

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
AGENDA AND ORDER OF BUSINESS – REGULAR MEETING
Thursday, March 14, 2024**

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

SSFUSD Equity Definition

Equity, in SSFUSD, is defined as giving students what they need, when they need it to fulfill their potential.

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 March 14)

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 Buri Buri ES student Timothy Rhee.
- 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. PTA Founder's Day Appreciation
- b. OYE Conference
- c. Other

K. STUDENT TRUSTEE REPORTS

1. Jamie Wong, Spring Student Trustee and ASB President ECHS
2. Ira Sergio, Fall Student Trustee and ASB President SSFHS

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/boardmeeting03142024> beginning at 3:00 p.m. on Monday, March 11, until 3:00 p.m. on Thursday, March 14. These comments will

be read by all Board members and posted on the District website's 2023-24 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 PRESENTATIONS

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

PAGE

1. EDUCATIONAL SERVICES

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

Principal Cregg Ramich will share, with the Board, educational priorities and programs at Buri Buri ES.

b. Performance Management - Literacy

1

District Literacy Coordinator Lindsay Summers will review the data on District literacy assessments - DIBELS, and CAASPP ELA at the 3-5 grade span in terms of Performance Management as a tool for analysis and improvement of performance.

PAGE

N. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

1. BUSINESS SERVICES

a. Second Interim Financial Report

Assistant Superintendent Ted O will present, to the Board, the 2023-24 Second Interim Financial Report, for the period ending January 31, 2024.

ACTION

1. BUSINESS SERVICES

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

2 - 3

Staff recommends the approval of the 2nd Interim Financial Report and positive certification of financial condition for fiscal Year 2023-24, declaring that the District will be able to meet its financial obligations for the current year and subsequent two fiscal years, as presented to the Board.

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

PAGE

1. ADMINISTRATION

- a. Minutes of the February 15, 2024 Special Board meeting. 4 - 24

2. EDUCATIONAL SERVICES

- a. Permission for Parkway Heights MS Green Team staff and students to attend the Redwood Glen Outdoor Education Program in Loma Mar, CA, April 26-28, 2024. 25
- b. Permission for Adult Education staff members to attend the Comprehensive Adult Student Assessment Systems (CASAS) National Summer Institute in Orange Co., CA, June 17-20, 2024. 26 - 27

3. HUMAN RESOURCES

- a. Certificated Personnel Assignment. 28

4. BUSINESS SERVICES

- a. Gifts to the District, February 2024. 29 - 30
- b. Fundraising events for the 2023-24 school year. 31
- c. Professional services agreement under \$25,000. 32 - 37

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ACTION *(continued)*

1. EDUCATIONAL SERVICES

- | | |
|--|----------------|
| a. Approval to Increase the Contract with Green Cab for the Remaining 2023-24 School Year | 38 - 39 |
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Staff recommends the approval of an increase to the contract with Green Cab to provide transportation services to fulfill Individualized Education Plan (IEP) service agreements for the remainder of the 2023-24 school year, as presented to the Board.

2. BUSINESS SERVICES

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| b. Approval of SSFUSD 2024-25 Transportation Plan | 40 - 45 |
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Staff recommends the approval of the SSFUSD 2024-25 Transportation Plan, as presented to the Board.

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| c. Approval of Dates for 2024-25 Local Control Accountability Plan (LCAP) Hearings and Adoptions | 46 - 47 |
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Staff recommends approval of the recommended dates for the 2024-25 LCAP and budget hearings and adoptions, as presented to the Board.

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| d. Approval of Agreement for Crossing Guard Services for the 2024-25 School Year | 48 - 52 |
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Staff recommends the approval of the agreement with All City Management, in the amount of \$147,348, to provide crossing guard services for the 2024-25 school year, as presented to the Board.

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| e. Approval of the Revised Citizen's Bond Oversight Committee (CBOC) Bylaws | 53 - 60 |
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Staff recommends the approval of the revised CBOC bylaws for the Measure T bond program Section 6.4 which removes the requirement for the Form 700, as presented to the Board.

	<u>PAGE</u>
f. Approval of Award of Contract to Capital Engineering for the HVAC Projects Package A	61 - 75
Staff recommends the approval of the award of contract to Capital Engineering, in the amount of \$58,960, for commissioning services for the HVAC Projects Package A, as presented to the Board.	
g. Approval of Proposal from DSK Architects for the Audio-Visual Upgrade Project at Alta Loma MS	76 - 77
Staff recommends the approval of the proposal from DSK Architects, in the amount of \$49,000, for the audio-visual upgrade at Alta Loma MS, as presented to the Board.	
h. Approval of Agreement with Atlas Technical Consultants for Geotechnical Engineering Study at Westborough MS	78 - 87
Staff recommends the approval of the agreement with Atlas Technical Consultants, in the amount of \$20,000, for a Geotechnical Engineering study at Westborough MS, 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.

March 28, 2024

- Teaching and learning presentation - Los Cerritos ES
- Teaching and learning presentation - Child Development Program
- Presentation on Induction
- Presentation on Nutrition Services Department
- Resolution for Child Abuse Prevention Awareness Month (April)
- Resolution for Autism Awareness Month (April)
- Resolutions for retirees

April 11, 2024

- Teaching and learning presentation - Westborough MS
- Performance Management - NGSS/Genentech Presentation
- Williams report for 3rd quarter ending 3/31/24
- Resolution for Earth Day (April 22)
- Approval of LCFF supplemental funded positions
- Approval of Skyline Middle College MOU for 2024-25
- Approval of EL Master Plan
- Resolution for Day of the Teacher (5/7)
- Resolution for Classified School Employee Week (5/12-5/14)

April 25, 2024

- Teaching and learning presentation - Parkway Heights MS
- Approval of designated representatives to CIF
- Approval of SPSAs
- Resolution honoring Asian Pacific American Heritage Month (May)

May 9, 2024

- Recognition for outgoing Student Trustee Wong
- Teaching and learning presentation - SSFHS
- Approval of the Board meeting calendar for the 2024-25 school year
- Approval for 5th graders to attend SMCOE Outdoor Education
- Approval of Graduates and Certificates of Completion
- Resolution for Fund 11 and Fund 14 account balances
- Approval of MOU with Legarza Sports for 2024-25

May 11 2024 – Special Meeting/Board Workshop *(District Office)*

- Board self-evaluation

May 23, 2024

- Teaching and learning presentation - Alternative Education
- Presentation on the Facilities Department
- Approval of the Children's Center Program annual self-evaluation reports
- Approval for destruction of Disposable Class 3 records
- Approval of the agreement with Remind for the 2024-25 school year
- Approval of the agreement with Newsela for the 2024-25 school year
- Approval of the agreement with BeGlad for the 2024-25 school year
- Information on May revision of the Governor's 2024-25 budget
- Approval of Bill Savidge Facilities Consulting agreement for 2024-25
- Resolution in support of LGBTQ+ Pride Month (June)

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

DATE: March 14, 2024

RE: Performance Management – Literacy Presentation

BACKGROUND:

Performance Management (PM) is an integrated, systematic approach that contains three parts: (Strategic planning-LCAP), collaborative learning & accountability. PM leverages data in a timely manner. It allows for a deeper analysis of performance by drilling down to root causes (asking a lot of 'why' questions) which then helps us in determining specific actions that can be taken to improve what occurs in a classroom and improve the overall performance at a school/department. Then, there is a plan to relentlessly follow up and monitor progress to determine if growth is occurring.

The purpose of PM is to provide level and overall performance data to determine if we are making progress towards defined metrics/targets. So, for this Literacy presentation, we are providing data on district literacy assessments - DIBELS and CAASPP ELA performance at the 3-5 elementary grade span.

FISCAL IMPLICATIONS:

None at this time.

RECOMMENDATION:

For information and discussion only.

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: March 14, 2024

RE: Approval of the 2023-24 Second Interim Financial Report

BACKGROUND:

The Education Code requires school districts to submit interim financial reports twice a year. The 2th Interim Financial Report reflects transactions as of January 31, 2024, and must be adopted by the Governing Board by March 15, 2024.

As part of the 2nd Interim Financial Report, each school district must certify that its financial status is positive, qualified, or negative. Each of these terms is defined below:

- A positive certification means that the district will meet its financial obligations for the current fiscal year and subsequent two years.
- A qualified certification means that the district may not meet its financial obligations for the current fiscal year or two subsequent years.
- A negative certification means that the district will be unable to meet its financial obligations for the remainder of the fiscal year or for the subsequent fiscal year.

The South San Francisco Unified School District is submitting a **positive certification** for the 2023-24 2nd Interim Financial Report.

The complete 2023-24 2nd Interim Financial Report is available on the South San Francisco Unified School District website under Business Services, Financial Reporting.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

It is recommended the South San Francisco Unified School District Board of Trustees approve the positive certification for the 2023-24 Second Interim Financial Report as presented.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting of February 15, 2024

OPEN SESSION

A. CALL TO ORDER - 5:00 p.m.

B. ROLL CALL

Board Members:	Ms. Amanda Anthony - Present Dr. Chialin Hsieh - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Jamie Wong, Student Board Member - Excused
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Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. J. Marwan Hannon, Assistant Superintendent, Human Resources and Student Services - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present Mr. Ted O, Assistant Superintendent, Business Services - Present
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Vice President Amanda Anthony joined the meeting at 5:04 p.m.

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

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. PUBLIC COMMENTS - *(One comment was made following the Strategic Plan presentation.)*

F. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

1. ADMINISTRATION

a. SSFUSD Strategic Plan

Superintendent Shawnterra Moore, Cabinet members, and Directors shared information on the SSFUSD Strategic Plan. She said, they all contributed to the “year and a half effort to engage our entire community to develop a long term equity student-centered Strategic Plan, and it really is reflective of what our community told us what they wanted for SSFUSD. We will share where we've been, where we are, and where we're actually headed.”

Portrait of a Graduate

During the last school year, a lot of community members, families, students, and staff shared their vision for SSFUSD graduates. Working together these groups created the District's Portrait of a Graduate (PoG). “This is really our promise to our students about what we hope we can produce for them.” The four areas of the PoG are:

Learn - constantly as their life and world change

Navigate - their futures purposefully

Thrive - as a person

Impact - their communities for the better

This summer and past fall thousands more students, staff, and families shared what they wanted to see happen. The District's Steering Committee listened and researched how to bring the PoG to life. Then a long-term plan of five years was created to achieve that goal.

SSFUSD Areas of Pride and Work Ahead

SSFUSD students are outperforming the State on several key measures, including third grade reading, eighth grade math, and high school graduation.

SSFUSD is not quite where it needs to be concerning college:

- 90% of our students want to go to college
- 89% are graduating within 5 years
- Only 56% are graduating prepared and ready for college and career according to State measures.
- This drops to 45% for students who are socioeconomically disadvantaged.

Dr. Moore said, along with the Board, SSFUSD leadership has talked about test scores not being the only measure of success and there is interest in identifying more local metrics to determine what is successful and what is not working. She stated that “...the adults in the system, who set policies and practices, need to think about ways

we can do things differently in order to serve all of our students exceptionally well.”

What the Community Wants

1. Strong Academics for All Students

This means “being able to vary and adjust our instruction based on the students that we serve and the needs that they have, holding them to high expectations and not lowering the bar, making sure that they understand that we believe that they can achieve at high levels and...providing grade-level aligned adopted materials for students, and...engaging in exceptional instruction that engages students and is relevant for them. This really aligns to the PoG and the graduate aim “learn”, which is academic excellence specifically around intellectual curiosity and critical thinking.”

2. Support for Student Well-Being

This involves “...having communities that are safe, that are supportive and that are inclusive where students can really see themselves in our schools, our classrooms, our books, our curriculum, and our experiences.” An important part of the plan includes creating communities where students can embrace one another, can embrace divergent viewpoints, beliefs, and values, while practicing empathy, compassion, and kindness. This aligns with the impact component of the PoG. Superintendent Moore shared that the community wanted a system to support students with mental health challenges and “thrive” is the PoG component to which it aligns.

3. Partnership with our community

Dr. Moore acknowledged the unique and special community of SSF. She said the majority of families have a positive relationship with schools and District level staff and want to be partners in their child’s education. However, many are not sure of how to accomplish or even begin the process. “...so creating opportunities to create stronger connections with our families is going to be really important. Also acknowledging that we have part of our communities that don't necessarily feel like they have a positive engaged connection with our District, so that's an area that we are going to be prioritizing and focusing on with the launch of our plan.”

4. Equitable Resources

While the District has been praised for its diversity and having an explicit commitment to educational equity, some community members believe the District does not allocate resources equitably. Dr. Moore stated that, “When I say resources, it's our time, our people, our facilities, and our money. And so we're going to be looking at ways we can make sure that that's transparent to our

community, and we'll start making shifts to make sure that it is more overt in communicating that in our community."

5. Clarity, Focus, and Follow-Through

Dr. Moore said it is important that the District is very clear on where it is headed and everyone works collaboratively to get there. "The effort that was taken by our entire District community to come together to develop this shared vision, which is our promise to our students, was a great milestone for us." Now that they know what they want, they need to focus on executing in a measurable way to gauge success. "So we have a plan, we have a few priorities and initiatives that we will take on over the course of the next five years, and that is designed to help us to stay focused and to develop systems that will enable us to monitor our progress and report out to our Board and our community."

What Will We Do to Bring Our Vision to Life

Assistant Superintendent J. Marwan Hannon focused on the PoG and bringing the vision to life for every SSFUSD student.

Our Strategic Plan is Anchored in Our Core Values

He said, "...the big themes from our community [are] about what we need to do to realize being a community of excellence we're now ready to share with you our plan for the next five years to bring this vision to life. What good is bringing the vision to life if we're not clear on who we are and what guides us as far as our core values in this labor of love we call teaching, learning, and leadership."

C - Community is our strength

- We know we are stronger when we all work together as we are all inextricably linked.
- We value everyone's voice and want students, families, and staff to feel empowered to work together to achieve our goals.

A - Authentic relationships matter

- These relationships are at the heart of a community, and SSFUSD wants to be a place where people can bring their true full selves and where all cultures, backgrounds, identities, and experiences are welcome and supported.
- Strong relationships are key among students, staff, and families coming to school, learning, and working together.

R - Resilience propels us forward

- A growth mindset, resilience, and perseverance will be needed to see mistakes as an opportunity to learn and improve, not as a sign of failure.

E - Equity is our north star

- Believe all students have the potential to learn and excel and hold them to high expectations.
- Remain flexible and tailor the approach to students, especially those who come from the least reached communities.

Mr. Hannon said that as the PoG comes to life, the District is committed to working in ways which demonstrate these core values in both actions and words.

5 Priorities for the Next Five Years

1. **Exceptional Instruction** - Every student experiences exceptional instruction that is aligned with the PoG.

Assistant Superintendent Irish said the District is focusing on the following four initiatives in the next 18 months:

- Co-create an instructional vision
- Adopt high quality, culturally-relevant curriculum and assessments, and provide systematic support for teachers to implement them.
- Create and train educators to use highly-effective instructional strategies to support all SSFUSD students, in particular, those who have been historically-underserved.
- Strengthen instructional leadership at both the site and District Office levels.

2. **Engaged Students** - Every student is a holistically-supported, self-directed learner.

Directors Jason Brockmeyer and Marianne Hew reviewed the following three initiatives:

- Work with students to co-create a vision for welcoming, self-affirming, and inclusive learning environments.
- Continue to connect students with resources to support their mental health and well-being.
- Give students the chance to set academic and career goals in school.

This priority is important for amplifying the student voice and making them active leaders in this process to help steer the direction and the vision for what this work will look like for the next 18 months.

“We’re also going to make sure we continue to connect our students with resources, especially around mental health.” “And that they know where it is, they know how to access, and it’s readily available, that’s very important. And we also want to make sure that students are partaking in the learning process, so learning how to make goals, track goals, so that they see their progression, and they’re on the same page with their educators and are supported as they go forward.”

3. **Purposeful Partnerships** - Every student benefits from trusting, high-impact partnerships with families and community in support of realizing our PoG.

Director Marcos Garcia reviewed the following three initiatives:

- Work with families and community to define a vision for purposeful partnership aligned with our PoG, then create and implement a community partnership strategy.
- Pilot a Family Resource Center: a one-stop-shop to meet families' needs (located at SSFHS for now).
- Strengthen two-way communication with families.

Through community engagement efforts such as focus groups with students and parents, they sought to capture their hopes and dreams and understand what the families wished to see for their students' futures. This goal strives to breathe life into the PoG. The initial work will focus on engaging various community members to define what a purposeful partnership is and "...what ways can we contribute to the development of programming and support with our students and our PoG. So one of the key initiatives we've begun this year is strengthening two-way communication."

