are hereby incorporated by reference and made part of this agreement as if attached hereto.

These documents can be viewed at <https://www.dgs.ca.gov/OLS/Resources>

IN WITNESS WHEREOF, THIS AGREEMENT HAS BEEN EXECUTED BY THE PARTIES HERETO.

CONTRACTOR

CONTRACTOR NAME (if other than an individual, state whether a corporation, partnership, etc.)

South San Francisco Unified School District

CONTRACTOR BUSINESS ADDRESS

398 B Street

CITY

South San Francisco

STATE

CA

ZIP

94080

PRINTED NAME OF PERSON SIGNING

Shawnterra Moore

TITLE

Superintendent

CONTRACTOR AUTHORIZED SIGNATURE

DATE SIGNED

SCO ID: 5160-32189

STATE OF CALIFORNIA - DEPARTMENT OF GENERAL SERVICES

STANDARD AGREEMENT

STD 213 (Rev. 04/2020)

AGREEMENT NUMBER 32189	PURCHASING AUTHORITY NUMBER (If Applicable)
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STATE OF CALIFORNIA

CONTRACTING AGENCY NAME

Department of Rehabilitation

CONTRACTING AGENCY ADDRESS

721 Capitol Mall, 6th Floor

CITY

Sacramento

STATE

CA

ZIP

95814

PRINTED NAME OF PERSON SIGNING

TITLE

CONTRACTING AGENCY AUTHORIZED SIGNATURE

DATE SIGNED

CALIFORNIA DEPARTMENT OF GENERAL SERVICES APPROVAL

EXEMPTION (If Applicable)

**EXHIBIT A
(Standard Agreement - Subvention)
Scope of Work**

1. PURPOSE

Third Party Cooperative Agreement

2. AUTHORITY

Law: 29 U.S.C. §§ 721(a)(3), 730, 731, and 733; California Welfare and Institutions Code sections 19008 and 19013.

Regulations: 34 C.F.R. 361.28

Assistance Listing Number: 84.126

3. CONTRACT ENTITIES

Department of Rehabilitation	South San Francisco Unified School District
Golden Gate, Suite 7727, San Francisco, CA. 94102	398 B Street, South San Francisco, CA 94080

4. DESCRIPTION OF SERVICES/DELIVERABLES

See attached program description – EXHIBIT A.1

EXHIBIT A.1
Cooperative Contract
South San Francisco Unified School District
Transition Partnership Program (TPP)

SCOPE OF WORK

I. Introduction

This contract is between South San Francisco Unified School District (SSFUSD) (henceforth known as “the Program”), which is a State or local public agency, and the California Department of Rehabilitation (DOR). This third-party cooperative agreement (TPCA) cooperative agreement is designed to serve DOR applicants and/or recipients of DOR services (henceforth known “participants”). Under this cooperative agreement, the Program will ensure that the services provided are not the customary or typical services provided by that Program but rather are new services that have a vocational rehabilitation focus or are existing services that have been modified, adapted, expanded, or reconfigured to have a vocational rehabilitation focus.

SSFUSD has four schools and they are South San Francisco High School, El Camino High School, Baden High School, and Adult Education-Adult Transition Program. This TPP will focus on serving disabled participants at various public and non-public secondary programs within SSFUSD. Students will be referred in the final two to three years before they exit school. TPP staff will work closely with the DOR counselor(s) throughout the referral, eligibility, planning and follow-up processes, including short-term TPP services once the participant has exited school, to ensure coordinated service provision that will lead to successful employment outcomes. Participants may continue to receive services up to a year post graduation.

Services will also be made available to DOR Participants of Blind Field Services (BFS) District as appropriate.

DOR authorizes the following services to be provided under this agreement:

DOR Student Services:

- Job Exploration Counseling
- Workplace Readiness Training
- Counseling on Post-Secondary Education

A TPP may provide DOR student services to students who are not younger than 16 nor older than 21 years, unless the student is participating in a special education program and receiving services beyond the age of 21 (for students participating in secondary education programs such as adult transition programs), but not beyond the point at which a secondary school student exits their special education program

The TPP contractor will provide information to the TPP students with ID/DD ages 16-21 regarding Employment First, opportunities for employment, and supports to achieve Competitive Integrated Employment.

DOR STUDENT SERVICES

For fiscal year 2023-2024, a total of 54 unduplicated individuals with disabilities will receive DOR Student Services through this contract.

It is expected that DOR will open 30 new cases from the referrals made by the Program.

For fiscal year 2024-2025, a total of 54 unduplicated individuals with disabilities will receive DOR Student Services through this contract.

It is expected that DOR will open 30 new cases from the referrals made by the Program.

For fiscal year 2025-2026, a total of 54 unduplicated individuals with disabilities will receive DOR Student Services through this contract.

It is expected that DOR will open 30 new cases from the referrals made by the Program.

II. Assurances

The Program makes the following assurances as identified in 361.28(a):

- (1) The services provided by the Program, as the public cooperating agency, are not the customary or typical services provided by that agency but are new services that have a vocational rehabilitation focus or existing services that have been modified, adapted, expanded, or reconfigured to have a vocational rehabilitation focus.
- (2) The services provided by the Program, as the cooperating agency, are only available to applicants for, or recipients of, services from DOR.
- (3) Program expenditures and staff providing services under the cooperative arrangement are under the administrative supervision of DOR (e.g., the Program will provide only those services that have been authorized by DOR under this cooperating arrangement).
- (4) All requirements of the vocational rehabilitation services portion of the Unified or Combined State Plan, including a State's order of selection, will apply to all services provided under the cooperative arrangement.

III. Services to be Provided

DOR Student Services

TPP DOR Student Services are a coordinated set of services available for students with disabilities, to provide transition services to students from the age of 16 through 21. DOR Student Services may be delivered in a classroom, community, or individual

setting. Upon program participant's exit from high school TPP DOR Student Services will end.

The coordinated DOR Student Services activities shall include DOR, the school, and other appropriate agencies that may provide services to the program participant including Regional Centers, the One Stop system, and Social Security administration. DOR Student Services are based upon the individual participant's needs, preferences and interests which shall include instruction and community experiences.

The following DOR Student Services will be provided by the Program in accordance with this agreement, as authorized by DOR for each individual with a disability and individualized to each program participant's needs, preferences, and interests as well as their DOR Individualized Plan for Employment (IPE) goals and objectives, as appropriate.

The services described in sections 1-5 are DOR Student Services, designed to support students with disabilities in exploring transition from school and preparing for successful employment and/or postsecondary education.

DOR Student Services are available to students who are potentially eligible or students who have been determined eligible for VR services. Students participating in DOR Student Services through this contract will primarily be provided services as potentially eligible. Program participants who require additional services to participate in DOR Student Services may need to apply for VR services. Participants who have been determined eligible for the VR services may be provided with DOR Student Services either pre- or post-IPE development.

1. DOR Student Services Job Exploration Counseling

a. Description

Job Exploration Counseling services provide an individualized, timely, and systematic process by which a participant seeking employment gains knowledge of career paths and job opportunities and learns to identify strengths, barriers to employment, viable vocational options, and objectives necessary to achieve one or more employment goals. Job exploration counseling will be provided in conjunction with the counseling provided by the DOR counselor. Job Exploration Counseling may include discussion, analysis, or information on:

- The local labor markets
- In-demand industries and occupations
- Non-traditional employment options
- Interest in post-secondary training or education
- Career aptitude, career skills, and vocational interest inventories
- The participant's vocational interest inventory results
- Identification of career pathways of interest to the participant, and the skills and qualifications necessary to be successful in these occupations.
- The participant's prior work experience and transferable skills

- Career speakers

Reporting of job exploration activities completed, findings, and recommendations will be provided to the referring DOR Counselor.

The TPP staff (TPP Transition Coordinator, TPP Job Developer(s), TPP Transition Specialist(s), and TPP Transition Assistant (s)) will provide Job Exploration Counseling.

b. Service Goals/Number Served

- For fiscal year 2023-2024, a total of 35 unduplicated participants will receive this service
- For fiscal year 2024-2025, a total of 35 unduplicated participants will receive this service
- For fiscal year 2025-2026, a total of 35 unduplicated participants will receive this service

2. DOR Student Services Workplace Readiness Training

a. Description

Workplace Readiness Training services consist of instruction with curricular supports which can be provided in a classroom, group, or individual setting. Workplace readiness skills are a set of skills and behaviors that are necessary for any job. This secondary school instruction is intended to support goals and objectives and will typically be provided until the student exits the secondary school system, in accordance with the needs and informed choice of the student. Workplace Readiness training can be provided through instruction or other activities where the student can learn and apply the knowledge.

Workplace readiness training may include, but not limited to, training in the following subject matters:

- Soft skills needed for successful employment including:
 - Communication with coworkers
 - Attitudes about work
 - Decision making while on the job
 - Conflict resolution skills
 - Problem solving techniques
 - Appropriate workplace written communication skills
- Interviewing techniques
- Resume development
- Application preparation
- Appropriate work behaviors including:
 - Grooming and hygiene while on the job
 - Use of a cell phone
 - Social media professionalism
 - Maintaining a healthy lifestyle while at work

- Time management
- Developing friendships with coworkers
- Community safety
- Employer expectations such as punctuality and performance
- Relevant work practices
- Travel training
- Financial literacy
 - Money management
 - Assistance in becoming knowledgeable regarding the impact of employment on a participant's disability and benefits

Reporting on workplace readiness training activities will be provided to the referring DOR counselor.

The TPP staff (TPP Transition Coordinator, TPP Job Developer(s), TPP Transition Specialist(s), and TPP Transition Assistant (s)) will provide Workplace Readiness Training.

b. Service Goals/Number Served

- For fiscal year 2023-2024, a total of 35 unduplicated participants will receive this service
- For fiscal year 2024-2025, a total of 35 unduplicated participants will receive this service
- For fiscal year 2025-2026, a total of 35 unduplicated participants will receive this service

3. DOR Student Services Counseling on Post-Secondary Education

a. Description

Counseling on post-secondary education services include instruction with curricular supports which can be provided in a classroom, group, or individual setting. Participants interested in careers requiring post-secondary education may receive guidance on how skill development and knowledge relate to future opportunities in post-secondary education settings and employment. Counseling on post-secondary education may include instruction in the following subject matters:

- Explore career & post-secondary education options
- Learn about career pathways
- Discover post-secondary education resources and disability support services
- Assist with application/ enrollment process
- Identify financial aid options
- Identify technology needs
- Attend college fairs & tours

The TPP staff (TPP Transition Coordinator, TPP Job Developer(s), TPP Transition Specialist(s), and TPP Transition Assistant (s)) will provide Counseling on Post-Secondary Education.

b. Service Goals/Number Served

- For fiscal year 2023-2024, a total of 35 unduplicated participants will receive this service
- For fiscal year 2024-2025, a total of 35 unduplicated participants will receive this service
- For fiscal year 2025-2026, a total of 35 unduplicated participants will receive this service

IV. DOR and Program Contacts

A. Department of Rehabilitation

- Contact Person: Liezel Taube
- Title: Contract Administrator
- Email Address: Liezel.Taube@dor.ca.gov
- Telephone: Phone: (415) 805-1285/Fax: (415) 597-5810
- Mailing Address: Golden Gate, Suite 7727, San Francisco, CA. 94102

B. South San Francisco Unified School District

- Contact Person: Karl Hemmerla
- Title: SSFUSD TPP Transition Coordinator
- Email Address: khemmerla@ssfusd.org
- Telephone: (650) 827-8465
- Mailing Address: 398 B Street, South San Francisco, CA 94080

V. Linkages to Other Community Agencies

[Briefly describe any connections in the community that are working with the public agency, and any referral sources]

South San Francisco Unified School District TPP has regular contact and ongoing working relationships with the following agencies to increase opportunities for DOR student/participants.

In alignment with section 101(a)(11) of the Rehabilitation Act, DOR and the Program has regular contact and ongoing working relationships with the following agencies to increase opportunities for DOR student/consumers and avoid duplication of services:

- College of San Mateo
- Skyline Community College
- Canada Community College
- City College of San Francisco

- Foothill College
- San Mateo County Peninsula Works Regional Occupational Program
- Golden Gate Regional Center
- Gatepath
- San Mateo County Adult Education PARCA
- San Mateo County Mental Health Jobs Plus
- Social Vocational Services
- Commission on Disabilities
- Job Train
- The ARC of San Francisco
- Center for Independent Living

VI. In Service Training

Twice a year or more frequently as needed, in-service trainings will be conducted to cross-train contract agency and DOR staff in each agency's mission, goals, services, policies, procedures, and professional approaches. This may be done through quarterly meetings, monthly staff meetings, and other program related meetings.

EXHIBIT B
(Standard Agreement - Subvention)
Budget Detail and Payment Provisions

1. INVOICING AND PAYMENT

A. Service Budget Payment of Expenditure

1. This is a cost reimbursement Agreement for subvention services. For services satisfactorily completed by the Program consistent with those authorized by DOR, and upon receipt and approval of the invoices by DOR, DOR agrees to reimburse the Program for actual expenditures incurred subject to the approved Scope of Work, Service Budget, Budget Narrative, approved invoices, and applicable regulations as attached or referenced hereto and made a part of this Agreement.
2. All expenses shall be reviewed and approved by the DOR Contract Administrator before payment can be made to the Program.
3. The Service Budget must set forth in detail the reimbursable items, unit rates and extended total amounts for each line item. The Program's Service Budget shall include items directly related to this Agreement to include a Budget Narrative that fully explains why and how the costs are necessary, reasonable, and allocable to the Agreement.

B. Submission of Invoice(s)

1. Monthly invoices must be completed using the DR 801B Service Invoice form (DR801B) and shall provide an actual line-item detail of expenditure(s) that supports the approved Service Budget and Budget Narrative. The DR801B shall include the Agreement Number and be submitted in duplicate not more frequently than monthly in arrears to the DOR Contract Administrator or designee (listed in Exhibit A).
2. An original DR801B must be submitted and signed by authorized personnel as listed on the Signature Authorization (DR 325) form.
3. Supporting documentation must be available upon request at any time by DOR staff, or other State and Federal representatives.
4. Federal and State funds are time limited; therefore, invoices (service and certified match) must be submitted as soon as possible, but no later than 60 days after the service month. Final submission of all fiscal year-end invoices is due no later than November 1st, to allow for payment and draw down prior to the close out of Federal/State funds.
5. If budgetary funds revert due to failure to submit timely invoices or failure to submit a properly prepared invoice, related Federal and State funds will no longer be available for use which will require the contractor to submit a claim

through the California Department of General Services' Government Claims Program, where approval to pay is not guaranteed.

