

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
AGENDA AND ORDER OF BUSINESS – REGULAR MEETING
Thursday, September 7, 2023**

**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 September 7)

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 - 6:30 p.m.

A. CALL TO ORDER

CLOSED SESSION - 6:30 p.m.

1. Conference with Legal Counsel-Existing Litigation pursuant to Government Code Section 54956.9, subd. (d)(1) – Name of case: USS Cal School Construction Cases
2. Conference with Legal Counsel - Anticipated Litigation Significant exposure to litigation pursuant to Government Code section 54956.9(d)(2) (one case)

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

B. ROLL CALL

- C. PLEDGE OF ALLEGIANCE** will be led by Sunshine Garden ES 5th grade student Erick Lee Garcilazo

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. REPORTING OUT FROM CLOSED SESSION

F. REVIEW OF AGENDA

G. PTA COUNCIL REMARKS

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

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

I. PERSONNEL COMMISSION

J. ITEMS FROM THE BOARD

- Announcements
- Board Calendar
- Board Committee Reports

K. SUPERINTENDENT'S REPORT

- a. Introduction of new Staff Members
- b. Introduction of new CBOC Members
- c. Back to School Nights
- d. Latino Leaders Coalition of the Bay Area (LLCBA)
- e. Other

L. STUDENT TRUSTEE REPORTS

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

M. 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/BoardMeeting09072023> beginning at 3:00 p.m. on Monday, September 4, until 3:00 p.m. on Thursday, September 7. 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.

N. INFORMATION ONLY PRESENTATIONS

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

1. EDUCATIONAL SERVICES

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

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

2. ADMINISTRATION

a. Trustee Residency and Board Vacancy Process

John Nibbelin, San Mateo County Attorney, and Sheila Vansantharam, Deputy County Attorney will present information on Trustee residency requirements and a brief update on the Trustee vacancy process.

3. BUSINESS SERVICES

a. Citizens Bond Oversight Committee (CBOC)

Thomas Rubin, Director of the California Association of Bond Oversight Committees (CABOC), will present information on responsibilities of the District's CBOC members.

b. Measure T Bond Implementation Update

William Savidge, the District's Facilities Management Consultant, will present an update of the Measure T Bond implementation.

O. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

1. BUSINESS SERVICES

a. Report on Year-End Unaudited Actuals

Assistant Superintendent Ted O will present the Unaudited Actuals Financial Report including revenues, expenditures, and ending balances for the 2022-23 fiscal year.

ACTION

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1. BUSINESS SERVICES

a. Approval of Year-End Unaudited Actuals Report

1

Staff recommends the approval of the 2022-23 Unaudited Actuals Financial Report, as presented to the Board.

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

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1. ADMINISTRATION

- a. Minutes of the August 10, 2023 Regular Board meeting. 2 - 26

2. EDUCATIONAL SERVICES

- a. Staff member to attend the Ferguson Institute Conference in Chicago, IL, on September 25-27, 2023. 27 - 28
- b. Staff members to attend the California Science Education Conference in Palm Springs, CA on October 18-22, 2023. 29 - 30
- c. Consolidated Application and Reporting System Spring 2022 Data Collection and 2023-24 application for funding. 31 - 32
- d. Piloting of New Visions for Public Schools' Earth and Space Science curriculum for the 2023-24 school year. 33 - 34

3. HUMAN RESOURCES

- a. Certificated Personnel Assignment Order 35 - 40
- b. Classified Personnel Assignment Order 41 - 43

4. BUSINESS SERVICES

- a. Professional services agreements under \$25,000. 44 - 45

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INFORMATION/DISCUSSION

1. ADMINISTRATION

a. Discussion of Community Forum Topic(s) 46 - 47

The Board will discuss potential topic(s) for the District's Community Forum being held on October 19, 2023.

ACTION *(continued)*

1. ADMINISTRATION

a. Resolution No. 23-51 for Hispanic/Latinx Heritage Month 48 - 49

Staff recommends the adoption of Resolution #23-51 (English and Spanish versions): Honoring Hispanic/Latinx Heritage Month.

b. Nomination(s) for CSBA Directors-at-Large 50 - 51

The Board will consider making nomination(s) for CSBA Directors-at-Large for African American or American Indian, as presented to the Board.

c. Approval of District's New or Updated Board Bylaws and Policies 52 - 99

Staff recommends the approval of the following new or updated District's Board Bylaws and Policies, as presented to the Board.