4. **Empowered Educators** - SSFUSD is the Bay Area's leading organization for mission-driven educators.

Assistant Superintendent Hannon reviewed the following three initiatives:

- Co-create a "Portrait of an Educator" with SSFUSD educators to define the knowledge, skills, abilities, and traits of our educators, as well as the benefits of a career at SSFUSD.
- Offer training and/or coaching for all educators that meets their needs (aligned with our Exceptional Instruction priority).
- Implement talent policies, processes, and systems to address shortages and ensure that all positions are filled with a high-quality, diverse team (e.g., recruiting/hiring/onboarding system).

"...an empowered educator is any single individual who chooses to be a part of our organization, ultimately in service of children, whether directly or indirectly. So our big goal for empowered educators is to become the bay area's leading organization for mission-driven educators." "...we need to define and align our core values and our overall service in line with our Strategic Plan priorities, ultimately to the students we serve." "...if we are not actively investing in our workforce, our people, we will never reach this vision, and so we are exploring ways in which we can tailor coaching, mentorship, as well as professional training aligned to the Strategic Plan but also in a differentiated targeted manner." Having educators with a variety of backgrounds and experiences, the

District wants to build from the ground up with everyone working in concert with each other.

Mr. Hannon emphasized that this is a collaborative effort with colleagues within all departments. “I’m very excited about the possibilities for not only enhancing our overall efficiency in terms of turnaround time but also the quality of the experience that our new hires experience coming on board.”

5. Equity-Centered Systems - Our decisions, actions, and resources reflect SSFUSD's commitment to equity.

Mr. Hannon reviewed the following five initiatives:

- Develop a shared understanding of what equity means and looks like in our classrooms, schools, and work District-wide (building on our Equity Policy [BP 0415], and implemented through Exceptional Instruction and Empowered Educators initiatives).
- Implement a focused, transparent annual planning process that allocates resources (people, time, money) equitably, sustainably, and in support of our strategic priorities.
- Implement an equity-centered school facilities plan to meet the needs of all students and staff.
- Define what our PoG looks like at all grade levels, with an equity lens, and align our resources to realize this promise for all students.
- Make data-driven decisions based on a variety of types of data, and develop a progress monitoring system to support this.

“So oftentimes in traditional organizations, we tend to operate in silos, and we think and operate in our prospective departments, teams, and it's very easy for that to occur if we don't center our mission, vision, values.” “...and support our systems, procedures, and practices.” “We're going to continue to implement our new bond with an equity focus when determining which projects to tackle first. Some of these projects are already underway.”

What's Next

These priorities will help the District focus on its work.

2023-24 Annual Priorities

Academic Excellence

Community Engagement:
(Absenteeism & Student Culture)

5-Year Strategic Plan Priorities

Exceptional Instruction

Engaged Students

Talent
(Hiring/recruitment & Professional Learning)

Empowered Educators

Culture and Communications
(2-way communication, strong Relationships)

Purposeful Partnerships

Culture and Communications
(Transparency, data-driven Decisions)

Equity-Centered Systems

Operations
(Budgeting and facilities)

Educational Equity

Assistant Superintendent Ted O said, "It may feel like a lot to take on but it's important to remember that this is actually a five-year plan." "So we actually began last fall already really listening to the feedback from our community, we developed annual priorities that we shared with the Board and District that we've been planning and monitoring our projects this year to see how well they align with the Strategic Plan."

We are Making Good Progress Against This Years' Priorities

Highlights

- Educational Equity: New vision and Strategic Plan are ready and already guiding us
- Culture/Communications: Thousands of staff, families, students engaged in strategic planning during August, October, and January/February
- Operations: Bond oversight committee launched, facilities improvements are being planned/put in motion
- Academic Excellence: Collaborative Inquiry Cycles launched at all sites
- Talent: New hiring system on track

Challenges

- Data: It is taking more time than expected to create the tools and gather/analyze the data we need to measure the impact of our work
- Capacity: Our central office team is stretched between responding to site needs and launching and leading these change efforts

Superintendent Moore reviewed some progress being made on this years' priority. For **Culture and Communications**, she said they are proud of engaging staff and families at sites for more two-way conversations. The number of community liaisons have doubled since

last year, which is important for actively engaging many SSFUSD families. “So we think our work is relationships and building connections relationally with others and our community liaisons have already taken large steps forward in just building trust and figuring out ways to help support them which generated some of the ideas that...have been built into our Strategic Plan.”

She also highlighted **Academic Excellence**. For example, Collaborative Inquiry Cycles have been launched at schools and TOSAs support work happening on campuses. This makes it clearer on what needs to be done instructionally or differently on behalf of all students.

Dr. Moore said some of the challenges were unexpected. At the end of last year, they assessed the progress being made and what changes were needed to “...set ourselves up to meet our goals by the end of the school year.”

We will Stay Focused Over the Next 18 Months

Mr. O stated that this spring they are working on several initiatives from priority five, the Equity Centered Systems.

This Spring - Lay a strong foundation or the next five years.

- **Revamp how we allocate resources** (staff, time, money, facilities) to support our priorities.
- Significantly **improve how we hire and onboard new staff**.
- Partner with students and educators to **co-create a new vision for exceptional instruction**.
- Prepare to **align all our professional development** next year around a common focus.

Next School year - Focus on exceptional science and math instruction at all grade levels

- Roll out **new science and math curricula**, and train leaders and staff on what exceptional instruction looks like using these curricula.
- Build a **bank of high-quality instructional strategies**.
- **Continue our Collaborative Inquiry Cycles** (a process of continuous improvement) at schools, so we can reflect on what is working instructionally, and where/how we can adjust.
- **Strengthen instructional leadership and coaching** at our schools.

We Will Continue to Approach and Design This Work in Partnership with our Community

Dr. Moore said the Strategic Plan was launched with an intentional effort to engage the community and we will continue that endeavor.

- January/February meetings at every school with families, staff and students to introduce the plan and priorities
- March/April site meetings with families, staff & students to set school goals for SY2024-25
- Springtime opportunities for staff, families and students to help define what our PoG looks like at all grade levels, and co-create our Vision for Exceptional Instruction

Dr. Moore summed up the Strategic Plan presentation. “This is our bold and transformational way we believe will make a huge impact for students, all derived from our community.” “It’s not going to happen overnight, but we certainly believe that we have the will to get it done for our learners, and we’ve already begun laying a strong foundation of equity-centered systems to help us put conditions in place to ensure that our students can be successful and to ensure that we have what we need in order to put it into practice for all of our community. We also recognize that there are finite resources as you all know, so there will be a need for us to examine our resources more closely, and to ensure that we are allocating them equitably across our system.”

“We want to make sure that anything that we are doing is sustainable and in alignment to the Strategic Plan.” “...we will be reorganizing and likely restructuring in service of this plan.” “So we want to make sure that we are thoughtful about having the right people in the right positions doing the right work to ensure that we can execute this plan that our community has asked of us to do in the most effective ways.” She believes the District has the educators, staff, students, families, community, and partners to provide every student with a world class education when they graduate.

Mother Teresa said, “None of us, including me, ever do great things, but we can all do small things with great love and together we can do something wonderful.” The Superintendent said she wanted to “...take this opportunity and express my love, respect, and deep appreciation that I have for our entire community for the way that they’ve engaged and rallied behind us to develop this plan. The feedback, the insights, the critical feedback, the input was so helpful in helping us to determine our path forward.” She specifically acknowledged the Visioning Working Group, the Family Fellows Group, the Steering Committee, Principals, union leaders, students, and partners. “We had Bay Ed Fund, both relationally, financially, and emotionally with some very tough conversations, really pushing our thinking, providing

support and resources, keeping our children first and foremost, and it was really challenging at times but it was necessary...". She thanked Ann Roy for her tremendous support in coherent communications on the Strategic Plan, keeping priorities at the forefront, and strategizing what needed to be done. She also thanked support staff for the collective effort in dealing with documents, presentations, agenda, and food. Dr. Moore also thanked Executive Assistants Nathan Isla and Sonia Losno along with her Cabinet. "We have, despite pressures from competing priorities and other job functions, we have a force of a cabinet who are very present at meetings, they're willing to lean in, take on leadership roles, they are willing to facilitate to set up meetings, to put chairs away if needed, to coordinate schedules, and just fully committed to doing the work for students, because they have a deep seeded belief and they have a heart to do what's right for kids, especially those who are from marginalized communities. This is a team who isn't afraid at all to express diverse differing opinions to speak their truths, to disagree, and to just sit in discomfort. As long as we keep students at the center. So I am just incredibly privileged to be able to work alongside them and to learn from them, and I know I couldn't have helped to facilitate this particular priority if it weren't for all of them. And last but certainly not least, our incredible school board. Your support and belief in me, my leadership, your leadership, and your willingness to always keep students at the center of our work and make equity-centered decisions even when it's hard and even when you get criticized for doing so has been inspiring. Thank you for being you, and for trusting my team as well and trusting our students and trusting our staff, our families, and our community. We believe we've brought forward a plan that truly represents the essence of what our community believes and desires for our community and we believe it will help us launch into providing every student with a world class education."

Trustee Patricia Murray thanked everyone who put in the time and hard work on the Strategic Plan. As a Board member she appreciates the effort and thinks the community will as well.

Vice President Anthony said she likes the alignment between this year's priorities and those going forward since it means the District is on track. She asked about math interventionists, which principals say is helpful for the students. "When I see the priorities for this, it's a lot of instructional coaching which I think is important but...how do we center kids to make sure they are getting what they need rather than just coaching." Dr. Moore replied that they have to wrestle with that since they can do anything, but not everything. At this time, they are looking at "...how to best align our staffing, our words, our policies, our practices all behind what we have in this plan..."

Trustee Chialin Hsieh said she was impressed with this update on the progress and how things are beginning to align. “So I commend you all for the great work and helping us focus on our priorities.” She said staffing restructuring won’t be easy and the discussion will be about competing priorities, but the Strategic Plan will help them out. Dr. Moore said the Strategic Plan “...has not only initiatives but the metrics by which...we will measure our progress along the way.”

Trustee Mina Richardson asked when the Strategic Plan would be launched. She also wanted to know how often the progress would be shared with the community and how it would be communicated. She asked if Dr. Moore would present the plan to the City Council so the entire community knows about it. Dr. Moore said an engagement window just passed wherein the school leaders engaged their families and students with the presentation. She just sent a link to the plan and flyers were created to distribute as part of the layered communication. Also, with the support of Bay Ed Fund, a communication team is being created to keep everyone throughout the community apprised on the progress being made. Dr. Moore shared that she spoke with City Manager Sharon Ranals and offered to share the presentation.

Trustee Richardson asked what the response of both certificated and classified staff has been to the Strategic Plan. She proposed that some veteran teachers who may not be prepared to deal with it may leave. Dr. Moore replied that she does not know how many people will not be on board and said transformational change is hard. “And any time we go through change, it’s really going to be important that we not only communicate it, but we provide the support and the resources to help bring people along. We provide the training and coaching if we need to do that...” So far, she has not heard anyone say they don’t support the plan and would walk away. She added, “As long as we stay grounded and anchored in our core values and recognize why we are here and the work that we said our entire community said they want us to do, this is going to be the direction we continue to move forward in. Some may opt out, but I think we’ll be able to call more in.”

Trustee Richardson said she was excited for the plan since it will impact 46% of the District’s Latinos. “...we need to do something for this community, we can’t sustain it...it’s become a generational thing.” “So I appreciate the Bay Ed Fund for their support, and I appreciate the fact that you led us here, where we are today...”

Trustee Murray said she is very excited and the goals are really lofty. She is proud of all those who participated in the various committees to get where the District is now and trusts we will get there. Dr. Moore reminded her that “...we talked about the need to set high expectations and we are going to have to create conditions to be able to get there.

That is part of who we are and what we believe. It's not going to be easy but we can do it.”

President Daina Lujan said she appreciated the incredible work.

E. PUBLIC COMMENTS

Megan Connery, an ECHS teacher and District employee of 22 years said she appreciates the great direction and lofty goals of the Strategic Plan and offered a few suggestions from certificated staff. She said to increase the college and career readiness math score, the District needs to provide training on co-taught classes, especially Algebra 2. She recommended the training begin in May or early June instead of August. She also spoke about retaining educators and how districts down the peninsula pay significantly more. She realizes that salaries are not being discussed during negotiations this year, but brought this item up for next year to retain high school teachers.

ACTION

1. ADMINISTRATION

a. Approval of the SSFUSD Strategic Plan

MOTION #20 (Hsieh/Anthony) to approve the SSFUSD Strategic Plan.
Motion Carried (Unanimous)

The Board recessed at 6:00 p.m. for a break and reconvened at 6:10 p.m.

G. INFORMATION ONLY PRESENTATION

PRESENTATION

1. EDUCATIONAL SERVICES

a. Accountability and LCAP Mid-Year Update

The Educational Services and Student Services departments reviewed insights on the District's performance across various indicators, as evaluated by the 2023 California Dashboard. Differentiated Assistance and areas which need continued focus were also highlighted.

District LCAP Goals

Mr. Irish began with a look at goals and said the focus for this presentation will be on Goal #1, Academic Achievement.

CAR

This infographic stands for Communication, Achievement, and Relationships. The District has been focusing on strengthening all of the systems so we can strive for excellence on our journey toward equity. The focus will be on the gas tank for checking student progress towards State defined metrics.

Mr. Irish introduced Director Marianne Hew who shared information about the CA dashboard and interpreting the data.

California Dashboard

- State accountability indicators by Priority area
- 2023 is first year back to a “full” Dashboard - a return to colors
- Performance level (color) is a combination of STATUS and CHANGE
- Dashboard Accountability results are not the same as annual CAASPP, graduation, absenteeism results

Dr. Hew said it has been a few years since there has been a full dashboard. It is the State’s accountability system with nine priorities including seven for school districts, broken up by different indicators. 2023 is the first year for an almost full dashboard, which means a return to colors. The District’s last full dashboard was in 2019, prior to the pandemic. She said, “Over the last few years, it’s taken us a while to get back because we’re talking about multiyear data collection and reporting. So with the return to colors, performance level or color is a combination of both status and change. So it’s really looking at both of those pieces, because that’s our focus on continuous improvement.” She noted that the dashboard accountability results are not the same as the annual results reported for CAASPP data, graduation data, and absenteeism results.

Status and ChangeStatus

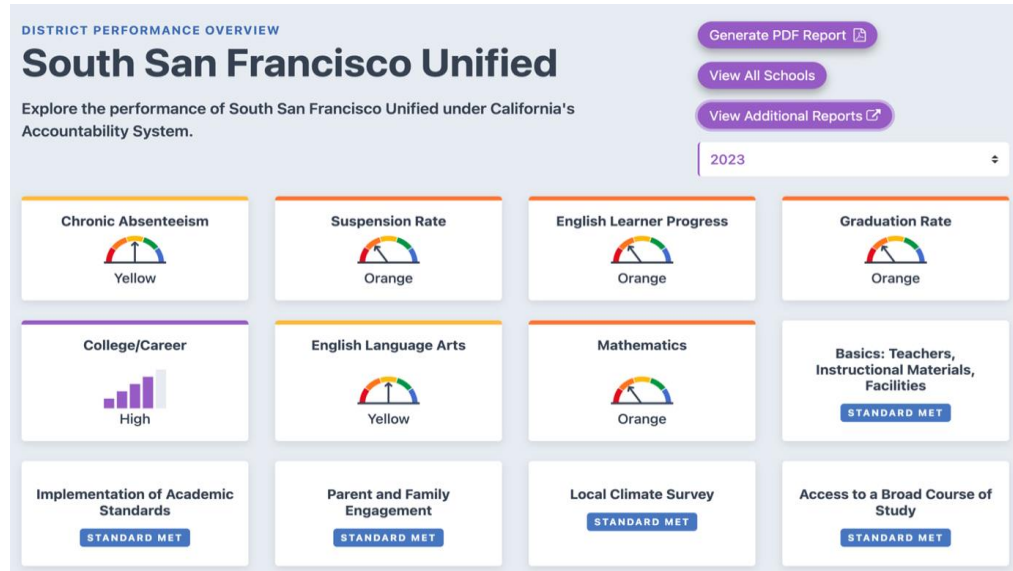
- Performance level set by measure and grade level span
- Very low to Medium to Very high (reversed for Suspension and Chronic Absenteeism)

Change

- The State rewards improvement year over year
- Thresholds are different for each measure
- Decreased significantly to Maintained to Increased significantly

Below is a snapshot of the District’s dashboard with the colored gauges. College and career is one indicator that has not yet returned

to a full dashboard calculation since the information is calculated over four years. It will return to full color next year. Local indicators don't have the gauge and are self-evaluated and self-reported by the District.