6. The DOR is committed to issue payments as quickly as possible following the receipt of an accurate and complete invoice of allowable costs as approved by the DOR Contract Administrator.

C. **Appropriate Expenditures**

Budgets must not contain line items that are or will be reimbursed/paid by another source of funding during the period covered by this Agreement. Budgeted amounts that have not been utilized during a fiscal year shall not be carried over to another fiscal year.

D. **Invoice Claim Adjustments**

1. Budgeted amounts remaining for a given line item, within a fiscal year budget, may be used to defray allowable costs under the approved budget line items contained **within the same fiscal year**. A claim adjustment is required on the Service Invoice (DOR 801B) with an attached brief narrative explaining each line item impacted and may not exceed up to a cumulative amount of ten percent (10%) of the total annual contract Service Budget for all budget years as long, as there is neither an increase nor decrease of the total annual contract Service Budget. A formal amendment is required if it does not meet the above criteria.
2. Staff line item salary ranges and percentage of time are projected estimates and are subject to change based on actual salary and chargeable time costs. Claim adjustments are allowable as long as the annualized total line item costs do not exceed what is allowed in Item 1 above.

E. **Budget Contract Amendments**

A contract amendment between both parties is required for any budget changes not covered in Section D above. This includes any major category or detailed line item description changes to the approved Service Budget and Budget Narrative as outlined below:

- Adding and deleting a major category budget or detailed line item.
- Line item adjustments that exceed a cumulative amount of 10%.
- Decrease/increase to the total annual budget award or the total Agreement award for all budget years.
- Any word for word changes to the written budget narrative or budget cost detail.

(Note: ALL changes must be made in **bold**.)

F. Travel Reimbursements

If travel is reimbursable, the Program agrees that all travel expenses and per diem rates paid to its employees under this Agreement shall be reimbursed at actual costs not to exceed the California Department of Human Resources (CalHR) designated rates for excluded employees. Go to CalHR website at <http://www.calhr.ca.gov/employees/pages/travel-reimbursements.aspx>. No travel outside the State of California except for bordering California States shall be reimbursed without prior documented written authorization from DOR.

Upon request from DOR, the Program will provide sufficient documentation to support travel expenditures such as travel claims, mileage logs, and receipts for lodging, transportation, and meal costs. Travel costs that benefit more than one cost objective will be allocated to this agreement in proportion to the benefit received by DOR.

2. BUDGET CONTINGENCY CLAUSE

- A. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the Program, this Agreement shall have no further force and effect. In this event, the State shall have no liability to pay any funds whatsoever to the Program or to furnish any other considerations under this Agreement and the Program shall not be obligated to perform any provisions of this Agreement.
- B. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State or offer an Agreement amendment to the Program to reflect the reduced amount.

3. BUDGET CONTINGENCY CLAUSE FOR FEDERALLY FUNDED AGREEMENTS

- A. It is mutually understood between the parties that this Agreement may have been written for the mutual benefit of both parties before ascertaining the availability of congressional appropriation of funds to avoid program and fiscal delays that would occur if the Agreement were executed after that determination was made.
- B. This Agreement is valid and enforceable only if sufficient funds are made available to the State by the United States Government for the current year and/or any subsequent year for the purpose of this program. In addition, this Agreement is subject to any additional restrictions, limitations, or conditions enacted by Congress or to any statute enacted by Congress that may affect the provisions, terms, or funding of this Agreement in any manner.
- C. The parties mutually agree that if Congress does not appropriate sufficient funds for the program, this Agreement shall be amended to reflect any reduction in funds.

4. PROMPT PAYMENT CLAUSE

Payment will be made in accordance with, and within the time specified in, Government Code Chapter 4.5, commencing with section 927.

5. PRINCIPLES AND STANDARDS FOR DETERMINING ALLOWABLE COSTS, INCLUDING REQUIREMENTS FOR DOCUMENTING PERSONNEL ACTIVITY CHARGEABLE TO THE AGREEMENT

Agreements awarded by DOR shall be subject to actual costs for services rendered under this Agreement. Allowable costs under this Agreement must meet the following general criteria:

- Be generally recognized and necessary for the provision of services identified in this Agreement.
- Be reasonable for the performance of the Agreement, including acceptable sound business practices.
- Be subject to the terms and conditions of the Agreement and approved DOR budgeted line items.
- Not be used for general expenses required to carry out other responsibilities of the Program.
- Be properly documented and supported.
- Be allocable to the services provided under the cooperative arrangement so that costs charged to the agreement are proportional to the benefits received by DOR.

Documenting and supporting the distribution of all costs, including the allocation of time chargeable to the Agreement, is required. The Program agrees to comply with the 2 CFR part 200 Federal cost principles regarding documentation for the support of personnel activity chargeable to the Agreement.

6. ACCOUNTING SYSTEM REQUIREMENTS

A. The Program must maintain an appropriate fund accounting system that accurately accumulates and segregates reasonable, allocable, and allowable costs in compliance with State and Federal regulations, and generally accepted accounting principles. The Program's financial management system shall provide:

- Accurate, current, and complete disclosure of the financial results of each federally sponsored project.
- Records that identify adequately the source and application of funds for federally sponsored activities.
- Written procedures for determining the reasonableness, allocable, and allowable costs in accordance with the provisions of the applicable federal cost principles and the terms and conditions of the Agreement.
- Accurate fund accounting records that track the revenues received from funders/sources and the expenditures paid to vendors for goods and services, and that are supported by adequate source documentation.

- B. The Program shall submit to State such reports, accounts, and records as deemed necessary by the State to discharge its obligation under State and Federal laws and regulations.

Exhibit B.1

South San Francisco Unified School District <u>DOR Program Budget</u> July 1, 2023 or Upon Approval, whichever is later - June 30, 2026				
<u>ITEM</u>	<u>FTE EXPENDITURE</u>	FY 7/1/2023 or Upon Approval, whichever is later to 6/30/2024 TOTAL	FY 7/1/2024 to 6/30/2025 TOTAL	FY 7/1/2025 to 6/30/2026 TOTAL
Rehabilitation Team Unit 1 FTE = \$110,377	FTE Counselor Units	0.90	0.90	0.90
		\$99,339	\$99,339	\$99,339
Case Services (Individual Consumer Expenses)		63,659	63,659	63,659
	SUBTOTAL	\$162,998	\$162,998	\$162,998
VR Service Provision Funds				
TOTAL DOR PROGRAM COST		\$162,998	\$162,998	\$162,998

South San Francisco Unified School District

Program Budget and Match Summary

July 1, 2023 or Upon Approval, whichever is later - June 30, 2026

	FY 7/1/2023 or Upon Approval, whichever is later to 6/30/2024 <u>TOTALS</u>	FY 7/1/2024 to 6/30/2025 <u>TOTALS</u>	FY 7/1/2025 to 6/30/2026 <u>TOTALS</u>
DOR PROGRAM COSTS (From DOR Program Budget)	\$162,998	\$162,998	\$162,998
DOR Student Services Service Budget			
VR Employment Services Service Budget (If Applicable)			
TOTAL PAYMENT BY DOR TO CONTRACTOR (From Service Budget)	\$119,015	\$119,015	\$119,015
TOTAL FEDERAL COSTS	\$282,013	\$282,013	\$282,013
Certified Match (If applicable)	\$94,000 25.00%	\$94,000 25.00%	\$94,000 25.00%
Total Federal Share	\$282,013 75.00%	\$282,013 75.00%	\$282,013 75.00%
Cash Match (If applicable)	0%	0%	0%
Total Federal Share	\$0 0%	\$0 0%	\$0 0%
TOTAL STATE MATCH	\$94,000	\$94,000	\$94,000
Cooperative agency certified match expenditure and cash match expenditure must be from non-federal funds and cannot be used to draw down other federal funds. The cash match expenditure must equal at least 21.3% of the designated share and the certified match expenditure must equal at least 25% of the			

STATE OF CALIFORNIA		DEPARTMENT OF REHABILITATION	
TPP SERVICE BUDGET- DOR STUDENT SERVICES		TPP SERVICE BUDGET- DOR STUDENT SERVICES	
<input checked="" type="checkbox"/> Original <input type="checkbox"/> Amendment		Page X of X 1 of 1	
Contractor Name and Address		Federal ID Number	
South San Francisco Unified School District		94-3083861	
398 B Street		Budget Period	
South San Francisco, CA 94080		July 1, 2024 - June 30, 2025	
July 1, 2023 or Upon Approval, whichever is later - June 30, 2024		July 1, 2025 - June 30, 2026	
Effective Date (Amendments Only)		Effective Date (Amendments Only)	
Line No.	PERSONNEL-Position Title & Time Base	Annual Salary Per FTE	Annual FTE
1	Administrative Personnel		
2	TPP Transition Coordinator 1FTE=32.5hrs/wk, 10 months	\$149,105.00	0.18
3	Admin Subtotal	\$26,838.90	
4	DOR Student Services Direct Service Personnel		
5	TPP Transition Coordinator 1FTE=32.5hrs/wk, 10 months	\$149,105.00	0.10
6	TPP Job Developer 1FTE=32.5hrs/wk, 10 months	\$75,587.00	0.48
7	TPP Job Developer 1FTE=22.5hrs/wk, 10 months	\$52,146.00	0.48
8	Extended Services, 40 hrs per Summer @\$70.00/hour	\$2,800.00	1.00
9	DOR Student Services Subtotal	\$79,022.34	
10	Personnel Subtotal	\$105,861.24	
11	OPERATING EXPENSES		
12	Travel	\$1,000.00	
13	Mileage	\$1,500.00	
14	Office Supplies	\$2,000.00	
15	Instructional Materials	\$1,187.00	
16	Theft Sensitives Items	\$2,162.00	
17	Software	\$475.00	
18	Operating Subtotal	\$8,304.00	
19	Personnel and Operating Subtotal	\$114,185.24	
20	Indirect Rate Percentage	4.23%	
21	Indirect Cost	\$4,830.04	
22	Program Budget Authority Sub-Total	\$119,015.28	
23	Workplace Readiness Training		
24	Work-based Learning		
TOTAL (rounded to nearest dollar)		\$119,015	\$119,015

Exhibit B.1

South San Francisco Unified School District Service Budget Narrative

BENEFIT PERCENTAGE REQUIREMENTS

Benefits Statement:

Certificated Employees (Transition Coordinator)
State Teacher's Retirement System (17.10%)
Medicare (1.45%)
State Unemployment Insurance (.05%)
Workers Comp (1.71%)
Retirement Benefits (24%)
Active Employee Retiree B (10%)

Classified Employees (Job Developer)
Public Employees Retirement System (19.721%)
FICA (6.20%)
Medicare (1.45%)
State Unemployment Insurance (.05%)
Worker Comp (1.71%)
Retirement Benefits (24%)
Active Employee Retiree B (10%)
Comp: 3:22%

This Service Budget narrative is to describe how services expenditures for the South San Francisco USD TPP (hereinafter referred to as 'Program') will be allocated for the provision of services to unduplicated individuals and/or participants in DOR Services (hereinafter referred to as "participants").

PERSONNEL

TPP Transition Coordinator

Cooperative Program Duties must be new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus in accordance with 34 C.F.R. § 361.28(a)(1).

Allowable Activities Under this Agreement Include:

DOR Student Services Duties (Admin):

- Coordinates the activities of the Cooperative Program staff.
- Monitors program expenditures and payments.
- Coordinates with accounting staff in submitting the invoices monthly.
- Provides clerical support.
- Write and maintain Cooperative Program contract.
- Provide administration of Cooperative Program.

- Collect all the Personnel Activity Report (PAR) from contract staff.
- Training and supervision of the contract staff.

DOR Student Services Duties (Direct Services):

- Attends DOR meetings such as: TPP quarterly meetings and in-service trainings.
- Provides Job Exploration Counseling, Workplace Readiness Training and Counseling on Post-Secondary Education.
- Conducts interviews with each participant to assess job readiness.
- Coordinates job search activities for participants.
- Coordinates with DOR Counselors to identify needs and services after the individual has become a DOR participant.
- Writing progress reports and case notes regarding student progress and activities and provides them monthly to the DOR counselor.
- Travel to meetings with participants and counselors to provide contract services.
- Prepare and submit Personnel Activity Report (PARS) monthly.

Unallowable Traditional Duties that are the customary or typical services provided by the public agency

Transition Coordinator Activities include:

- Teaches basic school subjects and provides an education program designed to encourage learning, achievement, and overall adjustment to the maximum of each individual student's capacity
- Attends student IPE meetings
- Develops and implements IEP/ITPs with students and other school support staff.
- Obtains appropriate documentation and evaluation information necessary to assist the DOR counselor in determining the level of severity of disability for eligibility purposes.

TPP Job Developer

Cooperative Program Duties must be new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus in accordance with 34 C.F.R. § 361.28(a)(1).

Allowable Activities Under this Agreement Include:

DOR Student Services Duties (Admin):

- None

DOR Student Services Duties (Direct Services):

Under the direction of the Transition Partnership Program TPP Transition Coordinator:

- Attends DOR meetings such as: TPP quarterly meetings and in-service trainings.
- Assist participants who have been referred to the Transition Partnership Program with required and ongoing documentation after the authorizing case note has been received from the DOR counselor.

- Prepare and maintain records and files related to contract service delivery for participants; prepare and submit reports and other forms as requested by TPP Transition Coordinator.
- Communicate with TPP staff and DOR Counselor to coordinate activities, resolve issues, and exchange information such as service delivery needs and program opportunities
- Assist individual participants with skills needed for successful employment; provide classroom employability skills training to participants
- Assist with the preparation of resumes and personal data sheet, as needed
- Monitor participant progress in the classroom setting to determine if service delivery is appropriate or if modifications are needed.
- Provides DOR Student Services contract services such as Post-Secondary Education, Work-Place Readiness Training and Job Exploration Counseling.
- Coordinates with DOR Counselors to identify needs and services after the individual has become a DOR participant.
- Writing progress reports and case notes regarding student progress and activities.
- Travel to meetings with participants and counselors to provide contract services.
- Prepare and submit Personnel Activity Report (PARS) monthly.

Unallowable Traditional Duties that are the customary or typical services provided by the public agency

Job Developer Activities include:

- Serves as the liaison with community groups, agencies, employers, companies as needed and requested.
- Keeps records and tests students as required.
- Plans and implements vocational programs as directed by Administrators and Instructors.

Extended Services, 40 hours per Summer

Cooperative Program Duties must be new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus in accordance with 34 C.F.R. § 361.28(a)(1).

Allowable Activities Under this Agreement Include:

DOR Student Services Duties (Admin):

- None

DOR Student Services Duties (Direct Services)

The TPP Transition Coordinator will spend additional days outside of the regular school year coordinating transition activities for participants.

- Attends DOR meetings such as in-service trainings.
- Provides counseling on Post-Secondary Education.
- Conducts interviews with each participant to assess job readiness.

- Coordinates with DOR Counselors to identify needs and services after the individual has become a DOR participant.
- Writing progress reports and case notes regarding student progress and activities.
- Travel to meetings with participants and counselors to provide contract services.
- Prepare and submit Personnel Activity Report (PARS) monthly.

OPERATING EXPENSES

Cost is budgeted through an appropriate allocation methodology for expenses that are shared by multiple funding categories.

Travel:

Training related to vocational rehabilitation, transitioning, job development, and job training within the State of California. Training must be pre-approved in writing by the DOR Contract Administrator and may not exceed the CalHR designated rates.

Mileage:

Reimbursement for mileage expenses when contract staff use their own private vehicles or ride-sharing methods in the provision of contract services such as, local job development, job coaching, monitoring and other program related activities. Reimbursement rates not to exceed the California Department of Human Resources (CalHR) designated rates.

Office Supplies:

Consumable office supplies such as pens, pencils, markers, staplers, staples, paper, envelopes, paper clips, white out, folders, calendars, ink cartridges, flash drives. Postage expenses will be included.

Instructional Materials:

Employment related curriculum material to augment TPP classroom instruction to provide contract services, such as Job Exploration Counseling.

Theft Sensitive Items:

These items are to be used exclusively by the TPP participants for the provision of contract services. The laptops are to be used by the SSFUSD TPP staff to help participants develop computer skills in the area of career exploration, job seeking skills, interview skills, resume writing, and job retention skills.

- For FY 2023/2024: Four laptops will be purchased with an estimated price of \$2,162.00
- For FY 2024/2025: Four laptops will be purchased with an estimated price of \$2,162.00
- For FY 2025/2026: Four laptops will be purchased with an estimated price of \$2,162.00

Software:

For the purchase of software to run on the laptops purchased. Software will be used exclusively by SSFUSD TPP staff for student/ DOR participants such as Dragon Dictation. The software will install into current TPP laptops.

- For FY 2023/2024: 4 individual software licenses will be purchased with an averaged and estimated price of \$118.75 each
- For FY 2024/2025: 4 individual software licenses will be purchased with an averaged and estimated price of \$118.75 each
- For FY 2025/2026: 4 individual software licenses will be purchased with an averaged and estimated price of \$118.75 each

INDIRECT COST

Indirect Administrative Overhead: Indirect Costs of the Local Education Agency Transition Partnership Program are the costs that have been calculated and approved by the California Department of Education (CDE). The indirect costs include business, other central services, custodial, utilities and maintenance. Indirect costs are allowable costs calculated and approved annually by California Department of Education that may change every fiscal year. <https://www.cde.ca.gov/fg/ac/ic/>.

COOPERATIVE AGENCY-CERTIFIED EXPENDITURE BUDGET
 July 1, 2023 or Upon Approval, whichever is later - June 30, 2026

Contractor Name and Address

South San Francisco Unified School District
 398 B Street
 South San Francisco, CA 94080

Cooperative agency agrees it will make the following expenditures during the fiscal year, in conformity with the following narrative section titled "Cooperative Agency-Certified Expenditure Budget Narrative". These are not legally mandated services and are not services that the Cooperative agency otherwise provides. **NOTE** No portion of the below expenditures shall come from Federal Funds or WorkAbility I Funds.

Item Expenditure	July 1, 2023 or Upon Approval, whichever is later - June 30, 2024			July 1, 2024 - June 30, 2025			July 1, 2025 - June 30, 2026		
	Annual Salary Per FTE	Annual FTE	Annual Amount Certified	Annual Salary Per FTE	Annual FTE	Annual Amount Certified	Annual Salary Per FTE	Annual FTE	Annual Amount Certified
PERSONNEL - Title & Time Base									
TPP Transition Specialist, 1 FTE=32.5 hrs/wks, 10 months	\$126,510.70	0.20	\$25,302.14	\$130,306.02	0.20	\$26,061.20	\$134,215.20	0.20	\$26,843.04
TPP Transition Specialist, 1 FTE=32.5 hrs/wks, 10 months	\$125,999.10	0.20	\$25,199.82	\$129,779.07	0.20	\$25,955.81	\$133,672.44	0.20	\$26,734.49
TPP Transition Assistant, 1 FTE=30 hrs/wks, 10 months	\$50,260.00	0.20	\$10,052.00	\$51,767.80	0.1922	\$9,949.77	\$53,320.80	0.18	\$9,597.74
TPP Transition Assistant, 1 FTE=30 hrs/wks, 10 months	\$52,879.80	0.20	\$10,575.96	\$54,465.37	0.1922	\$10,468.24	\$56,099.33	0.18	\$10,097.88
TPP Transition Assistant, 1 FTE=30 hrs/wks, 10 months	\$59,266.20	0.20	\$11,853.24	\$61,044.19	0.1838	\$11,219.92	\$62,875.51	0.171	\$10,751.71
TPP Transition Assistant, 1 FTE=30 hrs/wks, 10 months	\$56,150.10	0.1962	\$11,016.65	\$57,834.60	0.17887	\$10,344.87	\$59,569.64	0.16745	\$9,974.94
Personnel Subtotal			\$93,999.81			\$93,999.83			\$93,999.80
OPERATING EXPENSES									
Operating Subtotal									
Personnel and Operating Subtotal			\$93,999.81			\$93,999.83			\$93,999.80
TOTAL EXPENDITURES "CERTIFIED"			\$94,000			\$94,000			\$94,000

South San Francisco Unified School District
Certified Expenditure Budget Narrative

BENEFITS

This Certified Budget narrative is to describe how the South San Francisco Unified School District will redirect staff time specifically certified in the provision of services to program unduplicated individuals and/or participants in DOR Services (hereinafter referred to as “participants”).

Benefits Statement:

Unallocated Benefits (Class UESF X 4%)
PARA OASDI (Class UESF Salaries X 6.20%)
Unallocated Benefits (Class Non-UESF Salaries X 10.2%)
City Retirement (Class Civil Service Salaries X 19.81%)
Retirees Medical Subsidy (Class Salaries X 7%)
HSS/Medical (Classified FTE X \$9,300)
FICA-OASDI: 6.20%
Medicare: 1.45%
Workers Comp: 3:22%

PERSONNEL

TPP Transition Specialist:

Cooperative Program Duties must be new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus in accordance with 34 C.F.R. § 361.28(a)(1).

Job Requirements:

FTE: 20 Percent of FTE that will be utilized only to provide services under this agreement.

Allowable Contract Cooperative Program Duties

Activities include:

- Evaluates the performance of participants in Job Exploration Counseling, Workplace Readiness Training, and Counseling on Post-Secondary Education.
- Coordinates each participant’s DOR Student Services transition activities with DOR staff and other community agencies/partners.
- Consults with TPP Transition Coordinator to provide support for participants.
- Oversees curriculum for vocational/career training opportunities for all participants served through the TPP program.
- Prepare Personnel Activity Report (PARS) monthly.
- Assists with submitting participant’s monthly or quarterly progress reports to DOR Counselor.
- Attend quarterly meetings as needed.

Non-contract Duties (not charged to this contract) that are the customary or typical services provided by the program.

Activities include:

Special Education Teacher

- Teaches basic school subjects and provides an education program designed to encourage learning, achievement, and overall adjustment to the maximum of each individual student's capacity
- Attends student Individual Education Plan (IEP) meetings.
- Develops and implements IEP/ Individual Transition Plan (ITP)s with students and other school support staff.

TPP Transition Assistant:

Cooperative Program Duties must be new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus in accordance with 34 C.F.R. § 361.28(a)(1).

Job Requirements:

FTE: .1962-.20 Percent of FTE that will be utilized only to provide services under this agreement.

Allowable Contract Cooperative Program Duties

Activities include:

- Writes progress reports and case notes regarding participants progress and activities.
- Assists the TPP Transition Coordinator and provides support to participants through DOR Student Services in Job Exploration Counseling, Workplace Readiness Training, and Counseling on Post-Secondary Education.
- Prepare Personnel Activity Report (PARS) monthly.
- Attends meetings as needed.

Non-Contract Traditional Duties (not charged to this contract) that are the customary or typical services provided by the program

Activities include:

Para-Professional / Job Coach:

- Assists the Special Education Teacher as needed.
- Keeps records and test students as required.
- Address issues that arise before and after Work Experience with the Workability program.
- Provides small group activities.

EXHIBIT C
(Standard Agreement - Subvention)
General Terms and Conditions (GTC 4/2017)

PLEASE NOTE: The General Terms and Conditions will be included in the Agreement by reference, you can view them at the Department of General Services, Office of Legal Services website at: [Standard Contract Language \(ca.gov\)](https://www.dgs.ca.gov/Standard-Contract-Language). Click on the GTC 4/2017 to open the document.

EXHIBIT D
(Standard Agreement - Subvention)
Special Terms and Conditions

1. NOTIFICATION AND COMPLIANCE

All notices required by either party shall be in writing and sent by email, mail, or personally delivered to the appropriate address. Mailing addresses may be changed by written notice.

The Program agrees to comply with all laws, regulations, ordinances, and policies of any governmental unit having jurisdiction over the rehabilitation program with regards to construction, medicine, health, safety, wages, hours, working conditions, workers' compensation, licensing and all other activities requiring compliance. The Program shall accept financial responsibilities in the event of non-compliance.

2. DISPUTES

If the Program believes that there is a dispute or grievance between the Program and the State arising out of or relating to this Agreement, the Program shall first discuss and attempt to resolve the issue informally with the DOR Contract Administrator. If the issue cannot be resolved at this level, the Program shall follow the following procedures:

- A. If the issue cannot be resolved informally with the DOR Contract Administrator, the Program shall submit, in writing, a grievance report together with any evidence to the DOR Contract Administrator's Supervisor. The grievance report must State the issues in the dispute, the legal authority, or other basis for the Program's position and the remedy sought. Within ten (10) working days of receipt of the written grievance report from the Program, the DOR Supervisor shall make a determination on the problem and shall respond in writing to the Program indicating the decision and reasons, therefore. Should the Program disagree with the Supervisor's decision, the Program may appeal to the next level following the procedure in "Disputes", paragraph B listed below.
- B. The Program's letter of appeal must be submitted within ten (10) working days of the receipt of the DOR Contract Administrator's Supervisor's written decision. The Program must submit a letter of appeal to the DOR Contract Officer explaining the disagreement with the Contract Administrator's Supervisor's decision. The letter must include, as an attachment, copies of the Program's original grievance report, evidence originally submitted, and response from the Supervisor. The Contracting Officer shall, within twenty (20) working days of receipt of Program's letter of appeal, review the issues raised and shall render a written decision to the Program. The decision of the Director or designee shall be final.

3. RIGHT TO TERMINATE

- A. Either party reserves the right to terminate this Agreement subject to 30 days written notice.
- B. However, the Agreement can be immediately terminated by DOR for cause. The term "for cause" shall mean that the Program fails to meet the terms, conditions, and/or responsibilities of the Agreement. In this instance, the Agreement termination shall be effective as of the date indicated on the State's notification to the Program.

4. CORRECTIVE ACTION

If the Program is not able to meet the service goals outlined in the Scope of Work, DOR reserves the right to reduce the Service Budget in alignment with an amended Scope of Work to reflect

updated service goals that are achievable for the Program after review by the DOR Contract Administrator.

5. TRAINING SEMINARS, WORKSHOPS OR CONFERENCES

If the Program provides training seminars, workshops, or conferences, the Program must obtain prior DOR approval for the location, costs, dates, agenda, instructors, instructional materials, and attendees at any reimbursable training seminar, workshop, or conference pursuant to this Agreement and of any reimbursable publicity or educational materials to be made available for distribution. The Program shall acknowledge the support of the State whenever publicizing the work under this Agreement in any media. The provision does not apply to necessary staff meetings or training sessions held for the staff of the Program to conduct routine business matters.

6. INSURANCE REQUIREMENTS

General Provisions Applying to All Policies

- A. Coverage Term** – Coverage needs to be in force for the complete term of the contract. If insurance expires during the term of the contract, a new certificate must be received by the State within ten (10) days of the expiration of this insurance. Any new insurance must still comply with the original terms of the contract.
- B. Policy Cancellation or Termination & Notice of Non-Renewal** – The Program is responsible to notify the State within five business days before the effective date of any cancellation, non-renewal, or material change that affects required insurance coverage. In the event the Program fails to keep in effect the specified insurance coverage, the State may, in addition to any other remedies it may have, terminate this Contract upon the occurrence of such event, subject to the provisions of this Contract.
- C. Deductible** – The Program is responsible for any deductible or self-insured retention contained within their insurance program.
- D. Insurance Carrier Required Rating** – All insurance companies must carry a rating acceptable to the Office of Risk and Insurance Management. If the Program is self-insured for a portion or all of its insurance, review of financial information including a letter of credit may be required.
- E. Inadequate Insurance** – Inadequate or lack of insurance does not negate the Program obligations under the contract.
- F. Satisfying a Self-Insured Retention (SIR)** – All insurance required by this contract must allow the State to pay and/or act as the Program's agent in satisfying any SIR. The choice to pay and/or act as the Program's agent in satisfying any SIR is at the State's discretion.
- G. Available Coverages/Limits** – All coverage and limits available to the Program shall also be available and applicable to the State.
- H. Subcontractors** – In the case of the Program's utilization of subcontractors to complete the contracted scope of work, the Program shall include all subcontractors as insured under the Program's insurance or supply evidence of insurance to the State equal to policies, coverages and limits required of the Program.
- I. Hazardous Activity**
If applicable under this contract transportation is considered a hazardous activity. The Program agrees that the bodily injury liability insurance herein provided for shall be in effect at all times during the term of this contract. In the event said insurance coverage expires at any time or times during the time of this contract, the Program agrees to provide, at least 30 days before said expiration date, a new certificate of insurance evidencing insurance coverage as provided for herein for not less than the remainder of the term of the contract or for a period of not less than one year. New certificates of insurance are subject to the approval of DGS/ORIM, and the Program agrees that no work or services shall be performed prior to such approval.