Each indicator can be assessed to show the status, points below standard, equity report, and the performance level by student groups.

Student Groups

Currently SSFUSD has 13 student groups. Next year, it will expand to 14 groups since ELs will separate out long term ELs. Data for smaller groups is not displayed due to student privacy.

Dashboard Snapshot by Student Group

Student Group	English Language Arts	Mathematics	English Learner Progress	College/Career	Chronic Absenteeism Rate	Graduation Rate	Suspension Rate
All Students	-3.3 DFS (-1)	-32.8 DFS (-0.3)	N/A	High 55.6%	Very High 21.3% (-3.3)	Low 88.7% (-3.3)	High 3.9% (+1.3)
English Learners	-50.9 DFS (-13.3)	-68.5 DFS (-10.9)	46.9% (-6.3)	Low 19.8%	Very High 25.9% (-4.6)	Very Low 67.5% (-8.1)	High 4.4% (+1.7)
Foster Youth	NPC small group	NPC small group	N/A	NPC small group	NPC 18.2% (-45.5)	NPC small group	Medium 5.9% (-22.7)
Homeless	-23.8 DFS (+61.9)	-71.3 DFS (+51.3)	N/A	NPC 28.6%	Very High 29.7% (-32.8)	NPC 78.6% (-0.4)	Very Low 8.4% (+0.5)
Socioeconomically Disadvantaged	-42.9 DFS (-3.6)	-73.1 DFS (-0.9)	N/A	Medium 44.7%	Very High 28.4% (-6.2)	Medium 85.6% (-3.9)	High 5.3% (+1.5)
Students with Disabilities	-95 DFS (-1)	-118.3 DFS (+5.1)	N/A	Low 18.2%	Very High 28.3% (-3.9)	High 81.8% (+1)	High 6.8% (+1.8)
African American	-55.4 DFS (+0.6)	-99.9 DFS (+5.1)	N/A	NPC small group	Very High 28.3% (-10.4)	NPC small group	Medium 7.9% (-1.3)
Asian	+61.6 DFS (+13.9)	+51.4 DFS (+9.1)	N/A	Very High 81.3%	Medium 8.1% (+0.5)	Very High 96.3% (-1.5)	Low 1% (+0.3)
Filipino	+35.6 DFS (+1.3)	-1.4 DFS (-4.9)	N/A	Very High 76.1%	High 14.8% (-1.9)	Very High 95.6% (-0.5)	Medium 2.3% (+1.3)
Hispanic	-42.4 DFS (-7.4)	-75.8 DFS (-3.7)	N/A	Medium 41.1%	Very High 28.3% (-4.8)	Medium 83.6% (-4)	High 5.1% (+1.4)
Native Hawaiian or Pacific Islander	-49.7 DFS (-5.3)	-66.6 DFS (+1.1)	N/A	NPC 54.5%	Very High 38% (+0.4)	NPC 81.8% (-1.5)	Very High 9.6% (+6)
White	+8.7 DFS (+8.2)	-23.1 DFS (+5.8)	N/A	Medium 45.7%	High 15.4% (-6.6)	Medium 89.1% (-5.3)	High 4.7% (+1.8)
Two or More Races	+17.2 DFS (-6.2)	-4.1 DFS (+5.9)	N/A	High 55.9%	High 19.9% (-3)	Medium 85.3% (-12.7)	High 3.4% (+1.2)

Dr. Hew pointed out "...that there are a couple of student group indicators where we are in the red, quite a bit of orange, some yellow, some green, and some blue." "...we have fewer groups hitting red for

multiple areas than in previous years, and that's because of a lot of the work that's gone in to really supporting schools and student achievement across the board, and... we've lifted some of our groups out of differentiated assistance." There is still focus on the student groups in orange and red.

Dashboard Snapshot by School Aggregate

Director Hew reviewed the data for SSFUSD elementary, middle, and high schools in the areas of ELA, Math, EL Progress, College/Career, Suspension Rate, Chronic Absenteeism Rate, and Graduation Rate. (There is no graduation rate or a college/career indicator for elementary and middle schools and no chronic absenteeism indicator for high schools.) She pointed out that the college/career indicator for both ECHS and SSFHS are rated "high", which is a significant improvement from past years. This is a result of supporting the students with CTE pathways that interest students who complete them to eventually find job opportunities.

Differentiated Assistance

Dr. Hew explained that a student group is in the red performance level for multiple areas, such as the District's African American and Black group, homeless group, and students with disabilities are identified as differentiated assistance. She said "...they have all exited. So that is huge, a lot to celebrate, a lot of great work...on elevating our students and lifting up their achievements, and supporting them with absenteeism." One group, the Pacific Islanders and native Hawaiian group has re-entered differentiated assistance.

English Learner (EL) Indicator

Dr. Marcos Garcia reviewed the EL Progress dashboard indicator. He noted the District has declined by 6.3% in this area. There is a lot of orange for ELs in ELA, math, and suspension. There is also an increase in the absenteeism rate. He said, "...this does inform our Strategic Plan and so we're using this as an impetus to make sure that we're keeping it in mind for the next five years."

EL Progress in ELA and Math

He compared EL Progress in ELA compared to the all students group. There is a decline of 13.3 points on the CAASPP. The data combines both the EL data with the recently reclassified EL students, which does not provide an accurate picture. "...although current ELs are declining by 15.9 points on the CAASPP, our recently reclassified students are really doing well at 28.6% points above standard." This is a similar trend for math. To understand what they are doing with ELs when they are reclassified and outperform other ELs, he suggested an interview with the reclassified ELs should be conducted. He said, "...what prompts us as teachers and educators [is] to figure out what is it that

we're doing with our ELs when they're reclassified to get them to the point of reclassification that they are in a position to outperform ELs."

Graduation Rate

ELs' graduation rate is a red category compared to all students. This is an area where they need to do better. He and his secondary EL team and site leaders visited the Bridge program "...to glean what are they doing to support newcomer students in 11th and 12th grade. So we're currently seeing this issue and we're ready to tackle this."

Special Education

Director Sabrina Yacoub said her information was shared during her February 8 presentation to the Board. They focused on the performance of SpEd students with data, goals, strategies, and progress on targeted areas. Other areas included information pertaining to compliance, engagement, least restrictive environment, ELA, math, preschool, graduation, and college and career indicators for District students with disabilities.

School Climate - Chronic Absenteeism

Director Ryan Sebers compared chronic absenteeism between 2022 and 2023. For this year, the District is in the yellow category. The Native Hawaiian and Pacific Islander student group is the red "hot spot". "We are currently in differentiated assistance with that group now, and again that's just an opportunity to work closely on how to identify additional strategies so we can better serve that student population." He presented the rates for all schools in terms of a reduction or increase in absenteeism. 11 sites improved, while 4 had higher incidents of absences. As a whole, SSFUSD improved by 2.1%.

Addressing Chronic Absenteeism and Truancy

Mr. Sebers noted that multiple strategies are taking place at the same time to continuously improve attendance.

- Retraining and refining SSFUSD's chronic absenteeism and truancy processes
- Implementation of Everyday Labs attendance software platform:
 - Everyday Pro interface/engagement, dashboard monitoring
 - Training site leaders
 - Training site support staff
 - Additional trainings to follow, dive deeper into student watch groups and interventions

He said they continue to work on finding the root causes of chronic absenteeism. Everyday Labs is a District partner and has assisted with family communications. This use has grown from K-2 students to now monitoring all students.

Staffing Support

- 3 School Community Liaisons added at Los Cerritos ES, Sunshine Gardens ES, and SSFHS/ECHS
- Additional hours at elementary sites dedicated for attendance monitoring
- 1 Administrative Asst. to be added at DO (Student Services)
- District School Community Attendance Liaison to conduct regular site visits:
 - Check-ins with site personnel regarding Everyday Labs functionality
 - Data review, identification of patterns, student groups
 - Assist with chronic absenteeism and truancy protocol, student cases

Attendance improvement via restorative practices and differentiated interventions

- Collaboration with secondary sites for interventions and best practices
- Intervention groups and restorative circles to address root causes of absenteeism and truancy

Student Services

Director Sebers provided Everyday Labs mid-year data as of January 23, 2024. On that date, the attendance rate was 93.3% and the chronic absenteeism rate was 19.1%. Comparing 2021-22 to 2022-23, there was a 2.1% improvement and the District is on pace for a 3.4% improvement.

Tiers

Everyday Labs uses a tiered system to assess the level of severity of chronic absenteeism. The middle levels of moderate chronic and severe chronic are their focus. Many students in the extreme chronic level are individual situations with counseling implications and are being dealt with in other strategic ways.

Communication

"A very important piece of what we're doing is making sure that we're communicating with households." Mr. Sebers reviewed the communications which have used, including text and mail nudges, communications with students, and attendance nudges for chronically absent or at-risk students. "In addition to the notifications...we also sent truancy notifications as a parallel process to chronic absenteeism."

Family Support

They are also doing check-in surveys through the app. "We have 1,330 students who have shown improvement as a result of receiving EveryDay Labs' notifications and engagement with the family support

program.” Director Sebers reviewed a chart, by grade level, which shows consistent improvement of students’ attendance after having received the nudges.

School Climate - Suspension Rate

Director Ryan Sebers compared the suspension rate between 2022 and 2023. For this year, the District is in the orange category. The Native Hawaiian and Pacific Islander and homeless student groups are in the red “hot spot”. Over a ten-year period, in 2012-13 there were 997 suspensions vs. 408 in 2022-23. This steady decrease has taken time and as of December 2023 there were only 190 suspensions and no expulsions. “Looking at our early data from January, we had a very good month, so we are on pace currently for at least a 6.8% reduction in suspensions.”

Support and Practices

- Bolstering counseling support, mental health services:
 - Daybreak, Care Solace, YSB at all SSFUSD sites
- Adherence to the District Expectations for Student Success Model
- Consistency, retraining
- Guidance of new administrative staff/teams
- Building communication bridges with parents
- Alternatives to Suspension and restorative practices
 - ATS Counseling Program
 - Brief intervention for substances
 - Substance education
 - Ongoing serious misconduct targeted intervention
 - Academic help on Saturday
 - Restorative Circles and School Teams
 - Restorative practices staff development

Mr. Sebers shared that “We’ve got our wellness counselors, we’ve got our staff engaged in conversations and integrated with these agencies, and on top of that, we have them also working with our coordinator for restorative practices...” “We’ve also been using the District expectations for student success. It’s a model that works, it’s proven.” “There’s no such thing as a one size fits all. You have to be in tune with your school staff, in tune with your students. We are using consistency and retraining. When we get new staff, we’re in the process of improving but we also have to retrain and make sure that everyone understands what’s been working and how we build on it. We continue to guide our new administrators. We continue to build our communication bridges.” He added that they have significantly expanded the Alternatives to Suspension program.

LCAP Mid-Year Update

In the 2023-24 academic year, the State implemented new mandates

for school districts. One requirement is that districts are obligated to provide a mid-year update of their LCAP by February 28, 2024. The update encompasses details of objectives, initiatives, and services.

Goal #1 - Academic Performance

Director Brockmeyer gave a quick update on the four LCAP goals.

- **Goal 1:** Academic Performance
 - Science and Math
 - Alternatives to Suspension program
 - Chronic Absenteeism
- **Goal 2:** Professional Development
 - Collaborative Cycle of Inquiry
 - National Equity Project
- **Goal 3:** Student, Parent, and Community Engagement
- **Goal 4:** Special Education

Trustee Richardson asked Director Sebers what the secret is for the wonderful numbers. “You alluded to the fact that you had a support network and the students vanish from school, there's a team that works with them, then they go back to class [and] that effort is keeping the student in school and the numbers down.” Director Sebers replied “...I think you're alluding to...the suspension practices versus our alternatives.” “...in the human behavior and human psychology realm, you have people who are reacting to something that a student may be doing and making decisions about it and you also have the students themselves who have their various experiences, I mentioned trauma for example, in someone's background. Whatever a student has gone through is causing them to react to a set of stimuli around them, and so you have people making decisions on how they're reacting, so somebody interprets that and says this needs to happen. And that's the disciplinary outcome.” They are trying to build a culture of understanding and treating students as individuals. “...in the classrooms, teachers are astutely and in a caring manner looking at why students may be exhibiting certain behaviors, having conversations and settling things within the classroom before it even gets to an administrative level.” He said, “We have root causes that are going on, now we're starting to look at how we make sure that we're addressing the behavior in the right way.” In the Alternate to Suspension Program they want to do many different things with certain students because there might be multiple interventions. However, if there is a safety issue at the school with a student, it would be a suspendible situation.

Trustee Richardson also asked how much the City is working with the District on new approaches to keep students in school. Mr. Sebers replied that law enforcement would come to a school if they were

responding to a call made to the police department or they are involved in an investigation and need to gather some information at the site. "...they are not doing the primary investigation that results in what the school's determination is or whatever discipline or intervention [is needed]." Trustee Richardson said she appreciates the plan is being implemented.

Trustee Hsieh praised everyone's work, especially that of the District Office and site leaders. She noted that there was a lot of teamwork and work behind the scenes. The District is clearly studying data to support their decisions. She appreciates the guidance given to the Board and the impact our educators have on graduating students.

Vice President Anthony noted that chronic absenteeism is high at Los Cerritos ES and she would like to see the details on a school-by-school basis. She thinks Los Cerritos ES is progressing due to their improved parent engagement and a stronger PTA. She is glad about the coordination and wrap-around services being provided to students who are being suspended. She said some administrators are attending a conference to be trained more on alternatives to suspension. She commented on ELs becoming reclassified. This "...speaks to the power of immigrants and the amazing work that our teams do to help those students who are super motivated to learn English and get there. English is what's blocking them from achievement. It's not their knowledge and their skills." Vice President Anthony wondered what drove those ELs to achieve reclassification and how it can be applied to others. Regarding math instruction, she said, "...being good at math, it was interesting to me that the discussions that we heard at elementary schools are helping students talk about math and understand the math concepts..." "...there's also a big push towards have we lost the memorization part that makes all of those conversations a lot easier, and I want to make sure we're not losing that part of the science of math in our conversations about math."

Trustee Murray thanked the presenters for a great report and the focus on engagement with both staff and students. This is what the Strategic Plan is about and what will move the District forward. She appreciates the report and the progress.

President Lujan thanked everyone for the months of work and how it was presented in an easy to understand way. "This was an incredible meeting."

ADJOURNMENT - 7:08 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs
Kathie Nguyen, Interim Principal, Parkway Heights Middle School

DATE: March 14, 2024

RE: Approval of Permission for Parkway Heights Middle School Green Team Staff and Students to Participate in the Redwood Glen Outdoor Education Program on April 26-28, 2024

BACKGROUND:

The purpose of this trip is for PHMS students to participate in hands-on environmental activities that incorporate team building through the Redwood Glen Outdoor Education Program, 100 Wright Dr., Loma Mar, CA. Staff and students will stay overnight in group cabins. Teachers Helen Tam, Rick Wong, and Ivan Szeto will chaperone 20 students, 14 males and 6 females. Our goal is for the students to come back inspired to care for our environment and see how nature, science, and math are all interconnected.

FISCAL IMPLICATIONS:

The cost of the trip will be approximately \$300 per student (20 students = \$6,000). The group will travel by District vans. Each student participated in fundraising to assist with the cost. No student will be denied the opportunity to participate due to financial constraints.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees grant permission for the PHMS Green Team staff and students to participate in the Redwood Glen Outdoor Program in, Loma Mar, CA, on April 26-28, 2024.

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
Seemaa Prasad, Principal, Adult Education

DATE: March 14, 2024

RE: Approval of permission for SSFUSD Adult Education Staff Members
to Attend the Comprehensive Adult Student Assessment Systems
(CASAS) National Summer Institute in Orange Co., CA, on June 17-
20, 2024

BACKGROUND:

The CASAS National Summer Institute will offer training sessions, workshops, computer labs, panels, and a keynote speaker. With so many changes in education and training systems, the institute will provide a chance to learn and discuss strategies in workforce development. Participants will learn how to use data to its best advantage. The forum will offer the opportunity to collaborate with other Adult Educators.

FISCAL IMPLICATIONS:

Estimated cost for 6 Adult Ed staff members, 3 in-person and 3 virtual:

- Registration:
 - In-person attendance $\$695 \times 3 = \$2,085$
 - Virtual attendance $\$550 \times 3 = \$1,650$
- Hotel: $\$215$ per night (3-night stay) $\times 3 = \$1,935$ plus tax
- Food: $\$225$ (approx.) $\times 3 = \$675$
- Transportation (airfare): $\$400 \times 3 = \$1,200$

Estimated total cost for three in-person staff members is \$5,895.