The State may, in addition to any other remedies it may have, terminate this contract should Program fail to comply with these provisions.

- i. **Commercial General Liability** – The Program shall maintain general liability on an occurrence form with limits not less than \$1,000,000 per occurrence for bodily injury and property damage liability combined with a \$2,000,000 annual policy aggregate. The policy shall include coverage for liabilities arising out of premises, operations, independent Programs, products, completed operations, personal & advertising injury, and liability assumed under an insured Agreement. This insurance shall apply separately to each insured against whom claim is made or suit is brought subject to the Program’s limit of liability.

The following must be included as part of the policy and must be noted on the certificate of insurance: *The State of California, its officers, agents, and employees as additional insured, but only with respect to work performed under the Agreement.*

****Endorsements must be provided to the DOR prior to release of the executed contract. The endorsement must be acceptable to the Department of Rehabilitation.****

- ii. **Automobile Liability (If Applicable)** – For DOR consumers being provided transportation under said Agreement, the Program shall maintain motor vehicle liability with limits not less than \$1,000,000 combined single limit per accident. Such insurance shall cover liability arising out of a motor vehicle including owned, hired and non-owned motor vehicles to include the following additional insurance coverage below:

- **For public schools and other State or local public agencies:** Automobile Liability insurance must include Any-Auto, Hired-Autos, Non-Owned Autos, and any other auto used in performing services under the Agreement. For **seating capacity up to 7 people** (includes driver), the Program’s certificate of insurance shall State a limit of liability of not less than **\$1,000,000** per occurrence for bodily injury and property damage liability combined. For **seating capacity for 8 to 15 people** (includes driver) the certificate of insurance shall State a limit of liability of not less than **\$1,500,000** per occurrence for bodily injury and property damage liability combined. For **seating capacity for 16 passengers** or more the certificate of insurance shall State a limit of liability of not less than **\$5,000,000** per occurrence for bodily injury and property damage liability combined.

The following must be included as part of the policy and must be noted on the certificate of insurance: *The State of California, its officers, agents, and employees as additional insured, but only with respect to work performed under the Agreement.*

****Endorsements must be provided to the DOR prior to the release of the executed contract. The endorsement must be acceptable to the Department of Rehabilitation.****

- iii. **Workers’ Compensation and Employers Liability** – The Program shall maintain statutory workers’ compensation and employer’s liability coverage for all its employees who will be engaged in the performance of the Agreement. Employer’s liability limits of \$1,000,000 are required.

The workers’ compensation policy shall contain a waiver of subrogation in favor of the State.

****The waiver of subrogation endorsement must be provided to the DOR prior to release of the executed contract. The waiver of subrogation endorsement must be acceptable to the Department of Rehabilitation.****

Self-insurance – The Program shall supply the consent letter of self-insurance or the Certificate of Consent to Self-Insure. The Waiver of Subrogation is not required.

7. CONTRACTOR STAFFING REQUIREMENT

The Program certifies that its employees meet the qualifications as outlined in the job posting for the position listed on the budget. The program further certifies that staff providing services under this agreement meet the specific requirements. The Program will provide key staff resumes or duty statements for the positions identified under this agreement at DOR's request at the time of program reviews as outlined in the DOR Contract Handbook.

8. CONFLICT OF INTEREST

- A. The Program certifies that its employees and the officers of its governing body shall avoid any actual or potential conflicts of interest and that no officer or employee who exercises any functions or responsibilities in connection with this Agreement shall have any personal financial interest or benefit which either directly or indirectly arises from this Agreement.
- B. The Program shall establish safeguards to prohibit its employees or its officers from using their positions for a purpose which could result in private gain, or which gives the appearance of being motivated for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

9. CONFIDENTIALITY

- A. The Program agrees to comply with the provisions applicable to consumer information as set forth in 34 Code of Federal Regulations section 361.38 and Title 9, California Code of Regulations, section 7140 et seq., and personal information as set forth in the Information Practices Act of 1977 (California Civil Code section 1798 et seq.).
- B. The Program agrees that any personal information, as defined by the Information Practices Act of 1977 (California Civil Code section 1798 et seq.) and this Agreement, obtained in the performance of this Agreement is classified as confidential and shall not be subject to disclosure to any source except as required by this contract or otherwise authorized by DOR.
- C. The Program agrees to remove all confidential, sensitive, or personal information from any reports, publications, or other materials created during the performance of this contract prior to being released to the scientific and academic community, or other individuals or entities. The removal method(s) must be reasonable and appropriate to ensure that any confidential, sensitive, or personal information cannot be recovered, accessed, used or disclosed, which would result in a security breach or an information security incident.
- D. Subject to the applicable requirements of the regulations cited above, the Program agrees to report any security breach or information security incident involving confidential, sensitive, or personal information (e.g., consumer information) obtained in the performance of this contract to the DOR's Contract Administrator and the DOR's Information Security Officer. The DOR's Information Security Officer can be contacted via e-mail at iso@dor.ca.gov.
- E. Security breaches or information security incidents that shall be reported include, but are not limited to:

1. Inappropriate use or unauthorized disclosure of confidential, sensitive, or personal information (e.g., consumer information) obtained in the performance of this contract by the Program or the Program's assignees. Disclosure methods include, but are not limited to, electronic, paper, and verbal.
 2. Unauthorized access to confidential, sensitive, or personal information (e.g., consumer information) obtained in the performance of this contract. Information can be held in medium that includes, but is not limited to, electronic and paper.
 3. Loss or theft of information technology (IT) equipment, electronic devices/media, paper media, or data containing confidential, sensitive, or personal information (e.g., consumer information) obtained in the performance of this contract. IT equipment and electronic devices/media include, but are not limited to, computers (e.g., laptops, desktops, tablets), smartphones, cell phones, CDs, DVDs, USB flash drives, servers, printers, peripherals, assistive technology devices (e.g., notetakers, videophones), and copiers. Data can be held in medium that includes, but is not limited to, electronic and paper.
- F. The Program agrees to provide annual security and privacy training for all individuals who have access to confidential, sensitive, or personal information (e.g., consumer information) obtained in the performance of this contract.
- G. The Program agrees to obtain and maintain acknowledgements from all individuals to evidence their understanding of the consequences of violating California privacy laws and the Program's information privacy and security policies.
- H. For Programs that do not have a security program that includes annual security and privacy training, a self-training manual is available on the DOR website in the "Requirements for Becoming a Service Provider" section under "Annual Security and Privacy Training for VR Service Providers." The self-training manual is named "Protecting Privacy in State Government" and can be downloaded at the following link:
<https://www.dor.ca.gov/Home/SecurityandPrivacy>.
- I. Additional training and awareness tools are available at the California Information Security Office (CISO) website and the California Department of Justice – Privacy Enforcement and Protection website. These State entities created the self-training manual, "Protecting Privacy in State Government" that DOR revised to meet its business needs.

10. AUDIT AND REVIEW REQUIREMENTS

A. General Audit and Review Requirements

1. The State shall have the right to conduct inspections, reviews, and/or audits of the Program to determine whether the services provided, and the expenditures invoiced by the Program were in compliance with this Agreement and other applicable federal or State statutes and regulations.
2. The Program agrees that DOR, State Controller's Office, Department of General Services, Bureau of State Audits, Federal Department of Education Auditors, or their designated representatives shall have the right to review and to copy any records and supporting documentation pertaining to the performance of the Agreement, including but not limited to, accounting records, consumer service records, records and evaluations of individuals referred to the program, and other supporting documentation that may be relevant to the audit or investigation.

3. The Program shall submit to the State such reports, accounts, and records deemed necessary by the State to discharge its obligation under State and Federal laws and regulations, including the applicable Federal Office of Management and Budget (OMB) cost principles and administrative requirements.
4. The Program agrees to allow the auditors access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records.
5. The Program agrees to maintain such records for possible audit for a minimum of seven (7) years after final payment or until resolution of all issues which may arise as a result of any litigation, claim, negotiation, audit, or any other action involving the records prior to expiration of the seven (7) year period, whichever is later.

B. Annual Federal Audit (For Agreements that received Federal Funds \$750,000 and above):

1. In addition to the General Audit and Review Requirements above, the Program agrees to provide an annual audit as required by the federal "Single Audit Act" of 1994, as amended. These annual audit documents shall be maintained by the Program and provided to the auditing agency when requested. This audit shall be made in accordance with 2 CFR 200.

11. COMPETITIVE BIDDING AND PROCUREMENTS

- A. The Program shall comply with applicable laws and regulations regarding securing competitive bids and undertaking negotiations in Program's agreements with other entities for acquisition of goods and services with funds provided by the State or Federal under this Agreement. A minimum of three competitive quotations is required for any purchase order or subcontract for services over \$2,500, and should be submitted to the DOR Contract Administrator or adequate justification provided for the absence of bidding.
- B. The Program must maintain a copy of the narrative description of the procurement systems guidelines, rules or regulations that will be used to make purchases under this Agreement. The State reserves the right to request a copy of these documents and to inspect the purchasing practices of the Program at any time.
- C. The Program should seek prior approval for any purchase or subcontract exceeding \$2,500 per unit or more for commodities, supplies, and services related to this Agreement. The Program must provide in its request for approval all particulars necessary, as specified by DOR, for evaluating the necessity or desirability of incurring such costs.
- D. For all purchases made, subject to this Agreement, the Program must maintain copies of all paid vendor invoices, documents, bids and other information used in vendor selection, for inspection or audit.

12. CONTRACT AMENDMENTS

In the event that additional program services must be performed which was wholly unanticipated and is not specified in the written Scope of Work, but is, in the opinion of both parties necessary to the successful accomplishment of the general scope of work outlined, an amendment to the Agreement is required.

13. SOFTWARE

The Program certifies that it has appropriate systems and controls in place to ensure that State funds will not be used in the performance of this contract for the acquisition, operation or maintenance of computer software in violation of copyright laws.

14. THEFT SENSITIVE ITEMS

The DOR is requiring nonexpendable electronic items purchased to be listed under a separate line item titled "Theft Sensitive Items". The Program shall maintain an inventory record for each nonexpendable item purchased or built with funds provided under the terms of the contract. The inventory record of each item shall include the date acquired, total cost, serial number, model identification and any other information or description necessary to identify said item. A copy of the inventory record must be submitted annually to the DOR Contract Administrator.

The following items, regardless of cost must be inventoried:

1. Computers/printers
2. Laptops/tablets
3. Copiers/fax
4. Smart phones/cell phones
5. Other electronic items required to provide contract services

Upon termination of the agreement, DOR may request equipment be returned to DOR or authorize the continued use of equipment for work to be performed under a different agreement.

The DOR reserves title to equipment purchased under this agreement that are not fully consumed during the life of the agreement.

15. ATTRIBUTION

The Program agrees to acknowledge the sponsorship of DOR with respect to any public Statement, press release, news item, or publication related to a program funded all or in part with funds from DOR. The Program further agrees to identify the role of DOR with respect to any individual highlighted or publicized by or through Program, when such individual is a DOR consumer.

16. UNRUH CIVIL RIGHTS ACT AND THE FAIR EMPLOYMENT & HOUSING ACT

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract over \$100,000 on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

The Program certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and

If the Program has an internal policy against a sovereign nation or peoples recognized by the United States government, the Program certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

EXHIBIT E
(Standard Agreement - Subvention)
Additional Provisions - Federally Funded Agreements

1. FEDERAL REQUIREMENTS

The Federal Office of Management and Budget (OMB) has established uniform administrative requirements and cost principles for determining allowable costs chargeable to Federal awards. The Contractor agrees to abide by the Title 2 Code of Federal Regulations, Part 200 (2 CFR 200), except where the Agreement is more restrictive. The federal regulations are available for review on the Internet at www.ecfr.gov under Title 2-Grants and Agreements.

2. FEDERAL FUNDING INTELLECTUAL PROPERTY

- A. In any Agreement funded in whole or in part by the federal government, DOR may acquire and maintain the Intellectual Property rights, title and ownership, which results directly and indirectly from the Agreement. However, the federal government shall have non-exclusive, non-transferable, irrevocable, paid-up license throughout the world to use, duplicate, or dispose of such Intellectual Property throughout the world in any manner for governmental purposes and to have and permit others to do so.
- B. Evaluation of Discovery or Invention: If any discovery or invention arises as a result of funded work, the Program must refer the discovery or invention to DOR. The Rehabilitation Services Administration (RSA) and its representatives have the sole and exclusive power to determine whether or not and where a patent should be filed and the disposition of all rights, including title and license rights, which may result. The RSA's determination of these issues shall be considered final. In addition, DOR and RSA shall acquire at least an irrevocable, non-exclusive, and royalty-free license to utilize for government purposes of any of these inventions. By signing this Agreement, the Program agrees that determinations of rights to inventions made in the course of or under the Agreement shall be made by RSA or its authorized representative.
- C. Copyrights and Patents: The Federal awarding agency and/or DOR reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Federal Government purposes:
1. The copyright in any work developed under a grant, subgrant, or Agreement under a grant or subgrant; and
 2. Any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support.

3. DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION

Federal and State agencies shall not award assistance to applicants that are debarred or suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549. By signing this Agreement, the Program certifies that neither it nor its principals or subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department of agency.

4. PROHIBITION ON TAX DELINQUENCY

Any Agreement that a State agency enters into after July 1, 2012, is void if the contract is between a State agency and a contractor, or subcontractor, whose name appears on either list of the 500 largest tax delinquencies pursuant to Section 7063 or 19195 of the Revenue and Taxation Code. In accordance with Public Contract Code section 10295.4, agencies are required to cancel Agreements with entities that appear on either list.

(Franchise Tax Board) <https://www.ftb.ca.gov/about-ftb/newsroom/top-500-past-due-balances/index.html>

(Department of Tax and Fee Administration) <https://www.cdtfa.ca.gov/taxes-and-fees/top500.htm>

5. THE FOLLOWING PROVISIONS ARE SUBJECT TO THIS AGREEMENT

- A. Equal Employment Opportunity--All Agreements require compliance with E.O. 11246--Equal Employment Opportunity, as amended by E.O. 1137--Amending Executive Order 11246 Relating to Equal Employment Opportunity, and as supplemented by regulations at 41 CFR Chapter 60 Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor, Part 60-1 Obligations of Contractors and Subcontractors, Subpart A. Preliminary Matters; Equal Opportunity Clause; Compliance Reports.
- B. Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. 1251 et seq.), as amended--Agreements of amounts in excess of \$100,000 shall require the Contractor to agree to comply with all applicable standards, orders, or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251 et seq.). Violations shall be reported to ED and the Regional Office of the Environmental Protection Agency (EPA).
- C. Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)--By signing this Agreement, the Contractor who is awarded an Agreement of \$100,000 or more certifies that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. 1352. Contractor shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award.
- D. All contractors shall comply with the following statutes and regulations:
 1. Subject: Discrimination on the basis of race, color, or national origin.
Statute: Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000 through 2000d-4).
Regulation: 34 CFR part 100.
 2. Subject: Discrimination on the basis of sex
Statute: Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683).
Regulations: 34 CFR part 106.
 3. Subject: Discrimination on the basis of handicap.
Statute: Section 504 of the Rehabilitation Act of 1973 (29U.S.C. 794).
Regulation: 34 CFR part 104handicap.
 4. Subject: Discrimination on the basis of age.
Statute: The Age Discrimination Act (42 U.S.C. 6101 et seq.).
Regulation: 34 CFR part 110

6. RETURN OF INAPPROPRIATE USE OF FUNDS

By signing this Agreement, the Program shall certify that in the event of funds used inappropriately, funds must be returned to DOR.

7. AMERICANS WITH DISABILITIES ACT (ADA)

By signing this Agreement, the Program agrees to comply with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA (42 U.S.C. 12101 et seq.). In compliance with the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq. and Government Code, Section 11135 et seq.; Section 504 imposes affirmative disability-related responsibilities on recipients of federal financial assistance as well as federal programs and activities and prohibits disability-based discrimination; and Section 508, requires electronic and information technology be accessible to people with disabilities.

EXHIBIT F
(Standard Agreement – Subvention)
Additional Provisions - TPCA

1. MATCH REQUIREMENTS

The Program shall submit the certified expenditure invoice on a timely basis (i.e. same time as submission of service budget invoice) for proper DOR processing. To ensure sufficient match is available to leverage federal funding, the contractor is required to submit 100% of their obligated certified/cash match to meet their full budgeted amount by the end of each fiscal year. Refer to the Contract Handbook for Case Services and Cooperative Program Agreements for more information regarding certified/cash match requirements.

For Agreements that include **CERTIFIED EXPENDITURE MATCH**:

- A. The Program shall certify to the State, on a monthly basis as specified in Exhibit B and G, the Program's allowable costs to provide the cooperative program services identified in the Scope of Work, in accordance with the Cooperative Agency Certified Expenditure Budget Summary and Narrative, and applicable Federal regulations. All such expenditures shall be under the administrative supervision of the State and no portion of the certified expenditures shall come from Federal funds. The State shall not be obligated to pay the Program for any contributions made by the Program in accordance with the Cooperative Agency Certified Expenditure Budget Summary.
- B. The total Cooperative Agency certified expenditure share will be matched to Federal funds at no less than 25%, as indicated on the DOR Program Budget Summary. If the value of the certified expenditures by the Program is below 25% of the actual total program cost, the Service Budget may be reduced after review by the DOR Contract Administrator. The State will not pay the Program for actual costs claimed on the Service Invoice (DOR 801B) until the certified expenditure summary for the same period has been submitted.
- C. The Program's contributions, including any excess of the amount specified in the "Cooperative Agency Certified Expenditure Budget Summary", will be used by the State to obtain Federal funds under Section 110 of the Rehabilitation Act of 1973, as amended. Federal funds obtained in excess of the "Total Program Cost" as identified on the "DOR Program Budget Summary" shall accrue to the State.

Certified match only includes:

Certified personnel expenditures for the time Program staff spend providing direct VR services under the TPCA. This may include the allocable portion of staff salary and fringe benefits based upon the amount of time cooperating agency staff directly spend providing services under the arrangement.

Third-party in-kind contributions are an unallowable source of match in the VR program whether provided via this agreement or other mechanism (34 C.F.R. § 361.60(b)(2)). This includes:

- A. Certified time for individuals not directly providing VR services, such as principals, administrators, secretaries and supervisors; and
- B. Certified expenditures for the costs incurred by the TPCA not directly for the provision of VR services, such as, indirect costs, depreciation, existing utilities and space donated for use under the TPCA.

For Agreements that include **CASH MATCH**:

- A. Each fiscal year the Program will pay to State, no less than quarterly and in advance, upon receipt of an invoice from the State, all those cash matching funds which are identified within the Program Budget Summary for that fiscal year. The State shall not be obligated to pay the Contractor for any contributions made by the Program in accordance with the approved budget, it being understood that all matching funds obtained by the State from the Program shall be exclusive funds of the State and no portion of the cash match shall come from Federal funds.
- B. The total Cooperative Agency cash share will be matched to Federal funds at no less than 21.3% as indicated on the "DOR Program Budget Summary."

2. INDIRECT COSTS

Indirect costs are allowable expenses incurred by an organization which support the activities of a program or contract but are not directly assigned to the specific program or contract and are allocated to the program or contract using a method in compliance with 2 CFR 200. The allocation method must be fully explained in the contract budget narrative and must be supported by actual costs incurred and paid by the organization. The allocation of indirect costs cannot be based on an arbitrary fixed rate and there is a 15% cap on the service budget. State

3. DOR'S CONTRACT MONITORING

The DOR Contract Administrator will monitor and document the Program's performance to ensure compliance with all Agreement provisions. The DOR Contractor Administrator will:

- A. Maintain documentation on all Agreement activities, including the performance of the Agreement services, invoice reviews and approvals, monitoring activities, and other Agreement administration activities.
- B. Monitor the Agreement to ensure services were performed according to the quality, quantity, objectives, timeframes, and manner specified in the Agreement, and that the Program prepares and submits adequate documentation by the Program to support the services provided, expenditures reimbursements, and/or any applicable match requirements. Appropriate documentation may include, but is not limited to the Program's goal outcomes, consumer progress reports, a monthly client list of consumers provided services, and a corresponding monthly Service Invoice(s) (DR801B) and Certified Expenditure Summaries as appropriate.
- C. Review and approve invoices for payment to substantiate expenditures for the work performed, including verification that costs invoiced for the provision of services to DOR applicants/consumers during the Agreement period, including costs paid by the Program are based on reasonable costs, and that the invoices are current, correct, and timely.
- D. Ensure that all Service Invoices (DR801B) and Certified Expenditure Summaries, if applicable, are received no later than November 1st, to allow for payment and draw down prior to the close out of Federal/State funds.
- E. Verify that the Program has fulfilled all requirements of the Agreement before approving the final invoice.
- F. Ensure there are sufficient funds to pay for all services rendered as required by the Agreement.

- G. Ensure, by the end of the second quarter, that the projected certified expenditure match will be sufficient to support the budgets as outlined in this Agreement. If not, contact the appropriate Collaborative Services Program Specialist. (Cooperative Program Agreements only)
- H. Identify low usage levels and consider partial disencumbrance of Agreement funds.
- I. Periodically review personnel activity reports for staff funded by the Agreement to ensure that the Program is preparing and maintaining personnel activity reports in compliance with the applicable cost principles in 2.C.F.R. part 200.
- J. Verify that all Agreement staff are providing services in accordance with their duties and qualifications specified in the Agreement, including ensuring that:
- Personnel duty statements or a copy of the Agreement Budget Narrative/Agreement Duty statement has been provided to each staff person to communicate the specific duties to be performed under the Agreement.
 - Verify that job duties, as provided by the Agreement staff, match Agreement duty statements and service descriptions.
 - Ensure that the Program has submitted to DOR appropriate documentation that supports the services provided to DOR applicants/consumers, including monthly (or otherwise specified) progress reports, consumer listings, utilization/service reports, and/or other agreed-upon documentation.
 - Verify that Contract staff provide services only to authorized DOR consumers.

4. CONTRACT HANDBOOK

The Program acknowledges and agrees with the policies requirements and conditions of the DOR Contract Handbook and its additional policy requirements and conditions for Case Services/Cooperative Program Agreements as applicable for the Fiscal Year(s) covered under this Agreement. Match requirements are applicable to Cooperative Programs Agreements only.

EXHIBIT G
(Standard Agreement - Subvention)
Additional Provisions

I. Contract Monitoring and Reporting

The Contract Administrator/Program Manager shall monitor the contract by:

- Submitting Service Invoices (801B) and Certified Expenditure Summaries monthly, with a list of DOR applicants and/or recipients of DOR services (henceforth known “participants”) served that month
- Ensuring Personnel Activity Reports or time reporting documents and a list of program participants served are prepared and maintained by Contract staff in accordance with 2CFR200 and reflect accurate reporting
- Submitting Personnel Activity Reports or time reporting documents, supporting documentation, and a list of program participants served as requested by DOR contract administrator
- Meeting with DOR Contract Administrator and program staff to discuss contract progress at Quarterly Meetings
- Reporting the current and cumulative achievement of contract service goals and outcomes as part of the Quarterly Meetings or more often as directed by the DOR Contract Administrator
- Preparing and submitting to the assigned vocational rehabilitation counselor quarterly progress reports for participants’ receiving DOR Student Services and monthly progress reports for students participating in Work-based Learning Experience. Progress reports should include participant’s name and other necessary or required information to document the services provided and individual participant’s progress in those services.

II. Transportation

The Contractor will provide transportation to 7 participants, including the driver.

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i>		<i>Federal ID Number</i>
South San Francisco Unified School District		94-3083861
<i>By (Authorized Signature)</i>		
<i>Printed Name and Title of Person Signing</i>		
Shawnterraa Moore and Superintendent		
<i>Date Executed</i>	<i>Executed in the County of</i>	

CONTRACTOR CERTIFICATION CLAUSES

1. **STATEMENT OF COMPLIANCE:** Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. **DRUG-FREE WORKPLACE REQUIREMENTS:** Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,
- 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. **NATIONAL LABOR RELATIONS BOARD CERTIFICATION:** Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

Pursuant to Public Contract Code section 2010, a person that submits a bid or proposal to, or otherwise proposes to enter into or renew a contract with, a state agency with respect to any contract in the amount of \$100,000 or above shall certify, under penalty of perjury, at the time the bid or proposal is submitted or the contract is renewed, all of the following:

1. **CALIFORNIA CIVIL RIGHTS LAWS:** For contracts executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. **EMPLOYER DISCRIMINATORY POLICIES:** For contracts executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

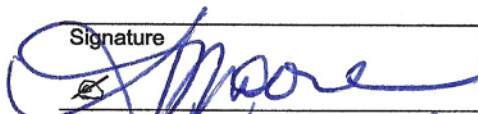

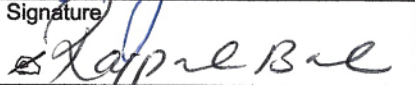
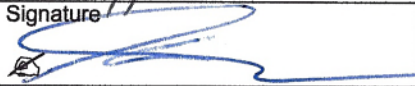
CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.


Proposer/Bidder Firm Name (Printed)	Federal ID Number
South San Francisco Unified School District	94-3083861
By (Authorized Signature)	
Printed Name and Title of Person Signing	
Shawnterra Moore and Superintendent	
Executed in the County of	Executed in the State of
San Mateo County	CA
Date Executed	

GRANTEE/CONTRACTOR: STATE OF CALIFORNIA Department of Rehabilitation 721 Capitol Mall Sacramento, California 95814-4702	SUBGRANTEE/CONTRACTEE: (Legal Corporation/Public Agency Name & Address) South San Francisco Unified School District 398 B Street South San Francisco, CA 94080
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The following persons are authorized to request reimbursement of expenses incurred as a result of the agreement between the Grantee/Contractor and Subgrantee/Contractee named above:

Signature 	Name (Please Type or Print) Shawnterra Moore	Title (Please Type or Print) Superintendent
Signature 	Name (Please Type or Print) Sabrina Yacoub	Title (Please Type or Print) Director - Special Educati
Signature 	Name (Please Type or Print) Rajpal Bal	Title (Please Type or Print) Director - Business Servi
Signature 	Name (Please Type or Print) Karl Hemmerla	Title (Please Type or Print) Transition Coordinator

I hereby delegate authority to request reimbursement of expenses as shown above.

Authorized Signature per Board Resolution 	Name (Please Type or Print)	Date Signed
--	-----------------------------	-------------

GL1-6605	AI	CERTIFICATE OF COVERAGE	06/29/2022		
<p>Public Risk Innovation, Solutions, and Management C/O ALLIANT INSURANCE SERVICES, INC. 18100 VON KARMAN AVENUE, 10TH FLOOR IRVINE, CA 92612</p> <p>PHONE (949) 756-0271 / FAX (619) 699-0901 LICENSE #0C36861</p>		<p>THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BELOW. THIS CERTIFICATE OF COVERAGE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.</p>			
		<p>IMPORTANT: If the certificate holder is an ADDITIONAL INSURED and/or requesting a WAIVER OF SUBROGATION, the Memorandums of Coverage must be endorsed. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).</p>			
		<p>COVERAGE AFFORDED A- Public Risk Innovation, Solutions, and Management</p>			
		<p>COVERAGE AFFORDED B</p>			
<p>Member: SAN MATEO COUNTY SCHOOLS INS GROUP ATTN: CRAIG SCHWEIKHARD 1791 BROADWAY REDWOOD CITY, CA 94063</p>		<p>COVERAGE AFFORDED C</p>			
		<p>COVERAGE AFFORDED D</p>			
		<p>COVERAGE AFFORDED D</p>			
<p>Coverages THIS IS TO CERTIFY THAT THE MEMORANDUMS OF COVERAGE LISTED BELOW HAVE BEEN ISSUED TO THE MEMBER NAMED ABOVE FOR THE PERIOD INDICATED, NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN. THE COVERAGE AFFORDED BY THE MEMORANDUMS DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS, AND CONDITIONS OF SUCH MEMORANDUMS. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.</p>					
CO LTR	TYPE OF COVERAGE	MEMORANDUM NUMBER	COVERAGE EFFECTIVE DATE	COVERAGE EXPIRATION DATE	LIABILITY LIMITS
A	<input checked="" type="checkbox"/> Excess General Liability <input checked="" type="checkbox"/> Auto Liability	PRISM PE 22 EL-64	07/01/2022	07/01/2023	\$1,000,000 \$1,000,000 Limits inclusive of the Member's Self-Insured Retention of \$250,000
<p>Description of Operations/Locations/Vehicles/Special Items:</p> <p>AS RESPECTS AGREEMENT BETWEEN SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT AND CALIFORNIA DEPARTMENT OF REHABILITATION FOR TRANSITION PARTNERSHIP PROGRAM CONTRACT SERVICES CONSISTING OF SELF-DETERMINATION, WORK EXPERIENCE, JOB SKILLS, WORKPLACE READINESS TRAINING AND WORK-BASED LEARNING EXPERIENCE.</p> <p>STATE OF CALIFORNIA, ITS OFFICERS, AGENTS, EMPLOYEES AND SERVANTS ARE INCLUDED AS ADDITIONAL COVERED PARTIES, BUT ONLY INsofar AS THE OPERATIONS UNDER THIS CONTRACT ARE CONCERNED.</p> <p>THIS INSURANCE SHALL BE PRIMARY AND NO OTHER INSURANCE SHALL CONTRIBUTE PURSUANT TO ENDORSEMENT NUMBER U-9.</p> <p>SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT IS A MEMBER OF SAN MATEO COUNTY SCHOOLS INS GROUP</p>					
<p>Certificate Holder</p> <p>STATE OF CALIFORNIA DEPARTMENT OF REHABILITATION ATTN: SABRINA PIZZUTI-JOHNSON, CONTRACT SECTION 721 CAPITOL MALL 6TH FL SACRAMENTO, CA 95814</p>			<p>Cancellation SHOULD ANY OF THE ABOVE DESCRIBED MEMORANDUMS OF COVERAGES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE MEMORANDUMS OF COVERAGE PROVISIONS.</p> <p>AUTHORIZED REPRESENTATIVE</p> <p style="text-align:center;"><i>Gina Dear</i></p> <p style="text-align:center;">Public Risk Innovation, Solutions, and Management</p>		

ENDORSEMENT NO. U-1

**PUBLIC RISK INNOVATION, SOLUTIONS, AND MANAGEMENT
GENERAL LIABILITY 1
ADDITIONAL COVERED PARTY AMENDATORY ENDORSEMENT**

It is agreed that the "Covered Party, Covered Persons or Entities" section of the Memorandum is amended to include the person or organization named on the Certificate of Coverage, but only with respect to liability arising out of premises owned by or rented to the Member, or operations performed by or on behalf of the Member or such person or organization so designated.