Estimated total cost for three virtually staff members is \$1,650.

TOTAL estimated cost for all six participants is \$7,545.

Site discretionary funds will cover all costs. No substitutes will be required.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees grant permission for three in-person and three virtual Adult Education staff members to attend the CASAS National Summer Institute in Orange Co., CA on June 17-20, 2024.

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

RESIGNATION

LaCroix-Alvarado, Sara, a Counselor at Alta Loma Middle School, effective May 31, 2024
Aquino-Garcia, Ana, a teacher at Spruce Elementary School, effective May 31, 2024
Wickes, Annalies, a teacher at South San Francisco High School, effective May 31, 2024
Sharma, Ritesh, a teacher at Parkway Heights Middle School, effective May 31, 2024
Ablang, J. Dave, a teacher at Westborough Middle School, effective May 31, 2024
Walton, Robina, a counselor at Westborough Middle School, effective May 31, 2024
Schemkes, Thomas, a teacher at Alta Loma Middle School, effective May 31, 2024

RETIREMENT

Foldenauer, Richard, a teacher at South San Francisco High School, effective May 31, 2024
Gallagher, Clare, a teacher at Monte Verde Elementary School, effective May 31, 2024

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: March 14, 2024

RE: Acceptance of Gifts

BACKGROUND:

The District has received the attached list of cash and in-kind gifts during the month of February 2024.

FISCAL IMPLICATIONS:

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

RECOMMENDATION:

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

**TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT –
ACCEPTANCE OF GIFTS FOR FEBRUARY 2024.**

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

\$1,293.46 – Non-monetary donation of reusable play therapy equipment valued at \$1,293.46 from Erik Karff to Sunshine Gardens Elementary School to promote student emotional regulation in order to optimize academic readiness.

\$1,000 from Catherine Choy to El Camino High School in support of the Track and Field equipment and uniforms.

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: March 14, 2024

RE: Acceptance of 2023-24 Fundraisers

BACKGROUND:

Each year, the Board of Trustees approves all fundraisers to be held on behalf of the schools and students of the District.

The following fundraisers are being submitted for approval:

El Camino High School

Cosmetology Club	T-Pumps Fundraiser – Selling Boba drinks in front of the ECHS Red Stage. Commencing March 6, 2024.
Drama Club	Karaoke Night – Selling concessions (chips, candy, variety of drinks, etc.) during the ECHS Karaoke Night. Commencing February 29, 2024.
Freshman Class of 2027	T-Pumps Fundraiser – Selling Boba drinks in front of the ECHS Red Stage. Commencing March 8, 2024

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: March 14, 2024

RE: Professional Services Agreements Under \$25,000

BACKGROUND:

The following Professional Service Agreements are being submitted for approval:

District Office – Superintendent

\$3,700 CSBA/Luan Burman Rivera – Fee for May 11, 2024.
Board/Superintendent Workshop.

Alta Loma Middle School

\$400 Miguel Fonseca – A disc-jockey (DJ) who will be
introducing and playing recorded popular music for
the ALMS Culture Night. Commencing Friday, March
8, 2024 from 5:00 p.m. to 7:00 p.m.

Baden High School

\$1,034.41 LC Photography by Luis Carranza – Providing a
photography photo-booth for the Baden HS
graduation. Commencing May 30, 2024.

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.

California School Boards Association

AGREEMENT FOR GOVERNANCE CONSULTING SERVICES

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

The scope of the Governance Consulting Services (“Services”) provided under this Agreement include training and information related to a Governance Workshop as described in greater detail in Attachment A, which is incorporated into this Agreement by reference.

To be eligible for the Services, the LEA must be a member in good standing of CSBA.

CSBA and LEA hereby agree as follows:

1. CSBA OBLIGATIONS

- 1.1 CSBA agrees to provide the Services which may include any of the following:
 - a. conduct phone interviews with Participants as deemed appropriate by CSBA and LEA;
 - b. conduct the Workshop (as described below) on May 11, 2024 and not later than May 11, 2024, as agreed to by CSBA and LEA;
 - c. provide any course materials as determined necessary for the Services; and
 - d. upon completion of the Services, provide summary materials to LEA describing the Services provided.

2. LEA OBLIGATIONS

- 2.1 LEA agrees to:
 - a. ensure attendance by all board members and the superintendent (“Participants”) at the “Governance Workshop” (“Workshop”) which will be directed by CSBA for a duration of 9:00 am to 3:00 pm;
 - b. provide appropriate facilities and equipment (e.g., projector, screen, white board, etc.) for sessions during the Workshop; and
 - c. provide necessary food and refreshments for Participants during the Workshop; and
 - d. notice the Workshop as a public meeting of the Board.

3. COMPENSATION AND REIMBURSEMENT OF EXPENSES

- 3.1 In consideration for the Services, LEA agrees to pay CSBA a base fee (“Base Fee”) of \$3,700 for a one-day, interviews, and materials. Any additional workshop preparation hours due to rescheduling and/or reprogramming (e.g. additional interviews, additional research, modification to materials, etc.) will require an additional fee (“Additional Fee”) of \$100 per hour. All fees will be described and included in an invoice sent to LEA. The invoice for the Base Fee will be sent to LEA upon completion of the workshop. Invoices for any Additional Fees will be sent to LEA prior to the workshop and separately from the invoice for the Base Fee.
- 3.2 In addition to the Base Fee and any applicable Additional Fee, LEA agrees to pay reasonable travel expenses such as mileage, hotel costs, and per diem meal and incidental costs of CSBA. The invoice for reimbursement will be sent to LEA with the invoice for the Base Fee.
- 3.3 Payment of all fees is due within 30 days upon receipt of invoice from CSBA.
- 3.4 In the event that LEA cancels the workshop after it is scheduled, LEA agrees to reimburse CSBA for any travel expenses already incurred up to the time of the cancellation.
- 3.5 All communication related to payment of fees will be sent to the following LEA contact:

Nalani Allen-Cantley
Executive Assistant, South San Francisco USD
Address: 398 B St.
South San Francisco, CA 94080-4423
Phone: 650-877-8705
Email: ncantley@ssfusd.org

4. CONTRACT TERMINATION

- 4.1 The terms of the Agreement shall terminate no later than August 11, 2024, or sooner if all provisions have been satisfied.
- 4.2 Unless otherwise terminated pursuant to this Agreement, CSBA or LEA may terminate this agreement without cause by giving thirty (30) days written notice to the other party.
- 4.3 Should CSBA default in the performance of this Agreement or materially breach any of its provisions, LEA may terminate this Agreement by giving written notification to CSBA.
- 4.4 Should LEA default in the performance of this Agreement or materially breach any of its provisions, CSBA may terminate this Agreement by giving written notification to LEA.

5. GENERAL PROVISIONS

- 5.1 Neither party will be responsible for delays or failure of performance under this Agreement resulting from acts of God, war, terrorism, strikes, pandemics or epidemics, failure of suppliers to perform, government regulations, executive orders, earthquakes, power failures, or other causes beyond the control of that party which render performance by that party impossible or commercially unreasonable.
- 5.2 All work product including intellectual property, such as trade secrets and copyrights, documents, records, files and supporting data accumulated, prepared, created and/or distributed by CSBA in the scope of performing the Services under this Agreement, or that are reasonably related thereto, are the property of CSBA. LEA shall not have or claim any ownership or proprietary interest in such work product and may only share with a third party with prior written CSBA consent.
- 5.3 No employer-employee relationship is created by this Agreement and neither party may act as an agent of the other.
- 5.4 For the purposes of communication between the parties not related to payment, the following shall be the representatives of the parties:

Daina Lujan
Board President
South San Francisco
Unified School District
Address: 398 B St.
South San Francisco,
CA 94080-4423

Dr. Shawnterra Moore
Superintendent
South San Francisco
Unified School District
Address: 398 B St.
South San Francisco,
CA 94080-4423

Amy Christianson
Chief, Member Services
California School Boards
Association
3251 Beacon Boulevard

Phone: 650-877-8705

Phone: 650-877-8705

West Sacramento, CA 95691
Phone: (916) 669-3293

- 5.5 This Agreement will be governed and construed according to the laws of the State of California.
- 5.6 The terms of this Agreement may be modified only by a written agreement signed by both parties.
- 5.7 This Agreement is the entire agreement and supersedes any oral or written agreements previously entered into concerning the Services.
- 5.8 This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute but one and the same instrument.

LEA

BY: _____ DATED: _____
Daina Lujan, Board President

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

CALIFORNIA SCHOOL BOARDS ASSOCIATION

BY: _____ DATED: _____
Amy Christianson
Chief, Member Services

Attachment A

Goals of the governance conversation:

1. Board Self-Evaluation
2. Review of Board Roles & Responsibilities
3. Review/Update of Governance Handbook

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: March 14, 2024

RE: Approval to Increase the Contract with Green Cab, a Non-Public Agency (NPA) for the Remaining 2023-24 School Year

BACKGROUND:

On May 11, 2023, the Board approved contracts for all NPAs for Special Education and related services. The information for Green Cab transportation services, in the estimated amount of \$70,000, is listed below.

Non-Public Agency	Category of Services	PSA or MOU	Description of Services Provided	Agreement Details	Billing Details	Estimated Cost for 23-24
Green Cab	Transportation	Green Cab Agreement/PSA	Transportation for students with IEPs who are eligible	Transportation of a student with unique needs. Total cost spent in 2021-22 school year.	\$300/day Total Cost estimated to spend for 22-23 school year = \$56,000	\$70,000

Green Cab provides specialized transportation services for a few select students which the District's two other transportation agencies are not able to provide.

The Special Education Department is request an increase in funding for Green Cab transportation services in the amount of \$35,000. This will bring the total PO to \$105,000 in order to provide these specialized transportation services through the end of this fiscal year.

FISCAL IMPLICATIONS:

Increase of \$35,000 for the Green Cab PO.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the increase of the agreement with Green Cab in order to fulfill Individualized Education Plan (IEP) service agreements for transportation services.

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: March 14, 2024

RE: Approval of SSFUSD 2024-25 Transportation Plan

BACKGROUND:

Education Code 39800.1 states that:

Per Education Code 39800.1, as a condition of receiving apportionments under Section 41850.1, a school district needs to develop a plan describing the transportation services it will offer to its pupils, and how it will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive, and pupils who are low income. The plan shall be adopted by the local educational agency's governing board on or before April 1, 2024, and updated by April 1 each year thereafter. The District's plan adoption will be checked in the District's annual audit.

SSFUSD does not provide its own bus services. Transportation is available and provided through various means, including no-cost SamTrans transit passes to socioeconomically disadvantaged (SED) students and students with disabilities (SWD), free public South City Shuttle through the City of South San Francisco, and contracted service providers.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the SSFUSD 2024-25 Transportation Plan.

South San Francisco Unified School District Transportation Plan 2024-25



**Presented to the Board of Trustees
March 14, 2024**

OUR DISTRICT

The District was founded in 1936 and originated from the unification of an elementary school district (founded in 1866) and a high school district (founded in 1913). The District is located in the northern part of the County, which is one of the counties that comprise the metropolitan San Francisco Bay Area, northwest of San Francisco International Airport. Its territory encompasses nearly all of the City of South San Francisco and portions of the City of Daly City, the Town of Colma, and the City of San Bruno and unincorporated areas of the County. The District extends from San Francisco Bay in the east to Skyline Boulevard in the western hills of the County. The District currently operates nine elementary schools, three middle schools, two comprehensive high schools, one continuation high school, one adult education school, four day-care schools, and one centrally located Children's Center, which offers subsidized preschool programs and before and after school programs. Total enrollment in the District was approximately 7,800 students in fiscal year 2023-24.

OUR MISSION

"Empowering All Children to Achieve Excellence"

South San Francisco Unified School District (SSFUSD) seeks to graduate responsible, productive, and environmentally aware citizens who have the academic and social skills necessary to contribute to a changing global society through collaboration with home and community and 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 OF TRUSTEES

- Ms. Amanda Anthony
- Dr. Chialin Hsieh
- Ms. Daina Lujan
- Ms. Patricia Murray
- Ms. Mina A. Richardson

TRANSPORTATION PLAN

Home-to-School (HTS) Transportation Reimbursement was implemented by Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) and amended by AB 185 (Chapter 571, Statutes of 2022). It provides reimbursement funding for school districts and county office of education based on the prior year eligible transportation expenditures and prior year Local Control Funding Formula transportation related add-on funding.

California Education Code (EC) Section 39800.1 (a) As a condition of receiving apportionments under Section 41850.1, a local educational agency shall develop a plan describing the transportation services it will offer to its pupils, and how it will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive, and pupils who are low income. The plan shall be adopted by the local educational agency's governing board on or before April 1, 2024, and updated by April 1 each year thereafter.

Transportation Services

South San Francisco Unified School District (SSFUSD) does not provide its own bus services. Transportation is available and provided through various means, including no-cost SamTrans transit passes to students, free South City Shuttle through the City of South San Francisco, and contracted service providers.

SamTrans:



The San Mateo County Transit District operates [SamTrans](#) public bus service throughout San Mateo County. SamTrans operates 70 bus routes, including frequent, local, community, express, and school-oriented routes. Many elementary, middle, and high schools in San Mateo County are served by or situated near a [SamTrans route](#). SamTrans is a public bus service and all passengers, including youth and adults, are allowed on all routes.

In early July 2022, the SamTrans Board of Directors approved fare changes, including the adoption of the SamTrans [Youth Unlimited](#) Pilot Program and then making it a permanent program. This allows for free SamTrans bus fares for socioeconomically disadvantaged (SED) students, which include the following:

- Students eligible for or participating in the Free Meal program or Reduced-Price Meal Program (low-income)
- Students experiencing Homelessness
- Students in Foster-Youth program
- Students is eligible for or participating in the Migrant program

SSFUSD pre-orders the transit annual passes from SamTrans to have on hand and provides them to SED students when needed. These are annual passes and effective August 1 and ends August 31 of the subsequent year.

These SamTrans Youth Unlimited annual passes are provided at no-cost to both socioeconomically disadvantaged students and students with disabilities in South San Francisco Unified School District.

Under its [Youth Fare Category](#), SamTrans also offers a discounted fare to youth of \$1.10 per bus ride when paying cash or \$1 per ride when paying with a youth Clipper card. A day pass is available for \$2 when paying cash or the SamTrans Mobile app. Youth may also purchase a discounted monthly pass on Clipper of \$27 per month. This fare may be used on school-oriented or all regular routes year-round.

For adults traveling with students to school, the [Clipper START](#) mean-based fare program is available to low-income adults and offers discounts on transit operators throughout the Bay Area. While not available to youth, schools may encourage parents to participate in this program. Additional fare information can be found [here](#).

Free South City Shuttle:



The City of South San Francisco offers free shuttle service around South San Francisco, with trips to local stores, senior centers, libraries, City Hall, parks and to or near schools. The shuttle also provides transit connections with SamTrans and Bart. This free shuttle is open to the general public, which includes socioeconomically disadvantaged students and students with disabilities.

Currently, the SSF Shuttle travels to or near the following schools:

- El Camino High (Mission Road)
- Sunshine Gardens Elementary (Holly Ave. & Miller Ave.)
- Martin Elementary (School Street)
- Los Cerritos Elementary (West Orange Ave.)
- South San Francisco High (stops on both West Orange and El Camino Real)
- Ponderosa Elementary (Ponderosa Road near El Camino Real)
- Parkway Heights Middle (Chestnut Avenue)
- Baden High School (West Orange Ave. at Southwood Drive)
- El Camino High (Bart)
- Alta Loma Middle (Del Monte at Romney)
- Buri Buri Elementary (Del Monte at El Campo)
- Westborough Middle (Westborough and Callan Blvd.)
- Monte Verde Elementary (Shannon Drive and Olympic Drive)

More information can be found in the City of South San Francisco webpage <https://www.ssf.net/services/free-south-city-shuttle>, including the shuttle schedule and a map.

Contracted Third-Party Service Providers:

The District desires to meet the transportation needs of students with disabilities to enable them to benefit from Special Education and related services. Therefore, the District shall provide appropriate transportation services, at no cost, for a student with disabilities when the district is the student's district of residence and the transportation services are required by his/her individualized education plan (IEP). Some students, because of the severity of their disability as specified in their IEP, are transported to Special Education programs at other District schools and various non-public schools at no cost.