Coverage provided under this endorsement is limited to the lesser of the limits stated on the Certificate of Coverage or the minimum limits required by contract.

ADDITIONAL COVERED PARTY:

NAME OF PERSON OR ORGANIZATION SCHEDULED PER ATTACHED CERTIFICATE OF COVERAGE

AS RESPECTS:

PER ATTACHED CERTIFICATE OF COVERAGE

It is further agreed that nothing herein shall act to increase PRISM's limit of liability.

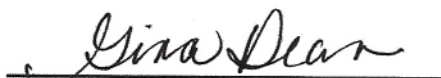
This endorsement is part of the Memorandum and takes effect on the effective date of the Memorandum unless another effective date is shown below. All other terms and conditions remain unchanged.

Effective Date: _____

Memorandum No.: PRISM 22 EL-00

Issued to: ALL MEMBERS

Issue Date: June 29, 2022



Authorized Representative
Public Risk Innovation, Solutions, and Management

PAGE 2 OF 2

ENDORSEMENT NO. U-9

PUBLIC RISK INNOVATION, SOLUTIONS, AND MANAGEMENT GENERAL LIABILITY 1

AMENDATORY ENDORSEMENT - PRIMARY/NON-CONTRIBUTORY

It is understood and agreed that Condition 7. OTHER COVERAGE of the Memorandum to which it is attached, is deleted in its entirety and replaced by the following:

7. OTHER COVERAGE

If collectible insurance with an insurer, or collectible group coverage through another joint powers authority, interlocal cooperative agreement, self-insurance or other public entity group coverage is available to the **covered party** covering a loss also covered hereunder (whether on a primary, excess or contingent basis), the coverage hereunder shall be: (a) in excess of, and shall not contribute with, such insurance; and (b) shall contribute only with any excess group coverage available through another joint powers authority according to a pro-rata, time on the risk basis. However, this clause does not apply with respect to excess insurance purchased specifically to be in excess of this Memorandum, or to insurance or reinsurance which is intended to provide the remainder of the limit of liability stated in the Declarations of this Memorandum when the coverage afforded under this Memorandum provides less than 100 percent of the limit set forth in the Declarations. However, if the **covered party** has entered into a written agreement, prior to any loss event, in which it is agreed that this coverage shall be primary and/or non-contributory with respect to an additional **covered party** as specified in Endorsement U-1 of this Memorandum, then this coverage shall respond as primary and/or non-contributory, but shall be limited to the lesser of the limits stated on the Certificate of Coverage or the minimum limits required by the written agreement.

Notwithstanding the foregoing paragraph, if coverage for a claim or **suit** is available under this Memorandum and a memorandum of coverage issued in connection with the PRISM's Medical Malpractice Program, this Memorandum shall afford primary coverage only where the gravamen of the claim or **suit** involves liability covered hereunder. EIA staff will preliminarily assess the gravamen of the claim or **suit** and refer it to the committee responsible for the coverage believed to be applicable under this paragraph. Where that committee disputes PRISM's assessment of the gravamen of the claim or **suit** and rejects primary coverage, PRISM will thereafter refer the claim or **suit** to the committee responsible for the other applicable coverage. If that committee also rejects the primary coverage responsibility, the Executive Committee will determine which of PRISM's coverages is primary under this paragraph.

If the Member disputes the acceptance of primary coverage by a committee of PRISM's responsible for the coverage, the Member may appeal that decision to the Executive Committee. Appeal must be requested within 60 days of the coverage acceptance by PRISM.

If the Member is not satisfied with the outcome of the Executive Committee appeal or the determination by the Executive Committee as to which of PRISM's coverages is primary where no committee agreed to accept primary responsibility, the Member may invoke Section (d) and (e) of Article 31 of PRISM's Joint Powers Agreement and proceed to arbitration and, if necessary, litigation. For purposes of this paragraph, the Member must request to invoke Article 31 dispute resolution process within 60 days of the Executive Committee's determination as to which of PRISM's coverages is primary.

Where a memorandum of coverage issued in connection with PRISM's Medical Malpractice Program is determined to afford primary coverage pursuant to this section, the exhaustion of PRISM's limit of liability under the Medical Malpractice Program will satisfy the **covered party's** self-insured retention under this Memorandum.

Coverage for the additional **covered party** under this endorsement is limited to the written contract or agreement as specified on the Certificate of Coverage and Endorsement U-1 of this Memorandum.

It is further agreed that nothing herein shall act to increase PRISM's limit of liability.

This endorsement is part of the Memorandum and takes effect on the effective date of the Memorandum unless another effective date is shown below. All other terms and conditions remain unchanged.

Effective Date

Memorandum No.: PRISM 22 EL-00

Issued to: ALL MEMBERS

Issue Date: June 29, 2022



Authorized Representative
Public Risk Innovation, Solutions, and Management

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 23-13

**California Day of the Teacher - May 10, 2023
National Day of the Teacher – May 2, 2023**

WHEREAS, Wednesday, May 10, 2023, is designated as the *Day of the Teacher* with the theme *California Educators: Planting seeds, inspiring students and future educators*; and

WHEREAS, an educated citizenry serves as the foundation of our democracy; and

WHEREAS, today’s teachers mold the minds and train the workforce of the future; and

WHEREAS, no other profession touches as many people with such a lasting effect; and

WHEREAS, good teaching grows in value and pays dividends far beyond the classroom; and

WHEREAS, excellence in our state begins with California Teachers; and

WHEREAS, California’s teachers are among the best educated, most credentialed and hardest working educators in the country;

NOW, THEREFORE, BE IT RESOLVED That the South San Francisco Unified School District Board of Trustees recognizes **May 10, 2023**, as *Day of the Teacher*, and wishes to extend its sincere appreciation to the teachers in the South San Francisco Unified School District who, day in and day out, affect the lives of our students in limitless and lasting ways.

Regularly passed and adopted this 13th day of April 2023.

Ayes and in favor of said Resolution:

ATTEST:

Clerk of the Board

Superintendent of Schools

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 23-14

**CLASSIFIED SCHOOL EMPLOYEE WEEK
MAY 21-27, 2023**

WHEREAS, the third full week of May has been designated as **Classified School Employee Week** by the California State Legislature. This year, Classified School Employee Week will be May 21-27, 2023. The theme for this week is ***Classified Professionals: Indispensable, Inspiring & Invincible***; and

WHEREAS, Classified school employees provide valuable services to the schools and students of the South San Francisco Unified School District; and

WHEREAS, Classified school employees contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, Classified school employees play a vital role in providing for the welfare and safety of South San Francisco Unified School District's students; and

WHEREAS, Classified school employees employed by the South San Francisco Unified School District strive for excellence in all areas relative to the educational community;

NOW, THEREFORE, BE IT RESOLVED That the South San Francisco Unified School District Board of Trustees hereby recognizes and wishes to honor the contributions of the classified school employees to quality education in the State of California and in the South San Francisco Unified School District and declares the week of May 21-27, 2023, as **Classified School Employee Week**.

Regularly passed and adopted this 13th day of April 2023.

Ayes and in favor of said Resolution: _____

ATTEST: _____

Clerk of the Board

Superintendent of Schools

<u>RESOLUTION NO.</u>	<u>NAME</u>	<u>POSITION</u>	<u>YEARS OF SERVICE</u>
Resolution No. 23-16	Judith Elder	Reprographics Technician - El Camino High School	29 yrs, 7 mths
Resolution No. 23-17	Michelle Kadlecik	Paraprofessional I - Westborough Middle School	14 yrs, 8 mths
Resolution No. 23-18	Silvia Grady	Paraprofessional II - Ponderosa Elementary	7 yrs, 14 days
Resolution No. 23-19	Joan Walsh	Paraprofessional I - Alta Loma Middle School	25 yrs, 8 mths
Resolution No. 23-20	Helen Kashevaroff	Teacher - Adult Education	26 yrs, 8 mths
Resolution No. 23-21	Bina Israni	Paraprofessional I - Sunshine Gardens Elementary	26 yrs, 4 mths
Resolution No. 23-22	Julie Tucker	Program Specialist for Special Education - District Office	14 yrs, 9 mths
Resolution No. 23-23	Ma Venus Baylon	Nutrition Services Assistant II - Martin Elementary	14 yrs, 10 mths
Resolution No. 23-24	Nancy Pyle	Business Services Technician - District Office	16 yrs, 5 mths
Resolution No. 23-25	Kit Yuen	Paraprofessional I - Westborough Middle School	8 yrs, 11 mths
Resolution No. 23-26	Juan Fuentes	Custodian I - El Camino High School	14 yrs, 1 mth
Resolution No. 23-27	Dolores Reinke	Paraprofessional II - Junipero Serra Elementary	17 yrs, 3 mths
Resolution No. 23-28	Bettyann Motylewski	Teacher - South San Francisco High School	21 yrs, 9 mths
Resolution No. 23-29	Jay Spaulding	Asst. Superintendent of Human Resources - District Office	14 yrs, 10 mths
Resolution No. 23-30	Jason Duchan	Teacher - El Camino High School	1 yr, 10 mths
Resolution No. 23-31	Susan McCauley-Fountain	Teacher - El Camino High School	14 yrs, 1 mth
Resolution No. 23-32	Robert Furr	Teacher - Westborough Middle School	27 yrs, 8 mths
Resolution No. 23-33	Martha Chavez	Teacher - Ponderosa Elementary School	26 yrs, 4 mths
Resolution No. 23-34	Sahar Shihadeh	Paraprofessional I - Westborough Middle School	23 yrs, 6 mths
Resolution No. 23-35	McCurtis Hogg	Custodian I - Los Cerritos Elementary School	14 yrs, 10 mths
Resolution No. 23-36	Susan Sazio	Campus Security - Westborough Middle School	15 yrs, 11 mths

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent - Business Services
Wazi Chowdhury - Director of Facilities and Safety

DATE: April 13, 2023

RE: Approval for HCI Systems to Install New Fire Alarm System at the Serra Vista Site

BACKGROUND:

The District has a very old and obsolete fire alarm system at its Serra Vista site. This sixty-two-year-old system has not had any upgrades and is woefully outdated compared to current systems. There are no longer parts available to make any repairs to the system. To be in compliance with the City of South San Francisco fire codes, the District needs to replace this old system.

This project involves preparing fire alarm shop drawings and submitting them to the South San Francisco Fire Department for review and approval. After they are approved, fire alarm permit needs to be secured to install the new fire alarm system. The project also involves the removal of the existing fire alarm panel and all associated field devices. The proposal from HCI Systems, Inc. is attached for reference.

FISCAL IMPLICATIONS:

The cost of the proposal is not to exceed: **\$95,062**. This will be paid from the District's Facilities Fund 40.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the proposal from HCI Systems, Inc. in the amount not to exceed \$95,062 for installing a new fire alarm system at the Serra Vista site.



HCI Systems Inc.
State Contractors License. C-10, C-16 #905493
Ontario • San Diego • Irvine • Pasadena • Fresno • Pleasanton • Sacramento
Telephone: (877) 331-2084 | Fax: (909) 628-7774

**SERRA VISTA SCHOOL
257 LONGFORD DRIVE
SOUTH SAN FRANCISCO, CA 94080**

PROPOSAL FOR:

FIRE ALARM (ESTIMATED PLAN CHECK FEES)

DATE SUBMITTED:
March 22, 2023

PREPARED FOR:

Wazi Chowdhury

398 B Street
South San Francisco, CA 94080
650.438.6085
wchowdhury@ssfusd.org

PREPARED BY:

Wes Reynolds

7069 Commercial Circle
Pleasanton, CA 94588
925.337.1962
wreynolds@hcisystems.net

LOW-VOLTAGE SYSTEMS

HCI Systems Inc. proposes to install the system(s) as described below.

This proposal is based on: DESIGN / BUILD

Drawings Date: N/A

Drawings Addenda: N/A

Specification Date: N/A

Specification Addenda: N/A

SCOPE OF WORK

GENERAL INCLUSIONS

This proposal **includes Prevailing Wage labor rates** per specification. PLA or PSA labor agreements will not be signed.

All work to be done during normal working hours 7:00am – 3:30pm Monday- Friday excluding legal holidays.

PLA or PSA labor agreements will not be signed.

Applicable taxes and freight.

This proposal is **valid for (30) days** from the date of this proposal.

The Prices quoted herein are subject to increase due to any material and/or labor escalations. A 30 day written notice of an increase shall be provided to the Customer prior to the implementation of any increase. Notwithstanding anything to the contrary, Customer understands and agrees that we are not responsible or liable for any supply chain, shipping, material, or any parts and/or equipment manufacturing delays. We will keep customer reasonably informed of such delays should they occur.

This proposal is based on access to all areas listed above, on the day of scheduled work. If HCI is not able to access required areas within the scheduled date, a separate charge will apply.

If HCI finds during the course of our work that additional labor and/or materials are needed, work will be stopped, and customer will be advised.

Engineered drawings are provided only if expressly listed below.

Current lead time for the preparation of those drawings is 2-4 weeks subject to increase depending on current workload.

Data submittals can be provided 1-2 weeks after this proposal is executed by Customer.

GENERAL EXCLUSIONS

No work shall commence until Customer signs this proposal indicating acceptance of terms.

Any and all **Parking** fees.

Any and all Grounding and Bonding systems.

HCI excludes repairs and/or corrections for existing code violations that may existing in the buildings.

HCI excludes all sprinkler system modifications – to be provided by others. This includes the providing of sprinkler supervision/ isolation valve tamper switches, waterflow switches, waterflow bells, etc.

Fire Watch

Any and all Ground boxes and combo boxes.

Any and all Painting, patching, access hatches, fire or sound caulking, fire stopping.

Any and all Specialty back box mounting.

Electrical permits/fees

Lifts and Podium type ladders. Access to any raceway, conduit, junction box or device that cannot be safely reached from a 12-foot ladder shall be furnished by others. This **includes** throughout installation, testing and the contract warranty period.

Any and all BIM Modeling

Any and all asbestos containment and/or abatement.

Any and all Seismic calculations. Seismic mounting details will be shown on shop drawings as required. Structural engineers review stamp is **excluded**.

FIRE ALARM SYSTEM SPECIFIC

DESIGN/BUILD

This proposal is based on a design/build system to California Building Code (CBC) 2022, Section 907 and NFPA 72 based on a partially sprinklered 2-story, Type B (Business) Architectural Occupancy rating. Delayed Egress systems require area smoke detection and is **excluded** unless otherwise noted.

A design/build system is being furnished as specified. The bid is based on the existing scanned .pdf drawings provided by SSFUSD only. Should additional devices be required for any reason they shall be provided at additional cost. Design/build does not mean additional equipment will be provided for no compensation, only to agree to provide a Code system of the components indicated on the contract drawings.

A **Code minimum system** will be provided, or reasonable best practice solution based on bid documents available at time of bid. This design **includes** all AHJ requirements that are reasonably known at bid of time. The approved plan check drawings (if applicable) shall establish the basis for the extent of the design/build scope of work. Additions made by Field Inspectors that are above and beyond what is shown on the approved plan check drawings are subject to Change Orders and extra costs.

FIRE ALARM SCOPE OF WORK

As a continuation of services provided by HCI Systems to date and to allow SSFUSD to have the current Fire Watch at Serra Vista school site removed, HCI Systems Inc. is pleased to submit this proposal to provide and install a new fire alarm system at the above referenced job site, per local fire directive. The scope of work to be completed is as follows:

Design Services:

1. Prepare fire alarm shop drawings and submit to South San Francisco Fire Department (SSFFD) for their review and approval.
 - a. Shop drawings will reflect a new fire alarm system and new fire alarm devices being installed in the 2-story multi-purpose/admin building of the campus. Per SSFFD directive, the fire alarm system shall be designed as a "B" occupancy per current California Building Code (CBC) current California Fire Code (CFC) requirements. Current adopted revision for both code references are 2022.
 - b. Shop drawings will also reflect the removal of the existing failed fire alarm system for the (4) single story buildings of the campus. This will include the removal of all existing fire alarm devices for these building.
 - c. Per previous email approval with SSFFD, fire alarm shop drawings will be prepared using scanned .pdf drawings of the buildings on campus as current CAD files for the facility do not exist.
 - d. Basis of system design will be Edwards EST Series fire alarm panel and field devices
2. Once shop drawing are approved, HCI shall secure the required fire alarm permit to install the new fire alarm panel.
 - a. Estimated permit fees are **\$3,500** – If fee's are higher, HCI Systems will submit a change order to cover the additional costs for these permits.

Material & Installation Labor Services:

1. Provide and install new fire alarm panel and new fire alarm devices per approved drawings
 - a. All new fire alarm devices shall be installed in surface mounted conduit and surface mounted conduit back boxes where required. In areas where drop ceiling and/or accessible ceiling space can be utilized, free wiring shall be used above where allowable by code.
 - b. All new fire alarm control and annunciation equipment shall be surface mounted.
 - c. System installation shall be per NFPA 72 current adopted revision.
2. Perform 100% documented functional pre-test of all fire alarm equipment and devices.
3. Coordinate and set up Central Station monitoring with Sonitrol, current SSFUSD monitoring service provider.
4. Coordinate and perform 100% acceptance test with SSFFD to get fire alarm permit signed off
5. Prepare NFPA 72 Record of Completion and obtain all required signatures to properly document system installation. Provide signed copies to owner and SSFFD as required.

Demolition Services:

1. Remove existing FCI Fire Alarm panel and all associated field devices
2. All existing fire alarm wiring shall remain and will be cut back to safely secure inside existing back boxes and/or cabinets.
3. Provide blank cover plates over existing device back boxes.
4. Remove all existing control equipment from fire alarm cabinet and safe-off wiring inside cabinet
5. Existing door to remain on fire alarm cabinet.

The fire alarm system shall be furnished and installed with OPEN WIRE to a partial raceway to be provided by HCI. All conduit, junction boxes, outlet boxes and outlet rings are **included** and shall be furnished and installed by HCI.

This proposal **includes** a fire sprinkler monitoring system in accordance with CBC 903.4 (2022) and NFPA 72, Section 23.8.5.5.1 only.

This proposal **includes** a stand-alone fire alarm control panel for the multipurpose/admin building only.

A campus networked fire alarm system or connection to an existing fire alarm system network is **excluded**.

This proposal **includes** fire alarm plan check, permit and inspection fees. Installation drawings and submittals shall be furnished to the contractor for approval after this proposal is executed by Customer.

Plan check fees are estimated only. If actual fees are higher, it is agreed reimbursement for added cost shall be submitted and paid for by the customer. Estimated plan check fees are **\$3,500**.

This proposal **includes** a Cellular dialer (DACT) for connection to a 24-hour off-site monitoring facility. Programming has been included to send signals to Sonitrol, which is the current monitoring service provider for SSFUSD.

This proposal **excludes** magnetic door holders and magnetic door holder power.

This proposal **excludes** sprinkler waterflow and tamper switches and adjustment of these switches. Fire sprinkler bell is **excluded** and shall activate from Form C dry contacts on waterflow switch furnished and installed by others on riser. Sprinkler Monitor Modules are **included**.

Duct smoke detectors shall be provided on the supply side of all AC units that exceed 2,000 CFM (if area smoke detection is not present). Monitoring of an open-air plenum is **excluded**.

Duct detectors will be furnished and installed as part of the fire alarm system.

SSFUSD shall provide suitable point of connection for shutdown of AC units. HCI Systems shall provide necessary conduit from duct detectors to AC unit shutdown points of connection. This shall be coordinated in the field.

This proposal **includes** required relays for shutdown of mechanical equipment. Final termination to mechanical equipment shall be provided by SSFUSD.

Monitoring and/or control of any combination smoke/fire dampers is excluded. Based on mechanical drawings provided for HCI review, none exist within the building.

Smoke Control is **excluded**

The following is a preliminary list of system components to be furnished based on the bid documents and the items listed above:

<u>QTY</u>	<u>Description</u>
1	FIRE ALARM CONTROL PNL (64 PT) W/DACT/BATT (IO64)
1	REMOTE LCD ANNUNCIATOR
1	CELLULAR DIALER
1	10-AMP 24VDC ADA/AUX POWER SUPPLY W/BATTERIES
10	LED STROBE, MULTI-CANDELA WHITE
9	HORN W/MULTI-CANDELA LED STROBE, WHITE
2	UNIVERSAL MOUNTING PLATE, 10 PACK
4	HORN, WHITE (WEATHERPROOF) - W/BB & SKIRT
1	HORN, WHITE (LOW-FREQUENCY)
1	SPRINKLER BELL (FBO) - CONNECTION ONLY
11	MANUAL PULL STATION, INTELLIGENT DOUBLE-ACTION
1	MULTI-CRITERIA SMOKE DETECTOR
1	SMOKE/HEAT/CO DETECTOR BASE, INTELLIGENT
2	DUCT DETECTOR, INTELLIGENT
2	DUCT DETECTOR SAMPLE TUBE, 36"
1	MONITOR MODULE, SINGLE POINT
4	MONITOR MODULE, DUAL POINT
2	MONITOR MODULE, DUAL POINT (PANEL MT)
1	SIGNAL SYNC MODULE (POWER SUPPLY)
1	CONTROL RELAY - AUXILIARY FUNCTIONS
1	INTERFACE RELAY, 10AMP RATING SPDT 120VAC COIL
2	SURGE SUPPRESSOR (120VAC PANEL POWER)
1	Aux Relay
2,000'	FEET - #14AWG (STROBE, 2-WIRE AV, POWER, DH)
1,000'	FEET - 2C #18AWG TP FPL (ADDRESSABLE)
1	RED UL DRAWING STORAGE BOX, SPACE AGE
1	3/4" Bell Box, 4' Box, Single Gang Box, Cut In Box, Flex, LB's, Straps, Etc.
500'	FEET - 3/4" EMT & FITTINGS
1	DOTTIE- PULL STRING 6500' BUCKET (1 FT PER FT CONDUIT/PVC UNDER 2")

PRICING

SPEC SECTION	DESCRIPTION	PRICE
N/A	FIRE ALARM SYSTEM DESIGN	\$ 9,865
N/A	FIRE ALARM SYSTEM MATERIAL & INSTALLATION	\$85,197

TOTAL INVESTMENT **\$95,062**
(Pricing includes estimated \$3,500 fire alarm plan check, permit and inspection fees)

General Conditions and Clarifications

1. Invoicing will be submitted on a monthly basis based on percent of work completed. Payments are due within 30 days after submission of an invoice. Overdue payments shall bear interest at the rate of 1.5% per month from the date on which payment is due until paid.
2. If any arbitration or action at law or equity shall be brought on account of this Agreement or to enforce or interpret any of its provisions, the prevailing party shall be entitled to recover from the other party its actual attorneys' fees, which shall be made a part of any award or judgment rendered.
3. This proposal is based on the published project schedule at bid time. Any changes or delays to the project schedule not within the Contractor's control will be subject to additional charges.
4. The liability for any work requested by Customer to be performed, prior to the Contractor obtaining plan check approval, shall be the sole responsibility of Customer/company requesting said work. Such requests must be made in writing.
5. This proposal includes electronic copies in PDF of submittals and drawings only, unless otherwise specified in specifications. If Customer requires hardcopy of drawings it shall be subject to additional cost.
6. Any changes to the project beyond the bid documents for any reason whatsoever outside of the Contractor's control, whether caused by Owner revisions or construction modifications, are subject to Change Order.
7. The Contractor shall have the right to terminate this Agreement for any reason, with or without cause, and at any time upon providing a 30-days written notice to Customer. In such event, the Contractor shall provide a credit to Customer for work not performed and such credit shall be the sole and exclusive remedy to Customer.
8. By issuing a contract to the Contractor to perform the work proposed herein, Customer hereby agrees that this proposal and all items contained within is made part of and incorporated in said contract issued for the performance of this work.
9. This proposal is based on the Contractor's standard insurance coverage. Any requests for additional coverage beyond the Contractor's standard limits shall be subject to additional charges unless specifically included above. Copies of Contractor's standard insurance coverage are available upon request.
10. A bond is not provided for this project. If a bond is required by the Customer, it shall be requested by Customer in writing prior to the issuance of a contract. The additional cost of said bond shall be added to the price quoted herein. The Contractor's current Bond Rate is 1.5%.
11. The Contractor will not accept any deduction or back charge without a valid reasonable written notice to the Contractor. The Contractor must provide written acceptance to the back charge or deduction.
12. If Customer requires special wording for Waiver Of Subrogation Certificate, Customer shall request in writing such Certificate from the Contractor and Customer agrees to add and pay \$300 to the proposed cost herein.
13. The Contractor will not be bound to any labor agreements unless the Contractor independently executes such agreements.
14. The person executing this Agreement on behalf of Customer represents and warrants that they are authorized to do so by Customer to bind Customer to all terms herein. As a further inducement to the Contractor to enter into this Agreement, the person executing this Agreement agrees to guarantee the performance of Customer herein and to be personally liable for any payments not made by Customer.
15. The Parties acknowledge that this Agreement is the result of good faith negotiations between the Parties through their respective counsel. Any statute or rule of construction that any ambiguity is to be resolved against the Party that caused such an ambiguity shall not be employed in the interpretation or enforcement of this Agreement.
16. This Agreement may be executed in counterparts, each of which shall be deemed an original, and all of which taken together shall constitute one and the same instrument. In addition, the Parties agree that facsimile and/or electronic signatures shall be acceptable to evidence the Parties' assent to this Agreement and are deemed equivalent to original "wet ink" signatures for all purposes under this Agreement.
17. If applicable, in order to proceed with design, the Contractor must have a hard copy of all relevant current contract drawings and specifications. CAD files for contract drawings are not acceptable.
18. If applicable, the Contractor shall make every reasonable attempt to obtain a timely plan check. However, the Contractor is in no way responsible for any delays whatsoever due to plan check officials or procedures.
19. If applicable, the Contractor requires a reasonable amount of time to pretest the entire system including interface with other trades. Failure of other trades to complete their work in a timely manner which causes the Contractor to incur additional expenses to meet the construction schedule will be subject to additional charges.
20. If applicable, all work (installation, testing and inspections) shall be scheduled during regular business hours only. Any work or inspections scheduled outside regular business hours will be subject to additional charges.
21. If applicable, the Contractor will be responsible for scheduling system related inspections. System inspections scheduled by others, resulting in additional cost to the Contractor, shall be subject to additional charges.

PROPOSAL SIGN OFF

Company: _____

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Respectfully Submitted By:

Wes Reynolds

Wes Reynolds
Account Representative
Cell: (925) 337.1962
wreynoldsl@hcisystems.net

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent - Business Services
Wazi Chowdhury - Director of Facilities and Safety

DATE: April 13, 2023

RE: Award of Contract for Tree Maintenance Work at Parkway Heights Middle School

BACKGROUND:

Tree maintenance for Parkway Heights Middle School is needed for a row of 49 cypress trees along Tamarack Avenue. They need to be trimmed back approximately 4'-5' away from wires and out of the street. They will be side trimmed up to a height of 65'. Work is needed to remove hazardous/broken/hanging limbs on all sides of the trees. Additionally, 3 dead trees need to be removed. Lastly, on the field area, a few trees need to be pruned back and cut back over the bleachers.