To meet the transportation needs of students with disabilities and the IEP requirements, the District contracts with various third-party transportation providers to provide this service. The District also has an agreement with some parents of these students to reimbursement them for mileage for driving their child themselves to a school or a non-public school, if this is in the IEP.

STAKEHOLDER CONSULTATION

In compliance with Education Code 39800.1, the District has sought input from a number of stakeholder groups including staff, parents, pupils, City of South San Francisco, local transit authorities (SamTrans and City of South San Francisco), and local air quality districts (Bay Area Air Quality Management District).

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent - Business Services
Keith B. Irish, Assistant Superintendent – Educational Services and Categorical Programs

DATE: March 14, 2024

RE: Approval to set dates for the 2024-25 Local Control Accountability Plan (LCAP) Hearing, 2024-25 Budget Hearing, 2024-25 LCAP Adoption, and 2024-25 Budget Adoption

BACKGROUND:

With the State adoption of the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP), there are requirements for the 2024-25 Budget/LCAP hearing dates and 2024-25 Budget/LCAP approval dates.

Both the 2024-25 Budget and the 2024-25 LCAP require public hearings that must be held at a separate meeting from the adoption of same. Therefore, districts must plan to have the draft LCAP ready and presented at a public hearing during a board meeting before the LCAP can be adopted at a subsequent meeting. The same is true for the hearing and adoption of the Budget.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

Staff recommends that the Board of Trustees approve the following:

- 2024-25 LCAP Hearing to take place on June 6, 2024, at the regular

- meeting of the Board
- 2024-25 Budget Hearing to take place on June 6, 2024, at the regular meeting of the Board
- 2024-25 LCAP Adoption to take place on June 20, 2024, at the regular meeting of the Board
- 2024-25 Budget Adoption to take place on June 20, 2024, at the regular meeting of the Board

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: March 14, 2024

RE: Approval of All City Management Crossing Guard Services for 2024-25

BACKGROUND:

All City Management is a family established crossing guard business committed to “Keeping Children Safe” for more than 30 years. They are tasked with ensuring children are safe throughout their entire education experience by providing school crossing guards before and after school.

South San Francisco Unified School District has been using All City Management for several years, as well as many other Bay Area school districts. For the 2024-25 school year, just like in the past, the following sites will utilize the crossing guard services: Monte Verde ES, Ponderosa ES, Spruce ES, Sunshine Gardens ES, and Junipero Serra ES.

FISCAL IMPLICATIONS:

The contract cost of All City Management is \$147,348.00. This cost will come out from our General Fund account.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the item as presented with a fiscal impact of \$147,348.00 to be paid from the General Fund (Fund 01).



AGREEMENT FOR CROSSING GUARD SERVICES

This AGREEMENT FOR CROSSING GUARD SERVICES (the “Agreement”) is dated February 28, 2024 and is between the SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT (hereinafter called the "District"), and ALL CITY MANAGEMENT SERVICES, INC., a California corporation (hereinafter called the "Contractor").

WITNESSETH

The parties hereto have mutually covenanted and agreed as follows:

1. This Agreement is for a period which commences on or around July 1, 2024 and ends on June 30, 2025 and for such term thereafter as the parties may agree upon by written amendment to this contract. Service shall begin on a best availability basis until such a time as Contractor has hired, trained and deployed Crossing Guards to all sites requested by the District. Contractor shall assume liability for only those sites agreed to by both Contractor and the District by written amendment stating effective date of assignment.
2. The Contractor will provide personnel equipped and trained in appropriate procedures for crossing pedestrians in marked crosswalks. Such personnel shall be herein referred to as a “Crossing Guard”. Contractor will perform criminal background checks and confirm employment eligibility through E-Verify on all prospective personnel. The Contractor is an independent contractor and the Crossing Guards to be furnished by it shall at all times be its employees and not those of the District.
3. The District’s representative in dealing with the Contractor shall be designated by the South San Francisco Unified School District.
4. The District shall determine the locations where Crossing Guards shall be furnished by the Contractor. The Contractor shall provide at each designated location personnel properly trained as herein specified for the performance of duties as a Crossing Guard. The Contractor shall provide supervisory personnel to see that Crossing Guard activities are taking place at the required places and times, and in accordance with the terms of this Agreement.
5. The Contractor shall maintain adequate reserve personnel to be able to furnish alternate Crossing Guards in the event that any person fails to report for work at the assigned time and location and agrees to provide immediate replacement.
6. In the performance of its duties the Contractor and all employees of the Contractor shall conduct themselves in accordance with the conditions of this Agreement and all applicable laws of the state in which the Services are to be performed.
7. Persons provided by the Contractor as Crossing Guards shall be trained in all applicable laws of the state in which the Services are to be performed pertaining to general pedestrian safety in school

crossing areas.

8. Crossing Guard Services (the “Services”) shall be provided by the Contractor at the designated locations on all days in which school is in session in the area under District’s jurisdiction. The Contractor also agrees to maintain communication with the designated schools to maintain proper scheduling.
9. The Contractor shall provide all Crossing Guards with apparel by which they are readily visible and easily recognized as Crossing Guards. Such apparel shall be uniform for all persons performing the duties of Crossing Guards and shall be worn at all times while performing said duties. This apparel must be appropriate for weather conditions. The Contractor shall also provide all Crossing Guards with hand-held Stop signs and any other safety equipment which may be necessary.
10. The Contractor shall at all times provide workers' compensation insurance covering its employees and shall provide and maintain liability insurance for Crossing Guard activities. The Contractor will provide to the District a Certificate of Insurance naming the District and its officials, officers and employees as additional insureds. Such insurance shall include commercial general liability with a combined single limit of not less than \$1,000,000.00 per occurrence and in aggregate for property damage and bodily injury. Such insurance shall be primary with respect to any insurance maintained by the District and shall not call on the District's insurance contributions. Such insurance shall be endorsed for contractual liability and personal injury and shall include the District, its officers, agents and interest of the District. Such insurance shall not be canceled, reduced in coverage or limits or non-renewed except after thirty (30) days written notice has been given to the District.
11. Contractor agrees to defend, indemnify and hold harmless the District, its officers, employees, agents and representatives, from and against any and all actions, claims for damages to persons or property, penalties, obligations or liabilities (each a “Claim” and collectively, the “Claims”) that may be asserted or claimed by any person, firm, entity, corporation, political subdivision or other organization arising out of the sole negligent acts or omissions, or willful misconduct, of Contractor, its agents, employees, subcontractors, representatives or invitees.
 - a) Contractor will defend any action or actions filed in connection with any of said claims, damages, penalties, obligations or liabilities and will pay all costs and expenses including attorney's fees incurred in connection herewith.
 - b) In the event the District, its officers, agents or employees is made a party to any action or proceeding filed or prosecuted against Contractor for such damages or other claims arising out of or in connection with the sole negligence of Contractor hereunder, Contractor agrees to pay District, its officers, agents, or employees, any and all costs and expenses incurred by the District, its officers agents or employees in such action or proceeding, including, but not limited to, reasonable attorney's fees.
 - c) In the event that a court determines that liability for any Claim was caused or contributed to by the negligent act or omission or the willful misconduct of District, liability will be apportioned between Contractor and District based upon the parties’ respective degrees of culpability, as determined by the court, and Contractor’s duty to indemnify District will be limited accordingly.

- d) Notwithstanding anything to the contrary contained herein, Contractor's indemnification obligation to District for Claims under this Agreement will be limited to the maximum combined aggregate of Contractor's general liability and umbrella insurance policies in the amount of \$5,000,000 (Five Million Dollars).
12. Either party shall have the right to terminate this Agreement by giving sixty (60) days written notice to the other party.
13. The Contractor shall not have the right to assign this Agreement to any other person or entity except with the prior written consent of the District.
14. The District agrees to pay the Contractor for the Services rendered pursuant to this Agreement the sum of Forty Dollars and Ninety-three Cents (**\$40.93**) per hour, per Crossing Guard during the term. Based on a minimum of five (5) sites and upon a projected (3,600) hours of service the cost shall not exceed One Hundred Forty-seven Thousand, Three Hundred and Forty-eight Dollars (\$147,348.00) per year, unless Contractor fails to perform service.
15. Payment is due within thirty (30) days of receipt of Contractor's properly prepared invoice.
16. Contractor may request a price increase during the term as a result of any legally-mandated increases in wages or benefits imposed in the state or municipality in which the Services are to be performed and to which Contractor's employees would be subject. Contractor shall provide District with 60 days-notice of its request to increase pricing. District agrees to review and respond to said notice within 30 days of receipt.
17. The District shall have an option to renew this Agreement. In the event this Agreement is extended beyond the end of the term set forth above, the compensation and terms for the Services shall be established by mutual consent of both parties.
18. This Agreement constitutes the complete and exclusive statement of the agreement among the parties with respect to the subject matter hereof and supersedes all prior written or oral statements among the parties, including any prior statements, warranties, or representations. This Agreement is binding upon and will inure to the benefit of the parties hereto and their respective heirs, administrators, executors, successors, and assigns. Each party hereto agrees that this Agreement will be governed by the law of the state in which the Services are to be performed, without regard to its conflicts of law provisions. Any amendments, modifications, or alterations to this Agreement must be in writing and signed by all parties. There will be no presumption against any party on the ground that such party was responsible for preparing this Agreement or any part of it. Each provision of this Agreement is severable from the other provisions. If any provision of this Agreement is declared invalid or contrary to existing law, the inoperability of that provision will have no effect on the remaining provisions of the Agreement which will continue in full force and effect.

[SIGNATURES FOLLOW ON NEXT PAGE]

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year written below.

DISTRICT

CONTRACTOR

**South San Francisco
Unified School District**

All City Management Services, Inc.

By _____
Ted O, Assistant Superintendent, Business Services

By _____
D. Farwell, Corporate Secretary

Date _____

Date _____

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: March 14, 2024

RE: Approval of Revised Citizens' Bond Oversight Committee (CBOC) Bylaws for the Measure T Bond Program

BACKGROUND:

SSFUSD successfully passed a Proposition 39 General Obligation Bond at the November 8, 2022 election. Per the requirements of Education Code Section 15278, the District is obligated to establish an Independent Citizens' Bond Oversight Committee (CBOC) in order to satisfy the accountability requirements of Proposition 39.

Staff has updated the CBOC bylaws from the previous bond based on the current bond information. These bylaws define the role of the CBOC members and provide guidance to them in conducting meetings and business.

At the December 12, 2023 CBOC meeting, members felt that they should not be required to complete and sign Form 700, the Statement of Economic Interest, because their role as CBOC members is oversight and does not allow them to make decisions related to the bond. The District's attorney from DWK, who was at the meeting, concurred with the members. Staff have revised Section 6.4 (Ethics: Conflicts of Interest) of the CBOC Bylaws by removing the requirement for the Form 700.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the revised CBOC Bylaws for Measure T.



SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
398 B Street, South San Francisco, CA 94080
Office: (650) 877-8700 | Facsimile: (650) 583-4717
www.ssfusd.org

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT INDEPENDENT CITIZENS' BOND OVERSIGHT COMMITTEE AMENDED AND RESTATED BYLAWS

Section 1. Committee Established. The South San Francisco Unified School District (the "District") was successful at the election conducted on November 8, 2022, in obtaining authorization from the District's voters to issue up to \$436,000,000 aggregate principal amount of the District's general obligation bonds, pursuant to a 55% vote. The election was conducted under Proposition 39, being chaptered as the Strict Accountability in Local School Construction Bonds Act of 2000, at Section 15264 et seq. of the Education Code of the State ("Prop 39"). Pursuant to Section 15278 of the Education Code, the District is obligated to establish an Independent Citizens' Bond Oversight Committee in order to satisfy the accountability requirements of Prop 39. The Board of Trustees of the South San Francisco Unified School District (the "Board") hereby establishes the Citizens' Bond Oversight Committee (the "Committee") which shall have the duties and rights set forth in these Bylaws.

Section 2. Purposes. The purposes of the Committee are set forth in Prop 39, and these Bylaws are specifically made subject to the applicable provisions of Prop 39 as to the duties and rights of the Committee. The Committee shall be deemed to be subject to the Ralph M. Brown Public Meetings Act of the State of California and shall conduct its meetings in accordance with the provisions thereof. The District shall provide necessary administrative support to the Committee as shall be consistent with the Committee's purposes, as set forth in Prop 39.

The proceeds of general obligation bonds issued pursuant to the Election are hereinafter referred to as "bond proceeds."

Section 3. Committee Duties. To carry out its stated purposes, the Committee shall perform the following duties:

3.1 Review Expenditures: The Committee shall review quarterly expenditure reports produced by the District to ensure that (a) Bond proceeds are expended only for the purposes set forth in the ballot measure; (b) no Bond proceeds are used for any teacher or administrative salaries or other operating expenses of the District.

3.2 Inform Public: The Committee shall inform the public on the District's expenditures of bond proceeds.

3.3 Annual Report: The Committee shall issue an annual written report of its activities to the board. Each report shall concern events of the preceding fiscal year and shall be distributed within one hundred twenty (120) days of the relevant fiscal year. The Annual Report shall be presented to the Board, in public session and shall include the following:

(a) A statement indicating whether the District is in compliance with the requirements of Article XIII A, Section 1(b)(3) of the California Constitution; and

(b) A summary of the Committee's proceedings and activities for the preceding year.



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3.4 Posting of Documents: All documents received and reports issued by the Committee shall be made available for public viewing on the District's website.

Section 4. Committee Activities.

4.1 Authorized Activities: In order to perform the duties set forth in Section 3.0, the Committee may engage in the following authorized activities:

- (a) Receive copies of the District's annual independent performance audit and annual independent financial audit, required Article XIII A of the California Constitution;
- (b) Inspect school site facilities and grounds for which bond proceeds have been or will be expended with permission from the District;
- (c) Review copies of deferred maintenance proposal or plans developed by the District;
- (d) Review the District's efforts to maximize use of Bond proceeds in ways designed to: (1) reduce costs of professional fees or site acquisition; (2) incorporate efficiencies in school site design; (3) encourage joint use of core facilities; or (4) involve cost-effective and efficient reusable facility plans;
- (e) Review any documents and proposals related to the expenditure of Measure T bond proceeds and make recommendations in accordance with its purpose and activities;
- (f) Make requests for copies or inspection of District records in writing to the District's Superintendent.

Section 5. District Duties and Support.

5.1 Duties: The Board shall have the following duties reserved to it, and the Committee shall have no jurisdiction over the following types of activities:

- (a) Approval of construction contracts;
- (b) Approval of construction change orders;
- (c) Appropriation of construction funds;
- (d) Handling of legal matters;
- (e) Approval of construction plans and schedules;
- (f) Approval of sale of bonds;
- (g) Authority to set projects or determine how bond funds are spent.

5.2 Support: The District shall provide necessary administrative and technical support to the Committee as shall be consistent with the Committee's purpose, including but not limited to:



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- (a) Preparation of and posting of public notices as required by the Brown Act, ensuring that all notices to the public are provided in the same manner as notices regarding meetings of the board;
- (b) Provision of a meeting room, including any necessary audio/visual equipment;
- (c) Preparation and copies of any documents or meeting materials, such as agendas and reports;
- (d) Retention of all Committee records and providing public access to such records on an Internet website maintained by the District;
- (e) District staff and/or District consultants shall attend Committee proceedings in order to report on the status of projects and the expenditure of bond proceeds.

Section 6. Committee Selection and Composition.

6.1 Appointment/Removal: The Board shall have sole discretion to select, appoint and remove Committee members. The Committee shall consist of a minimum of seven (7) members, appointed by the Board after an open and public recruitment process.

6.2 Number in Committee: Per Education Code Sections 15278-15282, the Committee shall include, at least:

- (a) one representative of the local business organization;
- (b) one person active in a senior citizens' organization;
- (c) one person active in a bona fide taxpayers' organization.
- (d) one member who is a parent or guardian of a child who is enrolled in the District;
- (e) one member who is a parent or guardian of a child enrolled in the District and active in a parent-teacher organization, such as the Parent Teacher Association or school site council.

6.3 Qualification Standards.

(a) To be a qualified person, he or she must be at least 18 years of age and reside within the District's geographic boundary, in accordance with Government Code Section 1020.

(b) The Committee may not include any employee, official of the District or any vendor, contractor or consultant of the District.

6.4 Ethics: Conflicts of Interest. By accepting appointment to the Committee, each member agrees to comply with the Committee Ethics Policy attached as Attachment A to these Bylaws.

6.5 Terms of Office: Pursuant to Education Code Section 15282, the term of office is as follows:



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(a) Committee members shall serve for a term of two (2) years beginning July 1, 2023 and no more than three (3) consecutive terms. Should a member resign her/his position before her/his term matures, the Board will appoint a new member to complete the term.

(b) At the Committee's first meeting, members will draw lots to select a minimum majority for an initial two (2) year term and the remaining members for an initial one (1) year term. This will ensure a "staggering" of the Committee membership to maintain both institutional knowledge and continued new member involvement.

6.6 Compensation: The Committee members shall not be compensated for their services.

6.7 Removal from Office: The Board may remove any Committee member for cause, including failure to attend two (2) consecutive Committee meetings without reasonable excuse or for failure to comply with the prohibition against conflict of interest as set forth in these Bylaws or failure to comply with the Committee Ethics Policy. Upon a member's removal, his or her seat shall be declared vacant. The Board, in accordance with the established appointment process shall fill any vacancies on the Committee.

6.8 Replacement of Committee Member / Vacancies: Vacancies on the Committee shall exist on the death, resignation, or removal of any member. Any member may resign effective upon giving written notice to the Chair of the Committee, or the Vice-Chair of the Committee, unless the notice specifies a later time for the effectiveness of such resignation.

(a) Vacancies on the Committee may only be filled by the Board through an application process.

(b) If a Committee position becomes vacant, the Committee Chair shall request that the Board appoint a replacement

Section 7. Committee Officers. The Committee shall elect a Chair and a Vice-Chair. The Vice Chair shall act as Chair only when the Chair is absent. These positions shall continue for two (2) year terms. No officer shall serve in a position for more than two (2) consecutive terms. Committee duties are as follows:

(a) The Chair shall call Committee meetings.

(b) The Chair shall preside over each Committee meeting, and follow the committee rules

(c) The chair, or his/her Committee-approved designee, shall serve as spokesperson for the Committee in all representations of the Committee to the public, the Board, and the media.

Section 8. Meetings of the Committee.



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8.1 Regular Meetings The Committee shall meet at least four times a year and establish a schedule for the date and time of regular meetings to be held periodically to include an annual organizational meeting to be held in July.

8.2 Location. All meetings shall be held at the District Office located at 398 B Street, South San Francisco, California or such other site within the District agreed upon by the Bond Oversight Committee without cost or hardship to the District.

8.3 Public Meeting: All meetings of the Committee shall be open to the public and shall be noticed and conducted in strict compliance with the Brown Act.

8.4 Quorum: District shall take and record roll at the beginning of each Committee meeting to determine the existence of a quorum. Actions may be undertaken at a meeting only if a quorum of seated members are present. A quorum is established when any whole number of Committee members greater than half the seated members is present. "Seated members" means the number of members set by the Board, less any who has resigned or have been removed.

8.5 Committee Voting: Unless otherwise specified in these Bylaws, an action item properly placed on the agenda may be approved by a simple majority of Committee members in attendance, a quorum being present. Members may not vote by absentee or proxy.

8.6 Rules of Procedure: Meetings shall be conducted with courtesy and decorum.

8.7 Public Participation: Any member of the public present at a meeting may address the Committee. The Chair may, at her/his discretion, choose in advance to place an equal time limit on all speakers.

(a) If a member of the audience has addressed the Committee on matters which are not on the posted agenda for that meeting, members shall refrain from discussing such matters. If the non-agenda matter raised by a member of the public concerns an issue that is within the subject matter jurisdiction of the Committee, any member may request that the Committee vote to place that matter on a future agenda.

(b) Persons addressing the Committee shall address the Committee as a whole and shall not direct comments to individual members of the Committee or to members of the audience.

(c) In the event of disorderly conduct by members of the public, the Committee may order the meeting room cleared pursuant to Government Code Section 54957.9.

8.8 Minutes: Minutes of Committee proceedings and all documents received and reports issued shall be a matter of public record and the District shall make them available on the District's website. The District shall provide administrative services to assist the Committee in preparations, distribution, and posting of minutes for all Committee meetings. Minutes published before adoption of minutes by the Committee shall always be labeled "Unadopted Draft Minutes."



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8.9 Attendance: Regular attendance at Committee meetings is a fundamental obligation of every member of the Committee. Absences are disruptive to Committee activity and representation. Failure to attend two (2) consecutive meetings without acceptable reason announced in advance shall constitute due cause for member removal.

Section 9. Amendment of Bylaws. Any amendment to these Bylaws shall be approved by a majority vote of the Board.

Section 10. Termination. The Committee shall automatically terminate and disband at the earlier of the date when (a) all bond proceeds are spent, or (b) all projects funded by bond proceeds are completed.



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ATTACHMENT A

MEASURE T CITIZENS' BOND OVERSIGHT COMMITTEE ETHICS POLICY STATEMENT

This Ethics Policy Statement provides general guidelines for Committee members in carrying out their responsibilities. Not all ethical issues that Committee members face are covered in this Statement. However, this Statement captures some of the critical areas that help define ethical and professional conduct for Committee members. The provisions of this Statement were developed from existing laws, rules, policies and procedures as well as from concepts that define generally accepted good business practices. Committee members are expected to strictly adhere to the provisions of this Ethics Policy.

POLICY

- **CONFLICT OF INTEREST.** A Committee member shall not make or influence a District decision related to: (1) any contract funded by bond proceeds, or (2) any District construction project which will benefit the committee member's outside employment, business, or a personal finance or benefit an immediate family member, such as a spouse, child or parent.
- **OUTSIDE EMPLOYMENT.** A Committee member shall not use his or her authority over a particular matter to negotiate future employment with any person or organization that relates to: (1) any contract funded by Bond proceeds, or (2) any District construction project. A Committee member shall not make or influence a District decision related to any construction project involving the interest of a person with whom the member has an agreement concerning current or future employment, or remuneration of any kind. For a period of two (2) years after leaving the Committee, a former Committee member may not represent any person or organization for compensation in connection with any matter pending before the District that, as a Committee member, he or she participated in personally and substantially. Specifically, for a period of two (2) years after leaving the Committee, a former Committee member and the companies and businesses for which the member works shall be prohibited from contracting with the District with respect to: (1) bidding on projects funded by the bond proceeds; and (2) any District construction project.
- **COMMITMENT TO UPHOLD LAW.** A Committee member shall uphold the federal and California Constitutions, the laws and regulations of the United States and the State of California (particularly the Education Code) and all other applicable government entities, and the policies, procedures, rules and regulations of the South San Francisco Unified District.
- **COMMITMENT TO DISTRICT.** A Committee member shall place the interests of the District above any personal or business interest of the member.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services
William Savidge - Facilities Management Consultant
Lori Shelton, Director – Bond Program

DATE: March 14, 2024

RE: Approval of Award of Contract for Commissioning Services with Capital Engineering for the Heating Ventilating and Air Conditioning (HVAC) Projects Package A

BACKGROUND:

The HVAC Projects Package A is under construction and includes new and upgraded systems at ECHS two classrooms; Monte Verde ES Administration Wing; Ponderosa ES Administration Wing; Sunshine Gardens ES 4-Classroom Wing and Administration Wing; and Westborough MS Roofing and HVAC upgrades at Building K and Buildings E & F.

It is appropriate at this time to bring on a Commissioning Agent for the project. Commissioning is critical with HVAC installations and involves independent review of the contractor's installation for conformance with the design documents. Commissioning also includes pre-functional testing, start-up, and system testing including coordination of the controls and the HVAC units. Capital Engineering's proposal is attached and provides full details regarding their scope of services.

FISCAL IMPLICATIONS:

By this action: **\$58,960**. This will be paid from the District's Fund 21.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees award a contract to Capital Engineering, for the HVAC Project Package A commissioning services, in the amount of \$58,960.



PROJECT NAME:

HVAC REPLACEMENT PROJECTS PACKAGE A #15-23

OWNER:

South San Francisco Unified School District

PROPOSAL# 240084.00

Prepared by Ashkan Azarkeyvan

March 14, 2024

11020 Sun Center Drive, Suite 100 | Rancho Cordova, CA 95670
Office: 916.631.3500 | Fax: 916.631.4424 | office@capital-engineering.com | www.capital-engineering.com

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Action



DATE: 2/20/24

William Savidge
Principal Consultant
K12 School Facilities
2309 Grant St.
Berkeley, CA 94703

PROJECT: HVAC REPLACEMENT PROJECTS PACKAGE A #15-23

SUBJECT: PROPOSAL FOR COMMISSIONING SERVICES
PROPOSAL NUMBER OP# 240084.00

Dear Bill,

Please find enclosed our detailed proposal for your kind consideration.

Please let us know if you have any questions, suggestions, or changes (however small) to the proposal; we want to hear from you and have this proposal answer all your questions and meet all your needs.

A. Project Description: Heating, Ventilation and Air Conditioning (HVAC) systems replacement project at Ponderosa Elementary School, El Camino High School, Monte Verde Elementary School, Sunshine Gardens Elementary School and Westborough Middle School.

Demolition of existing mechanical units and components, minor associated demolition of existing building elements including identified hazardous materials abatement, preparation of existing buildings and site areas to receive new equipment, installation of new HVAC equipment and all components for a complete and operating system including mechanical equipment – furnaces, heat vent units, condensing units, heat Pumps, ducts, cassettes, refrigerant lines, and controls. Electrical work including minor electrical demolition, new electrical connections as required for new equipment.

1. The general building program includes:
 - a. Monte Verde Elementary School
 - 1) Administration Building (approximately 8,404 s.f.)
 - (1) Installation of a new VRF System including Indoor Fan Coil Units, Heat Recovery Units.
 - (2) HVAC Controls Integration
 - b. Ponderosa Elementary School



- 1) Administration Building (approximately 8,658 s.f.)
 - (1) Installation of a new VRF System including Indoor Fan Coil Units, Heat Recovery Units.
 - (2) HVAC Controls Integration
- c. Westborough Middle School
 - 1) Bldg. E - Library (approximately 3,200 s.f.)
 - (1) Installation of new Rooftop Heat/Vent Unit
 - (2) HVAC Controls Integration
 - 2) Bldg. F – Classrooms 71-74 (approximately 4,200 s.f.)
 - (1) Installation of new Furnace Units
 - (2) HVAC Controls Integration
 - 3) Bldg. K – Classrooms 51 & 53 (approximately 2,000 s.f.)
 - (1) Installation of new Rooftop Heat/Vent Unit
 - (2) HVAC Controls Integration
- d. Sunshine Gardens Elementary School
 - 1) Bldg. A – Admin (approximately 3,132 s.f.)
 - (1) Installation of a new VRF System including Indoor Fan Coil Units, Heat Recovery Units.
 - (2) HVAC Controls Integration
 - 2) Build. E – Classrooms 18-21 (approximately 4,911 s.f.)
 - (1) Modifications to (E) Furnaces
 - (2) HVAC Controls Integration
- e. El Camino High School
 - 1) Bldg. H – Classroom 54 (approximately 8,570 s.f.)
 - (1) Installation of new Furnace
 - (2) HVAC Controls Integration
 - 2) Bldg. J – Classroom 64 (approximately 14,700 s.f.)



- (1) Installation of new Furnace, Gravity Roof Ventilator
- (2) HVAC Controls Integration

2. Project sustainability goals: Unknown
3. Estimated construction costs: Unknown
4. Schedule / Duration:
Below is a summary of the construction schedule (or durations) per the data provided, used in part, to develop our Commissioning fees:
 - a. One Phase of construction is assumed with a total duration not exceeding seven months (end of summer 2024).

Should there be any deviation to the durations for construction milestones depicted in the RFP, our commissioning fees are subject to change

B. Assumptions:

1. General:
 - a. The scope of work will be documented in no more than one phase of construction.
 - b. The project delivery method is Design, Bid, Build

C. Scope of Services:

1. Applicable Standards
 - a. Per South San Francisco USD Specification 01 91 00
2. Commissioned Systems
 - a. HVAC and Related Controls
3. Sampling strategy during the functional tests per the list below:
 - a. 100% HVAC and Related Controls
4. Commissioning Activities:
 - a. Design Phase
 - 1) Not Applicable
 - b. Construction Phase
 - 1) Commissioning Coordination Meetings: Attend a limited number of meetings to coordinate and lead commissioning activities with construction team members.



- 2) Installation verification: Attend a limited number of site inspections to confirm equipment is installed per the construction drawings with maintenance access provided and equipment is ready for startup.
- 3) Functional Testing:
 - (1) Development: Write functional tests for commissioned systems and distribute them to the Commissioning team for their review and comments. Revise and finalize the test procedures accordingly.
 - (2) Witnessing: Attend functional testing of commissioned systems executed by the Contractor only after written confirmation of system readiness to perform testing from the appropriate subcontractor is received by SCA.
 - (3) Recording: Systems Commissioning Authority to complete the functional test forms and maintain a commissioning issues log indicating any test failures.
- 4) Issues Back-check: When the Systems Commissioning Authority is notified that noted corrections have been made, SCA will back-check the corrections and update the issues log. Test and issues log will be provided to the owner.
- 5) Operations Training: The Systems Commissioning Authority will review the training plans provided by the Contractor.
- 6) Commissioning Report: SCA will assemble content provided by self and others to provide District with a Final Commissioning Report to document process.

c. Post Occupancy Phase

- 1) Not Applicable

5. Summary of major activities provided in this fee proposal:

a. Design

- 1) Not Applicable

b. Construction Phase

- 1) Up to six (6) Virtual Commissioning Coordination meetings during the construction phase.
- 2) Up to three (3) In-Person Commissioning Coordination meetings during the construction phase.



- 3) One (1) review and one back-check of commissioned systems' submittals packaged and transmitted as per the specifications.
- 4) Up to Four (4) Installation Verification Field Investigations combined with the on-site meetings. (Limited to a 2 person-day)
- 5) Up to Four (4) TAB Sample verification / Startup Witnessing / Duct leakage Testing / Piping Pressure testing site visits. (Limited to 2 person-days)
- 6) No Training witnessing site visits.
- 7) Up to Five (5) Functional Testing site visits. (Limited to 5 person-days)
- 8) Up to Three (3) Issues Back-check site visits. (Limited to a 1.5 person-day)
- 9) One (1) Trend review analysis of 2 weeks data per project is included.

c. Post Occupancy Phase

- 1) Not Applicable

D. Clarifications:

1. Construction Phase Project delays beyond one month are not foreseen.
2. Certified Payroll. Certified Payroll does not apply to professional services firms.

E. Extra Services: The following services are not included in this proposal.

1. Employment of special sub-consultants at the request of the Client.
2. Life cycle cost analyses, owning or operating cost studies, and energy effectiveness studies.
3. Partnering sessions, value engineering sessions, or review of Contractor or Construction Manager's proposed cost-cutting recommendations.
4. Work involved in securing utility company rebates.
5. Standalone data logging services and related data analysis
6. Additional time over and above the normal and customary to clarify, negotiate, or otherwise respond to unreasonable or inaccurate interpretations of the construction drawings or sequence of operation by the Contractor including circumstances where we become "caught in the middle" between the Contractor and the Designer.



7. Review of submittals beyond what is described in the Scope of Services section of this proposal.
8. Construction Phase Change orders, ACDs, RFIs, etc: Should a contractor choose to construct the project in a means different than what is indicated in the bid documents by choice and this requires modifications of the Commissioning documents or requires additional commissioning coordination or field activities, this is beyond the scope and will be considered an additional service. This includes changes in documents due to the Contractors substitution of equipment.
9. Prolonged Commissioning activities and coordination: We have based our proposal upon the schedule noted earlier. Prolonged support services for construction, if the initial construction time schedule is exceeded by more than 15% through no fault of Capital Engineering, it will result in a request for additional funding.

F. Materials and Services Furnished by Others:

1. Contractor's Responsibilities:
 - a. The commissioning Coordinator hired by the contractor is assumed to be the point of contact for the Systems Commissioning Authority
 - b. Construction phase Title 24-2019 acceptance test execution and form completion, completed by the contractor.
 - c. Installation checklists shall be completed by the contractor in a timely manner per the project and commissioning schedule.
 - d. Contractor shall provide the equipment startup reports, controls startup reports, Test and Balance report, Operations and Maintenance Manuals, As-built drawings, Warranty documents, and any other deliverables per the specification requirements in a timely manner per the project and commissioning schedule.
 - e. The contractor shall provide resources, tools, or temporary equipment to execute the functional tests.
 - f. The contractor is responsible to coordinate, schedule, and record the training sessions per the specification requirements.
 - g. During the construction phase, the contractor will provide live access to "For construction" drawings and specifications, as well as any shop drawings or as-built drawings.
 - h. During the construction phase, the contractor will provide live access to the RFIs, ASI's, and approved COs.
2. All reproduction, including drawings, specifications, and reports.