The District solicited bids from 4 contractors and only received a response from one. They are as follows:

Arbortech	\$32,700.00
Davey Tree	No response
Precision Tree Care	No response
Maguire Tree Care	No response

The responsive and responsible bidder is Arbortech at \$32,700.00. Arbortech is based out of Hayward, CA.

FISCAL IMPLICATIONS:

By this action: **\$32,700**. This will be paid from Facilities Fund 40 (Deferred Maintenance).

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees award a contract for tree maintenance work at Parkway Heights Middle School to the lowest responsive, responsible bidder, Arbortech, in the amount of \$32,700.00.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent - Business Services
Wazi Chowdhury - Director of Facilities and Safety

DATE: April 13, 2023

RE: Approval of Proposal with CAW Architects for Professional Services on District Office Access Improvements

BACKGROUND:

The South San Francisco Unified School District (SSFUSD) is acquiring the services of CAW Architects to provide professional services, which include architectural and engineering services, for the design of an accessible pathway to the main entrance of the District Office from the adjacent parking lot. This project will provide access to those individuals with disabilities.

The scope of services will include schematic design, construction documents, bidding, construction administration, and project close out.

FISCAL IMPLICATIONS:

The cost of the services is **\$47,350**. This will be paid from the District's Facilities Fund 40.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the proposal with CAW Architects, Inc. for professional services on the District Office Access Improvement project.



April 3, 2023

Rev. 1

Waziuddin Chowdhury
Director of Facilities / Safety
South San Francisco Unified School District
398 B Street
South San Francisco, CA 94080

**RE: SSFUSD DISTRICT OFFICE - ACCESS IMPROVEMENTS
PROPOSAL FOR PROFESSIONAL SERVICES**

Dear Mr. Chowdhury,

Thank you for inviting CAW Architects to submit a proposal for professional services for the Access Improvements project we discussed on site recently. Below is our proposal for your consideration.

PROJECT UNDERSTANDING

The District plans to improve the accessibility to the main entrance of the District Office building from the adjacent parking lot, which will consist of the following scope:

1. Assess and improve the existing accessible parking spaces directly adjacent to the building including, as needed, striping, signage, and possibly minor paving work to achieve compliant grades (locally).
2. Modify the existing fencing to include an accessible gate from the parking spaces noted above to the area where a ramp is proposed.
3. Install a ramp on the east side of the building, unattached to the building itself, for an accessible means of access and egress to and from the main entrance of the building.
4. Modify the existing stair to accept and attach to the new ramp at the upper level and provide an accessible threshold condition at the existing building entrance. It may be most economical to replace the stair.
5. The existing planter up against the building will need to be modified and planting recommendations can be documented in the bid documents with a design-build irrigation scope based on existing conditions. Landscape consulting is not included in the base fee but will be provided on an hourly basis if / as requested by the District.
6. The new ramp and the existing stair will each have new handrails as needed to meet applicable codes.
7. No improvements to the interior of the building are proposed or anticipated.
8. The entry doors to the building appear compliant and are expected to remain.
9. Cost estimating is not included in the base fee but will be provided if / as requested by the District.

Based on the limited scope stated above the District has expressed the expectation that the project will not require DSA review / approval based on the project's qualification as a "barrier-removal project" and the anticipated construction cost being below the published cost thresholds ("valuation") set by DSA. As this is a DSA (OSA) building and is on state property adjoined to the school campus it is not subject to local agencies for permitting. The construction cost valuation will be checked by a cost estimate of the work at the conclusion of each phase in order to comply with DSA's IR A-22 section 1.3. As no roadways are being affected or new building components proposed it is our expectation that this project will also be exempt from review by the local fire authority.

April 13, 2023

455 Lambert Avenue, Palo Alto, CA 94306

ARCHITECTS

www.cawarchitects.com 650 328 1818
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Action

Our understanding is that the project will be bid out to a single general contractor as a design-bid-build project and constructed over a single duration without project phasing.

PROJECT TEAM

Our team includes the following consultants. Other consultants, either discretionary or required for the project scope, can be provided as an additional service. Fee for Structural, Landscaping, and Cost consultants are listed as allowances in the fee section below and are not included in the base fee but are considered part of the design team.

Architect:	CAW Architects
Civil Engineer:	C2G Engineering
Structural Engineer:	Biggs Cardoza
Landscaping Consultant:	Bay Tree Design
Cost Consultant:	Silva Cost Consulting

The following consulting services are excluded from this proposal.

- Mechanical / Plumbing Engineer
- Electrical Engineer
- Low Voltage: IT/Data, Security, Public Address
- Title 24 Consultant

Our subconsultant agreements will be tied to the final form of the Owner Architect Agreement. We will contract with these consultants after we have been authorized to proceed with this proposal.

SCOPE OF WORK - BY PROJECT PHASE

We propose the following scope to complete project outlined by phase:

SCHEMATIC DESIGN PHASE:

Tasks:

1. Lead and document a limited number of client meetings to develop and refine the design options to a single concept for development. The schematic phase drawing set will be architectural only, but will have been reviewed and vetted by both Structural and Civil Engineering consultants.
2. Lead design team meetings to manage the progress of the project
3. Prepare Architectural plans with keynotes and schematic grading information to document the scope of work
4. Present the schematic design to the District and obtain written approval

Deliverables:

Client Meetings:	2 client meetings / 2-3 consultant coordination meetings
Phase Duration:	6 weeks (not including cost estimate)
Documents:	Schematic Design Drawings Cost estimate can be provided if requested by District

CONSTRUCTION DOCUMENTS PHASE:

Tasks:

1. Lead and document periodic client meetings to develop the scope of the project
2. Conduct periodic consultant coordination meetings to develop the project documentation
3. Review cost estimate against the valuation thresholds set for the project (per DSA IR A-22) and make adjustments to the plans to reduce cost, if needed, as may be possible.
4. Incorporate feedback from the District on the design and documentation from the previous phase

April 13, 2023

5. Finalize coordination and design issues with the consultant team
6. Prepare construction document set and specifications suitable for public bidding.

Deliverables:

Client Meetings: 2 client meetings / 2-3 consultant coordination meetings
Phase Duration: 6 weeks (not including cost estimate)
Documents: Construction Documents and Specifications for bidding
Cost estimate can be provided if requested by District

BID PHASE:

Tasks:

1. Respond to bid RFI's
2. Prepare and issue addenda as required

Deliverables:

Client Meetings: 1 (bid walk)
Phase Duration: 6 weeks (estimated, contingent on District, General Contractor)
Documents: Addenda, if any

CONSTRUCTION ADMINISTRATION PHASE:

Tasks:

1. Attend weekly OAC meetings. Meeting minutes by others
2. Respond to contractor RFI's and process submittals
3. Review proposed change orders and applications for payment
4. Conduct periodic jobsite visits to monitor the progress of the work.
5. Conduct one punch list at substantial completion

Deliverables:

Client Meetings: weekly OAC meetings – via remote except for periodic site visits
Phase Duration: 12 weeks (estimated, contingent on contractor schedule)
Documents: None

PROJECT CLOSEOUT PHASE:

Tasks:

1. Prepare record drawings incorporating RFI responses and ASI's

Deliverables:

Client Meetings: None
Phase Duration: 3 weeks
Documents: Record drawings

PROJECT SCHEDULE

We propose the following schedule to complete the project, subject to review and comment. The Construction Administration Phase is an estimate and subject to change based on the Bid Requirements and Responsive bids received by the District.

April 13, 2023

<u>Phase:</u>	<u>Duration (weeks):</u>	<u>Start:</u>	<u>Finish:</u>
Schematic Design Phase:	6	4/17/23	5/26/23
Estimate Preparation and Review	2	5/29/23	6/9/23
Construction Documents Phase:	6	6/19/23	7/28/23
Estimate Preparation and Review	2	7/31/23	8/11/23
Bid Phase:	6	8/28/23	10/6/23
Construction Administration Phase:	12	10/16/23	1/5/24

CONSTRUCTION BUDGET

We are not informed on the District’s total project budget but are aware that the District’s intention is to keep the construction cost below the current “Construction Cost Valuation Threshold” published by DSA which, per DSA IR A-22 appears to be \$125,113. However, on the DSA website is listed for 2023 as \$195,358. CAW will seek clarification from DSA on that conflict but the ambiguity need not hinder the start of the project or the District’s goal to keep the overall cost of the project low.

PROJECT ASSUMPTIONS AND EXCLUSIONS

General, Administrative and Project Startup:

1. The Owner has provided drawings in PDF format of the existing building.
2. The Owner has provided a topographic survey in PDF and DWG formats of the area of work. The survey appears to show some underground utilities but likely not all of them. Additional survey of topography and/or utilities is excluded from this proposal.
3. The Owner will provide the most recent geotechnical investigation report for the site or CAW will work with Structural and Civil engineers to assume code minimum soil bearing values for the determination of footing requirements for the ramp, stair, and fencing / gates.
4. A hazardous materials reports is not anticipated to be required.
5. District will provide record drawings of the existing conditions sufficient to develop the design. Additional field surveys to measure and verify existing structural conditions or assemblies, beyond a general field review, are excluded.

Design and Subconsultant Scope Assumptions:

6. Extensive VE reviews and pricing scenarios from CAW’s cost estimator are excluded, but may be provided at additional cost.
7. No work in the disciplines of consultants listed above as being excluded is anticipated as part of the project.
8. The design scope will generally follow the work described in the Project Understanding, and any substantial changes or additions to the scope would be provided as an additional service.
9. Construction cost estimates are not included in the base fee but can be provided at each phase if / as requested by the District.
10. Structural and Landscape consulting are not included in the base fee but line items for consulting have been identified and may be billed as reimbursable expenses as needed not to exceed the costs listed.
11. No FF&E consultation or coordination is anticipated as part of the project.

Permit and Construction Phase Assumptions:

12. The drawings will be developed as a single set and one-increment to the DSA. Any additional drawing sets or incremental submissions to the DSA are excluded.
13. The project will not require review by the Division of the State Architect and will not require reviews by the local fire marshal, County Health, or the local municipality for a building permit.

14. Any offsite work, encroachment permits, or other similar activities are excluded.
15. The project will be bid out as a single phase to a single general contractor using the design-bid-build delivery method. Changes to the delivery method, including CM-multiprime or lease-leaseback, could result in additional services depending on the additional efforts or meetings that might be required of the architect, either during bidding or construction.
16. Designing phasing plans or detailed construction sequencing is excluded.

COMPENSATION SUMMARY

Compensation for the professional services performed as described herein, shall be paid to CAW Architects as:

Lump sum not to exceed fee of \$37,350
Reimbursable Expense Allowance: \$10,000

The amounts shown below do not include reimbursable expenses (percentages are rounded):

Phase:	%	Architectural:	Consultants:	Total:
Schematic Design	25%	\$5,900	\$3,750	\$9,650
Construction Documents	35%	\$9,200	\$3,750	\$12,950
Bidding	10%	\$2,550	\$800	\$3,350
Construction Administration	28%	\$9,400	\$1,200	\$10,600
Project Closeout	2%	\$800	\$0	\$800
Subtotal:	100%	\$27,850	\$9,500	\$37,350

CONSULTANT ALLOWANCES

Allowances listed below are not part of the lump sum proposed above but will be billed as needed from the reimbursables budget listed above:

- Cost consulting: \$1,600
- Structural Engineering: \$3,500
- Landscape Consulting: \$3,500

REIMBURSABLE EXPENSES

Reimbursable Expenses that include the print sets required by the contract and expenditures required by our team or requested by the Owner will be billed in addition to the above listed fee, based on the terms of the master agreement. These expenses include, but are not limited to printing, reproductions, plotting, model materials, shipping and delivery, and travel costs outside the greater Bay Area.

ADDITIONAL SERVICES

Effort expended beyond the scope described in this proposal will be billed on an hourly basis in accordance with the hourly rate sheet attached, or for a mutually agreed-to lump sum fee. Additional services could result from, but not be limited to, the following:

1. Design revisions initiated by the Client, after receiving prior approvals.
2. Increases or changes to the design scope, or changes to the Scope of Work, Proposed Services, Assumptions or Exclusions listed within this proposal, as directed by the Client.
3. Adding consultants, either required or discretionary, that are currently excluded or not listed in this proposal.
4. An increase to the construction budget, independent of a modification or change to the project scope, where the budget increase reflects a general increase in the quantity of work outlined in this proposal.

5. Deviations from the agreed-to project schedule, including construction administration services that continue past the duration listed in this proposal.
6. Developing multiple drawing sets, designing separate construction phases, or providing separate increments beyond what is listed in this proposal.
7. Substantive value engineering changes to revise the drawings after schematic design approval.

INSURANCE LIMITS

General Liability:	\$1,000,000 / \$1,000,000
Automobile Liability:	\$1,000,000 / \$1,000,000
Workers Compensation:	\$1,000,000 / \$1,000,000
Professional Liability:	\$1,000,000 / \$2,000,000

BILLING

Upon acceptance of this proposal and your authorization to proceed, the fees for services will be billed monthly. Consultant costs and reimbursable expenses will be billed at cost plus 5%. Payment is due within 30 days from the date the invoice is submitted.

Should you agree with this proposal, please confirm and email us an authorization to proceed. Your written approval of this proposal will allow us to proceed with our services pending execution of a formal agreement. Once agreement is reached on this proposal, we would ask that an Owner Architect agreement, Purchase Order, or other Contract be prepared as a formal agreement which also appends this proposal as part of the contract.

We want to thank you again for this great opportunity and hope this proposal meets with your approval. Please contact me should you have any questions or if we need to review the assumptions or fees. We look forward to working with you and the entire District team on this exciting project.

Sincerely,



Matt Dohrmann
Associate
CAW Architects, Inc.

APPROVED BY:

SIGNATURE:

DATE:

TITLE: April 13, 2023



2022-2023 HOURLY BILLING RATES

Our billing rate schedule is as noted below, listing the range of rates for each staff position. We adjust these annually through normal salary review practices.

Principal	\$275
Associate / Project Manager	\$205
Project Architect	\$175
Interior Designer	\$175
Job Captain	\$150
Designer II	\$125
Designer I	\$110
Administrative	\$85