G. Compensation:

1. Basic Services: Compensation for Basic Services outlined under Paragraph C above shall be lump sum as follows:

Design Phase (Not Applicable)	\$0.00
Construction Phase	\$58,960.00
Post Occupancy Phase (Not Applicable)	\$0.00
TOTAL	\$ 58,960.00

Add Alt#1 Each Extra Half A Day Site Investigation and Reporting at the Client's Request	\$2,470.00
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The fee provided is valid for 90 days from the date of the proposal. If the Project begins after this time Capital may request an adjustment to the fee to reflect the extended start date.

2. Extra Services:
 - a. Compensation for authorized Extra Services as defined above shall be hourly at the rates indicated in the attached rate schedule.
3. Reimbursable Expenses:

All expenses are included in the compensation of the basic services per section G.1 above.

H. Insurance Coverage:

1. Professional Liability \$1,000,000 per claim

Please call should you have any questions.

Thank you for the opportunity to offer our services.
Gratefully Yours,

A handwritten signature in black ink, appearing to read 'A. Azarkeyvan'.

Ashkan Azarkeyvan, P.E., CxA, LEED AP
Associate Principal, Commissioning Director
Capital Engineering Consultants, Inc.
aazarkeyvan@capital-engineering.com
916-851-3520



TERMS and CONDITIONS:

The following Terms and Conditions will govern all services performed on behalf of the Client and are hereby incorporated into the Engineering Fee Proposal.

1. **Payment.** All fees and other charges will be billed to the Client monthly and will be due and payable no later than 60 days after the date of invoice. The client will pay Capital, Inc. ("Capital") interest on past due amounts at the rate of 1.5 percent per month or the highest amount permitted by law, whichever is greater. In addition to all other remedies, Capital may withhold delivery of services, reports, plans, specifications, documents, or other deliverables if the Client fails to pay any invoice when due. Payment to Capital will not be withheld, postponed, or made contingent on the construction, completion, or success of the project or upon receipt by the Client of project funds, offsetting reimbursements, or credits from other parties. No withholding, deductions, or offsets shall be made from Capital's compensation for any reason unless Capital has been found to be legally liable for such amounts. Payment of Capital's fees shall be a condition precedent to bringing any action or suit against Capital.
2. **Additional Services.** Any services not explicitly described as being performed by Capital or its sub-consultants are excluded. If agreed to in writing by Client and Capital, Capital will provide additional services. The client will pay Capital for such additional services in accordance with Capital's current fee schedule or as otherwise agreed by Client and Capital in writing. These Terms and Conditions will apply to all additional services provided by Capital. In the case of additional services added to the Commissioning Fee Proposal, Capital's liability shall be limited to the extent of the additional fee for the specific additional services added.
3. **Professional Standards.** Subject to all conditions set forth herein, Capital will only be liable for breaching its obligation to perform its services to the level of competency maintained by other practicing engineering professionals in the same or similar community performing the same services at the same time as they were performed by Capital. Capital makes no warranties, either express or implied. Capital does not guarantee the completion or quality of performance of contracts by the construction contractor or subcontractors, or other third parties, nor accepts responsibility for their acts, omissions, or any safety precautions.
4. **Independent Contractor.** The relationship of Capital to Client shall at all times be that of an independent contractor. Capital shall not be liable for the acts of Client or its agents in performing Work.
5. **Document Ownership.** Capital holds the copyright for all documents, drawings, and specifications produced by Capital, and such documents shall be the property of Capital, except when otherwise provided by law, governmental requirement, or by prior agreement, these documents become public property or the property of the Client. A limited license is granted to use the documents for the specific purposes and projects covered by the Agreement. Reproduction of these documents either in hard copy or soft copy (including posting on the web) is prohibited without copyright permission. No right to create modifications or derivatives of Capital documents is granted pursuant to this limited license. Any product, process, or technology described in the documents may be the subject of other Intellectual Property rights reserved by Capital. The drawings, specifications, and reproductions thereof are instruments of service to be used only for the specific project covered by the Agreement between the Client and Capital. Capital assumes no liability for misinterpretation, modification, or misuse by others of any instruments of service prepared by Capital in accordance with its services.
6. **Electronic Documents.** If Capital provides Client any design documents, including but not limited to plans and specifications, in electronic form ("Electronic Documents"), acceptance and use of the



Electronic Documents by Client shall be at Client's sole risk and Client will: (a) Waive and covenant not to sue Capital alleging any inaccuracy or defect in the Electronic Documents; (b) Agree that Capital makes no representation with regard to the compatibility of the Electronic Documents with Client's software or hardware; and (c) to the fullest extent permitted by law, indemnify, hold harmless, reimburse and defend Capital from, for and against any alleged claim, damage, liability, or cost, including but not limited to attorneys' fees, that may arise from Client's use of the Electronic Documents or any subsequent modification of the Electronic Documents by any person or entity.

7. **Schedule.** Capital will perform its services with reasonable diligence consistent with sound professional practice as ordinarily provided by engineers practicing in the same or similar locality under the same or similar circumstances. The client will require its other consultants and Contractors to incorporate into their schedules reasonable periods of time for Capital to perform its services and will require that they coordinate their services with Capital's services. The client is aware that many factors outside the Capital's control may affect Capital's ability to timely perform and complete its services and the Client agrees that Capital is not responsible for damages arising directly or indirectly from any delays, including but not limited to liquidated damages.
8. **Construction Support.** Commissioning support services will be performed solely for the purpose of reviewing portions of the work for general conformance with the design concept set forth in the contract plans and specifications. These services are different from inspection services. The Client shall coordinate the Contractor's involvement in any Capital commissioning services and shall provide Capital all necessary contracts and documents to perform the same. Capital is not a Contractor and does not provide the services of a Contractor under any circumstances. Capital will not supervise, direct or have control over any Contractor's work, nor will Capital have any responsibility for the means, methods, techniques, sequences, or procedures of construction selected by the Contractor, nor will Capital be responsible for the Contractor's safety precautions and programs in connection with the work, nor will Capital be responsible for the Contractor's failure to perform the work in accordance with the requirements of the contract documents or applicable building or structural codes, nor will Capital be responsible for the acts or omissions of the Contractor or of any other persons or entities performing portions of the work, all of which are the sole responsibility of the Contractor or its agents.
9. **Submittal Review.** Capital will review and render appropriate services on shop drawings, product data, samples, and other submittals required by the contract documents. Such review shall be solely for general conformance with the design intent and the information shown on the contract documents. Capital's review will not include a review of the accuracy or completeness of details, such as quantities, dimensions, weights or gauges, fabrication processes, construction means or methods, compliance with applicable building or structural codes, coordination of the work of other trades or construction safety precautions, all of which are the sole responsibility of the Contractor. Capital's review will be conducted with reasonable promptness while allowing sufficient time in Capital's judgment to permit adequate review. Review of a specific item shall not indicate acceptance of an assembly of which the item is a part. Capital will not review and will not be responsible for any deviations from the contract documents not clearly identified in writing on the submittal by the Contractor, nor will Capital be required to review partial submissions or those for which submissions for correlated items have not been received.
10. **Termination for Convenience.** Either Capital or Client may terminate this Agreement at any time with or without cause upon giving the other party ten (10) calendar days prior written notice. The client will pay Capital for all services rendered and all costs incurred up to the date of termination, along with all other reasonable termination costs, including but not limited to expenses directly attributable to termination, plus an amount for the Capital's anticipated profit on the value of the



services not performed by Capital. If no notice of termination is given, Capital's obligations created by this Agreement will be terminated upon completion of the services.

11. **Notice of Deficiencies.** The client shall provide prompt written notice within thirty (30) days of when the Client becomes aware or should have reasonably been aware of any fault or defect in the project, including errors, omissions, or inconsistencies in the services and work product provided by Capital.
12. **Waiver of Subrogation.** Client and Capital waive all rights against each other for damages or loss to the extent covered by any available insurance. The client will require all of the Client's insurers to waive subrogation against Capital and the Client will contractually require all of its Contractors, consultants, and agents of any tier to have their respective insurers waive subrogation against Capital.
13. **Indemnity.** Subject to all provisions of this Agreement and to the fullest extent permitted by law, Client shall indemnify, hold harmless, reimburse and defend (with counsel of Capital's choice) Capital, its employees, officers, directors, and agents from, for, and against all actual or alleged claims, losses, damages, costs, and expenses arising from or related to the work, the Project, or this Agreement (with the sole exception that Client will have no duty to indemnify Capital from claims or losses to the extent those claims or losses are caused by the fault or negligence of Capital or its employees as adjudicated by a court of competent jurisdiction). Under no circumstances shall Capital be liable for any actual or alleged claims, losses, damages, costs, and expenses arising from or related to the work, fault, or negligence of its sub-consultants.
14. **Modifications.** No change, modification, or amendment to this Agreement will be valid unless agreed to by both of the parties hereto in writing.
15. **Successors and Assigns.** This Agreement shall inure to the benefit of and shall be binding upon each of the parties hereto and such parties' partners, successors, executors, administrators and assigns.
16. **Arbitration.** The client agrees that any claim, damage, or dispute arising out of these Terms and Conditions or any services performed by Capital will be resolved by binding and confidential arbitration before a single arbitrator in the state where the project is located. The parties shall mutually select the arbitrator and the rules applicable to the arbitration process. Unless the parties mutually agree otherwise, the arbitration shall be administered by the American Arbitration Association in accordance with its Construction Industry Arbitration Rules in effect on the date of this Agreement. As a condition precedent to serving a demand for arbitration, the Client agrees that it will obtain a written certificate executed by an independent design professional with similar experience on similar projects and licensed in the jurisdiction in which the project is located certifying that Capital failed to meet the applicable standard of care. The client will provide Capital with a copy of the certificate and all written analyses supporting the certificate's findings at least 30 days before serving a demand for arbitration. Client and Capital agree that any party hereto shall commence all claims and causes of action within the period specified by applicable law but in any case, not more than ten (10) years after the date of substantial completion of the project. Client and Capital waive all claims and causes of action not commenced or noticed in accordance with the time periods in this section.
17. **Governing Law.** The laws of the State that the project is constructed will govern the validity of this Agreement, its interpretation, and performance. Any dispute arising in any way from this Agreement shall be subject to the jurisdiction of the courts of that State.
18. **Client's Terms.** Any terms and conditions set forth or referenced in Client's purchase order, requisition, or other notice of authorization to proceed are inapplicable to the services provided



under this proposal or any related agreement, except when specifically accepted or confirmed in writing and signed by Capital.

19. **Limitation of Liability.** *The client agrees that, in recognition of the relative risks and benefits of the project, Capital's aggregate joint, several and individual liabilities, whether for breach of contract, breach of warranty, negligence, professional malpractice, strict liability, or otherwise will be limited to an amount no greater than \$1 million or Capital's fee, whichever amount is lesser. This provision will survive the termination or expiration of this Agreement.*
20. **Limitation of Remedy.** *Client covenants that it will not, under any circumstances, bring a lawsuit, arbitration demand, or claim of any kind against Capital's individual employees, officers, directors, or agents, and that Client's sole remedy will be against Capital, Inc.*
21. **Entire Agreement.** *This Agreement contains all terms and conditions agreed on by the parties hereto, and no other agreements, oral or otherwise, regarding the subject matter of this Agreement, shall be deemed to exist, or bind any of the parties hereto.*



Capital Engineering Consultants, Inc.
2024 Hourly Billing Rates

	<u>2024</u>
Sr. Principal	\$260.00
Principal	\$236.00
Director	\$228.00
Sr. Project Manager	\$217.00
Project Manager	\$208.00
Field Services	\$204.00
Senior Engineer	\$185.50
Engineer	\$169.50
Senior Designer	\$159.00
Designer	\$146.00
Technician / CADD	\$134.50
Intern	\$125.00
Project Administrator	\$113.50
Sr. Admin.	\$79.50
Clerical / Admin.	\$63.50

Capital Engineering Consultants, Inc.

- **Tax ID No. 94-1492674**
- **CA Business License # C0398323**
- **DIR # 100020121**
- **Small Business Certification ID 35757**

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: March 14, 2024

RE: Approval of Proposal for Architectural Services with DSK Architects for an Audio-Video Upgrade at Alta Loma Middle School

BACKGROUND:

Alta Loma Middle School frequently uses their Multi-Use Room (MUR) for many types of events, which include school gatherings, after-school parent and community events, school assemblies, and other school functions. The existing audio and video equipment appears to be functioning adequately. However, the audience do not find the sound intelligible.

After speaking with Principal Mendez and contractors regarding this issue, staff learned that this could be the result of many factors, including the type of wall and ceiling surfaces in the room and the location and distribution of the speakers. An architect would be needed to create a set of documents based on which a construction contract would be issued to achieve the proper acoustical environment.

FISCAL IMPLICATIONS:

The cost of the services is \$49,000. This will be paid from the District Facilities Fund (Fund 40).

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the proposal from DSK Architects in the amount of \$49,000 for the audio/video upgrade project at Alta Loma MS.



fee proposal

February 21, 2024

South San Francisco Unified School District
Facilities/Safety
398 B Street | South San Francisco | CA-94080

Attention: Wazi Chowdhury, Director of Facilities/Safety

Regards: Alta Loma MS, AV upgrade at MP room

Dear Wazi:

Per your request, we are pleased to present our proposal for the Architectural Services required for the AV upgrade project at Alta Loma MS.

Scope of Services:

- Review existing conditions
- Design Documents
- Construction Document
- DSA Review and Approval:
- Bidding assistance
- Construction Administration:

Exclusions:

- hazardous material investigation
- Cad backgrounds

Compensation:

Architectural Services:	\$26,000
AV Allowance:	\$16,000
Structural Allowance:	\$3,000
Electrical Allowance:	\$4,000

Total: **\$49,000**

Compensation shall be a lump sum of forty nine thousand dollars (\$49,000).
All reimbursable costs are included in this fee.

Sincerely,

Amir Kakavand, AIA, LEED AP
dsk LLP
t: 415-244-6953
email amir@dskarch.com



SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent - Business Services
Lori Shelton, Director of Bond Program

DATE: March 14, 2024

RE: Approval of Professional Services Agreement with Atlas Technical Consultants, LLC for Geotechnical Engineering Study for Westborough Middle School under the Measure T Bond Program.

BACKGROUND:

The South San Francisco Unified School District is acquiring the services of Atlas Technical Consultants, LLC to provide a geotechnical engineering study for the Westborough Middle School existing grass-covered play field and the existing asphalt-paved play yard, which also functions as a drop off and pick up travel way for parent vehicles.

The purpose of this geotechnical study is to explore and characterize the subsurface conditions in the proposed project area to develop geotechnical-related recommendations to assist the District and the project landscape architect in the design of the project. The scope of work includes:

- Preliminary Field Activities
- Field Exploration
- Laboratory Testing
- Engineering Analysis and Report Preparation
- Supplemental Engineering Review/Consultations/Meetings

The work is expected to occur sometime during Spring Break (March 29 - April 5), to minimize the impact on students and staff.

FISCAL IMPLICATIONS:

The cost of services is \$20,000. This will be paid for through the Measure T Bond Program (Fund 21).

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the professional services agreement with Atlas Technical Consultants, LLC for the Geotechnical Engineering Study at Westborough MS in the amount of \$20,000 for this project.



January 24, 2024
Revised February 28, 2024

Ms. Lori Shelton | Director of Bond Program
South San Francisco Unified School District
398 B Street
South San Francisco, California 94080

Subject: Proposal for Geotechnical Engineering Study
Westborough Middle School – Turf Field and Site Improvements
2570 Westborough Boulevard, South San Francisco, California 94080
Atlas Proposal No. 91-67787-PW

Dear Ms. Shelton:

As requested through Mr. Kent Brown of Kitchell CEM, **Atlas Technical Consultants (Atlas)** is pleased to present this proposal to the South San Francisco Unified School District (SSFUSD) to perform a Geotechnical Engineering Study for the proposed Westborough Middle School Turf Field and related site improvements project in South San Francisco, California. This proposal is based on our firm's experience at Westborough Middle School and other local projects, our experience with athletic field projects in the San Francisco Bay Area, a site visit with Mr. Brown on January 9, 2024, a discussion with Ms. Jamie Wallis with the project landscape architect, Verde Design, and a review of available pertinent literature and information provided by Kitchell CEM.

As discussed, since this project involves sitework only, and is not anticipated to include any structures of human occupancy or exterior structures that shelter human occupancy (e.g., carports, lunch shelters or canopies), the geohazard report requirements of Division of State Architect (DSA) IR A-4 (Revised 6-22-23) do not apply to this project, and as such, no geohazard study is proposed.

PROJECT CHARACTERISTICS

Based on the provided information, we understand the proposed project consists primarily of renovation of an existing grass-covered play field at the lower, eastern edge of the school property that is currently not being used. A new synthetic playfield surface has been proposed, which would also likely require grading and drainage improvements. The project also includes improvements to the existing asphalt-paved play yard in the central portion of the school property for the paved yard to also function as a drop off and pick up travel way for parent vehicles, requiring that the pavement be engineered for vehicle traffic. In addition, we understand that a potential future driveway extension could be constructed on the school property adjacent to Westborough Boulevard on a current landscape and asphalt pathway area and adjacent parking lot entrance to increase space for queued vehicles awaiting pickup or drop off and thereby reduce backup impact on Westborough Boulevard traffic. Construction of the driveway extension will require moderate cut and fill grading to be performed to construct the driveway subgrade.

Related site improvements would also include the construction of new retaining walls at the outer edge of the paved play area which adjoins the top of a descending, approximately 20-foot-high descending slope separating the paved and grass field play areas. During our January 9 site visit,

we noted some outward creep of the deepened concrete curb confining the outer edge of the paved area at the top of descending slope.

SCOPE OF WORK

A – Geotechnical Engineering Study

The purpose of our geotechnical study is to explore and characterize the subsurface conditions in the proposed project area to develop geotechnical-related recommendations to assist SSFUSD and the project landscape architect in the design of the project. Accordingly, we propose the following scope of services for our geotechnical engineering study:

Preliminary Field Activities

- 1) Coordinate and arrange site access for site reconnaissance, utility location, marking, and drilling activities.
- 2) Obtain site access, mark the location of the subsurface explorations at the site and contact Underground Service Alert.
- 3) Utilize an underground utility locating subcontractor to define/clear the boring locations of existing buried utilities, as appropriate and contact Underground Service Alert-North (USA).
- 4) Obtain a drilling permit from the San Mateo County Environmental Health Department for the soil borings.

Field Exploration

- 1) The field exploration program will consist of drilling a total of seven borings each to maximum depths of 5 to 15 feet. Two shallow 5-foot-deep borings would be drilled in the paved play yard for design of new pavements, with one 10-foot-deep boring along the outer edge of the paved play yard. Two 10-foot-deep borings and one 15-foot-deep boring will be drilled in the lower grass play field. One 15-foot-deep boring will also be drilled in the proposed new driveway extension adjacent to Westborough Boulevard.

Our base cost assumes that the borings would be drilled by a truck-mounted drill rig equipped with solid or hollow stem augers under the direction of an Atlas field engineer, who will identify and log the pavement sections and the subsurface soils encountered in the borings and recover soil samples for laboratory identification and geotechnical testing as applicable. Should conditions at the time the borings are field located and cleared indicate that rubber-tired truck access within the grass field will not be feasible, we have included as an option the use of a track-mounted all-terrain drill rig. One full day onsite is budgeted to perform the exploratory drilling work.

- 2) Sampling will occur in roughly 5-foot intervals in the borings, with more frequent sampling within the uppermost 10 to 12 feet. The soil will be sampled with a Modified California sampler fitted with 6-inch-long inner brass liners or a Standard Penetration Test (SPT) split spoon sampler. The relatively undisturbed liner samples will be sealed and the SPT samples will be placed in plastic bags. The samplers will be driven 18 inches with a 140-pound hammer with an approximate 30-inch drop. Blow counts for the last foot will be logged as the penetration resistance. The blow counts from the SPT sampler will be utilized to determine subsurface soil characteristics for correlation with USCS soil types. Bulk soil samples may be obtained from the upper few feet of auger cuttings in the borings.

- 3) If encountered, groundwater level at the completion of drilling will be recorded for each boring.
- 4) Two of the borings in the grass field will be advanced to a depth of 10 feet, and in-hole infill tests will be conducted in each hole. A separate site visit following drilling of these borings will be required to conduct the tests.
- 5) Per permit requirements, the borings will be backfilled with cement grout. Excess boring drill cuttings will be off hauled from the site by the subcontractor driller.
- 6) Field exploration costs for field personnel, including drilling subcontractor and Atlas field personnel are subject to and paid in accordance with California Prevailing Wage laws.

Laboratory Testing

- 1) Several in-situ moisture and density tests will be performed on selected brass-tube liner samples.
- 2) Up to four Sieve Analysis or Fines Content tests will be performed to help determine subsurface soil characteristics and help evaluate settlement susceptibility of subsurface granular soils, if encountered and applicable.
- 3) Two Atterberg Limits tests will be performed to measure the plasticity and expansive potential of the near surface soil, assuming cohesive materials are encountered.
- 4) Two R-value tests will be performed on bulk samples of asphalt play field and potential future driveway pavement subgrade materials to develop recommended new pavement sections for pavements subject to vehicular loads.

Engineering Analysis and Report Preparation

- 1) A Geotechnical Engineering Study report will be prepared and will contain a site plan showing the actual boring locations, boring logs, laboratory test data, and a summary of site soil and groundwater conditions.
- 2) The report will contain but not necessarily be limited to, the following information:
 - General site grading, including site preparation, drainage and subdrainage, excavation, allowable engineered fill materials, including reuse of onsite soil materials as engineered fill; grading and fill compaction.
 - Synthetic turf subgrade preparation recommendations.
 - General site geology and seismicity discussion.
 - Discussion of relative permeability of the existing native field subgrade based on percolation test results.
 - Feasible foundation support options (e.g., footing foundations, drilled pier foundations) for minor structures such as overhead lights.
 - Specific design recommendations for project foundations for site features, including bearing or axial support capacities, minimum dimensions and embedment, and lateral load resistance (friction coefficient and passive pressures).
 - Retaining wall recommendations, including foundation design, lateral pressures, and subdrainage.
 - Flatwork subgrade preparation.

- Flexible asphalt and rigid pavement designs and pavement subgrade preparation recommendations for vehicular traffic loading on new driveway and play field pavements.
- Geotechnical recommendations for construction of bioretention facilities.

B – Supplemental Engineering Review/Consultations/Meetings

Consultation during design may be required to provide information to other engineers or architects on the design team. We will review geotechnical aspects of the project plans and calculations, as appropriate. We will also coordinate with the design team if we have any comments that need to be incorporated into the plans. We will prepare a letter confirming our review if such is required for Building Permit purposes. We will participate in client and design team meetings per your request. These services would be provided on a Time and Materials (T&M) basis in accordance with our attached Schedule of Fees. A T&M budget of **\$2,000.00** is proposed for Phase B services.

Summary of Fees

The table below provides our estimated breakdown of our total fee for our Geotechnical Engineering Study (Phase A). Our Phase A work would be performed on a Lump Sum basis in accordance with the table. Our base fee is based on the assumption that significant environmental contamination (e.g., fuel or other chemical odors) will not be encountered during drilling and that the play field will be accessible to truck-mounted drilling equipment at the time of drilling. If at the time of boring location and marking, the field is determined to be inaccessible to a truck mounted drill rig and that a track-mounted rig would be required at additional expense, see the option in the cost table to use the more expensive equipment.

Scope Item	Amount	Fee Basis
A – Geotechnical Engineering Study		
Preliminary Field Activities	\$ 1,700.00	
SMCEHD Drilling Permit	\$ 860.00	
Private Utility Locator	\$ 840.00	
Truck-Mounted Drill Rig (one day, prevailing wage; includes soil cutting off haul)	\$ 5,850.00	
Drilling, Sample Transport: Atlas Staff Engineer (one day, prevailing wage)	\$ 1,700.00	
Staff Engineer, Percolation Testing	\$ 1,050.00	
Geotechnical Laboratory Testing	\$ 2,300.00	
Engineering Analysis	\$ 1,700.00	
Geotechnical Report Preparation	<u>\$ 2,000.00</u>	
Total BASE fee:	\$ 18,000.00	Lump Sum
B – Supplemental Engineering Review/Consultations	\$ 2,000.00	T&M
<u>Total Phase A & B (Proposed Base Contract Fee):</u>	<u>\$ 20,000.00</u>	
<i>Option not included in base contract: Track-Mounted Drill Rig (Additional Cost Surcharge)</i>	\$ 3,800.00	Lump Sum

Schedule

Following our receipt of your Notice-to-Proceed (NTP), field exploration for our Geotechnical Study is expected to occur sometime during the week of March 29 – April 5 (Spring Break).

Submittal of the geotechnical report is anticipated to be on the order of four to five weeks after the completion of field exploration. However, if needed, foundation design recommendations could be developed and transmitted to the project design team prior to completion and submittal of the final report. Additionally, we will make every effort to accommodate other adjustments to the proposed schedule to more closely meet the needs of the design team, if possible, subject to constraints regarding completion of field exploration and subsequent laboratory testing.

If this proposal is acceptable, we anticipate you will issue a District contract, professional services agreement, or purchase order referencing the scope of work and cost presented herein to authorize our services.

We greatly appreciate the opportunity to provide SSFUSD with this proposal. If you have any questions, please contact the undersigned at corey.dare@oneatlas.com.

Sincerely,

ATLAS TECHNICAL CONSULTANTS LLC



Corey T. Dare, PE, GE
Operations Manager, Northern California Geotechnical Group

Attachment: Fee Schedule for Consulting Services (2024)

Distribution: PDF to Addressee; lshelton@ssfusd.org
PDF to Mr. Kent Brown, Kitchell CEM; kbrown@kitchell.com
PDF to Mr. Calvin Wong, SSFUSD; clwong@ssfusd.org

CTD:pmf

FEE SCHEDULE
PROFESSIONAL CONSULTING AND CONSTRUCTION OBSERVATION AND TESTING SERVICES

Effective: January 1, 2024 Through December 31, 2024

PERSONNEL	UNIT RATE	UNIT
Principal Engineer/Geologist	\$ 230.00	hour
Senior Engineer/Geologist/Registered Geotechnical Engineer	\$ 205.00	hour
Project Engineer/Geologist	\$ 185.00	hour
Staff Engineer/Geologist	\$ 165.00	hour
Assistant Engineer	\$ 135.00	hour
Technician Supervisor	\$ 135.00	hour
Field Technician (Prevailing Wage)	\$ 135.00	hour
Field Technician (Non-Prevailing Wage)	\$ 120.00	hour
Laboratory Technician	\$ 110.00	hour
Assistant Technician/Inspector	\$ 110.00	hour
Drafting/Technical Illustrator	\$ 110.00	hour
Administrative	\$ 95.00	hour
Nuclear Gauge	\$ 10.00	hour
Vehicle & Communication Equipment Charge	\$ 10.00	hour
SOIL AND BASE MATERIALS	UNIT RATE	UNIT
<i>Moisture and Density Relationships</i>		
Compaction, Standard Proctor, ASTM D698	\$ 350.00	each
Compaction, Modified Proctor, ASTM D1557	\$ 395.00	each
Compaction, Checkpoint, ASTM D1557	\$ 190.00	each
Compaction, California Impact, CT216	\$ 335.00	each
Correction of Compaction for Oversize Material (ASTM D4718)	\$140.00	each
Moisture/Density, Sample Tubes, ASTM D2216/D2937	\$ 40.00	each
Moisture Content, Bulk Sample, ASTM D2216	\$ 30.00	each
Moisture/Density, to 2.5" diameter sample, ASTM 7263b	\$ 40.00	each
<i>Particle Size Analysis</i>		
Sieve Analysis w/ #200 Wash, ASTM D6913, D1140	\$ 155.00	each
Sieve Analysis/Hydrometer, ASTM D6913, D7928	\$ 290.00	each
Hydrometer, ASTM D7928	\$ 180.00	each
Minus #200 by Wash, ASTM D1140	\$ 110.00	each
Sieve Analysis, Bulk Sample Gradation, ASTM C136/CT202	\$ 225.00	each
<i>Soil Characteristics</i>		
Atterberg Limits (Plasticity Index), ASTM D4318 / CT204	\$ 235.00	each
Soil Classification, ASTM D2487	\$ 380.00	each
Specific Gravity, D854	\$ 125.00	each
R-Value (ASTM D2844/CT 301)	\$490.00	each
Permeability of Granular Soils (Constant Head) ASTM D2434	\$ 450.00	each
Permeability, Flexible Wall, Cohesive Soil, ASTM D5084	Quotation upon request	
Permeability, Rigid Piston Driven, Cohesive Soil, ASTM 5856	Quotation upon request	

Volume Change		
Consolidation, Method A Constant Load, 7 load increments, ASTM D2435	\$ 500.00	each
Consolidation, Method A Constant Load, per load increment, ASTM D2435	\$ 70.00	each
Consolidation, Method B Timed per load increment, ASTM D2435	\$ 560.00	each
Consolidation/Swell, Cohesive Soil, per point, ASTM D4546, Method B	\$ 450.00	each
Consolidation/Swell, Cohesive Soil, per point, ASTM D4546, Method C	\$ 500.00	each
Collapse Potential, ASTM D5333	\$ 230.00	each
Expansion Index Test (ASTM D4829)	\$ 550.00	each
Expansion, Shrinkage, and Uplift Pressure, ASTM D3877	\$ 430.00	each
Soil Strength		
Direct Shear, 3 points, Unconsolidated-Undrained, Q-test. ASTM D3080	\$ 390.00	each
Direct Shear, additional points, Unconsolidated-Undrained, Q-test	\$ 135.00	each
Direct Shear, 3 points, Consolidated-Undrained, R-Test	\$ 390.00	each
Direct Shear, 3 points, Consolidated-Drained, ASTM D3080	\$ 920.00	each
Direct Shear, 3 points, Residual, ASTM D6467	\$ 900.00	each
Direct Shear, per point, Residual, Each Additional Cycle, ASTM D6467	\$ 390.00	each
Unconfined Compressive Strength, ASTM D2166	\$ 110.00	each
Unconfined Compressive Strength (lime or cement treated), CT373	\$ 450.00	each
Unconfined Compression, Field Prepared CTB, per point ASTM D558, D1632, D1633	\$ 210.00	each
Corrosivity		
Water Soluble Sulfate, ASTM D4327	\$ 78.00	each
pH, ASTM 4972	\$ 50.00	each
Lab Resistivity	\$ 100.00	each
Corrosivity (pH, resistivity, chlorides, sulfate, sulfide) D4972, G57, D4327, D4658M	\$ 400.00	each
Corrosivity, Caltrans (pH, chlorides, sulfate, resistivity) CT 643, 417, 422	\$ 360.00	each
HOT MIX ASPHALT (HMA)		
Bulk Sp. Gravity & Density of Compacted Asphalt Concrete, ASTM D2726 or CT 308 Method C)	\$ 100.00	each
Theoretical Maximum Specific Gravity (Rice Density), ASTM D2041 or CT 309	\$ 200.00	each
MISCELLANEOUS GEOTECHNICAL CHARGES	UNIT RATE	UNIT
All Other Direct Project Expenses (such as contract drilling and backhoe services, utility location, outside geotechnical or analytical laboratory, special equipment rental, commercial travel, parking, tolls, protective clothing, shipping, etc.) not listed below	Cost + 15%	
Coring Machine	\$ 35.00	hour
Drone Rental	\$ 165.00	day
Double-Ring Infiltrometer	\$ 45.00	hour

Slope Inclinometer Measurement Equipment	\$ 500.00	day
Generator (portable)	\$ 25.00	hour
GPS (handheld portable)	\$ 12.00	hour
Hand Auger and Soil Sampler	\$ 20.00	hour
Photo-Ionization Detector	\$ 18.00	hour
Portable Exploration Equipment (Percussion)	\$ 65.00	hour
Tripod Sampling Apparatus	\$ 250.00	hour
Water Level Meter	\$ 40.00	day
BASIS OF CHARGES	UNIT RATE	UNIT
Work Over 8 Hours per Day, or on Saturdays	Time and One-Half	
Work Over 12 Hours	Double Time	
Work on Sundays/Holidays	Double Time	
Swing or Graveyard Shift Premium	\$ 16.00	hour
Work from 0 to 4 Hours (technician services only)	4-Hour Minimum Billing	
Work from 4 to 8 Hours (technician services only)	8-Hour Minimum Billing	
Show-Up Time	2-Hour Minimum Billing	
Sample Pick-Up	\$ 135.00	hour
Trip Labor Charge (Round Trip Portal to Portal up to 100 miles where onsite only labor charge applies)	\$ 160.00	trip
Laboratory Testing - Rush Fee	Add 50% to Testing Cost	
Credit Card Payment Fee	2.5% Premium	
Reimbursables	Cost + 15%	
QA/QC Plan Written Procedures	Quotation on Request	
Mileage (alternative to hourly vehicle charge)	\$0.85 per mile (RT portal to portal)	