1. BB 9150 - Student Board Members
2. BB 9320 - Meetings and Notices
3. BP 5148 - Child Care and Development
4. BP 5148.2 - Before/After School Programs
5. BP 6112 - School Day
6. BP 6143 - Courses of Study

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d. Approval of an Agreement with The Educational Team 100 - 107

Staff recommends the approval of an agreement with SSFUSD's Child Development Program and The Educational Team to provide qualified Before and After School teachers and paraprofessionals with the proper education and knowledge to substitute at the District's three DEDAP sites, for the 2023-24 school year, as presented to the Board.

2. EDUCATIONAL SERVICES

a. Approval of the Modified 2023-24 Local Control Accountability (LCAP) 108 - 109

Staff recommends the approval of the modified 2023-24 LCAP, as presented to the Board.

b. Approval of the Renaissance Learning Inc. Agreement for the 2023-24 School Year 110 - 117

Staff recommends the approval of the Renaissance Learning Inc. renewal agreement to provide online instructional support in reading and math, for the 2023-24 school year, as presented to the Board.

c. Approval of a Genentech MOU for the 2023-24 Through 2025-26 School Years 118 -126

Staff recommends the approval of the three-year agreement for the District to continue working with Genentech for the 2023-24 through the 2025-26 school years, as presented to the Board.

d. Approval to Continue the Air Tutors Program for Tutoring Students with Disabilities 127 - 138

Staff recommends the approval to continue using the Air Tutors program which ensures the accessibility for District students with learning disabilities to work with and develop a relationship with a specific tutor designed to address their needs in the 2023-24 school year, presented to the Board.

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- e. Approval of SSFUSD Courses in Alignment with AB 181 Requirements for a Diploma Option for Students with Disabilities** 139 - 141

Staff recommends the approval of SSFUSD Health, Science, and Social Studies courses to meet the requirements under AB 181 for a Special Education diploma for eligible students, as presented to the Board.

3. HUMAN RESOURCES

- a. Approval of Updated Salary Schedules for the Bond Accounting Manager and Construction Project Manager** 142 - 143

Staff recommends the approval of the updated salary schedules for the Bond Program Accounting Manager and the Bond Construction Project Manager, as presented to the Board.

- b. Approval of New Garage Hauler/Custodian Position and Job Description** 144 - 147

Staff recommends the approval of the new classified Garbage Hauler/Custodian position and job description to implement a District-wide recycling program and be in compliance with a new law which requires schools to keep compostable and recyclable material out of the landfills, as presented to the Board.

4. BUSINESS SERVICES

- b. Resolution No. 23-52 GANN limits** 148 - 154

Staff recommends the adoption of Resolution #23-52: Certifying the actual Gann Limit for 2022-23 and the estimated Gann Limit for 2023-24.

- c. Approval of Key Analytics Contract for Measure T Cost Accounting and Tracking Program Services** 155 - 156

Staff recommends the approval of a one-year contract with Key Analytics, a Division of California Financial Services, Inc. to provide cost accounting and tracking program services for the Measure T bond program, as presented to the Board.

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d. Approval of Change Order #1 to Raposo Engineering for the Hillside Parking and Drop-off Project 157 - 160

Staff recommends the approval of Change Order #1 to the Raposo Engineering agreement, in the amount of a \$64,724.96, for the Hillside parking and drop-off project, as presented to the Board.

e. Approval of Award of Contract to EF Brett & Company for the HVAC Project Package A 161 - 162

Staff recommends the approval of the award of contract to EF Brett & Company, in the amount of \$3,230,000, for the HVAC Project Package A, 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.

September 21, 2023

- Teaching and learning presentation - Monte Verde ES
- Approval of Star Vista Early Childhood Mental Health Consultation Ser. agreement for 2022-23
- Approval of San Mateo Co. 2023-24 CSPP preschool contract
- Approval of Children's Center 2023-23 CCTR childcare contract
- Approval of Children's Center 2023-25 CSPP childcare contract
- Update on enrollment for the 2023-24 school year
- Resolution honoring Filipino American History Month (October)
- Approval of the Board Governance calendar for 2023-24
- Resolution for California Week of the School Administrator (October 8-14)
- Approval of Measure T pool of qualified architects

October 5, 2023

- Teaching and learning presentation - Spruce ES
- Presentation on Fiscal Services
- Williams report for 3rd quarter ending 9/30/23
- Update on OpTerra Energy solar savings
- Resolution honoring Native American and Alaska Native Heritage Month (November)

October 19, 2023 - Community Forum

- Topic(s) - TBD

November 16, 2023

- Teaching and learning presentation - Martin ES
- Presentation on Assessment/Accountability (CAASPP, CAST)
- Trustee Richardson's Report on the CLSBA Unity Conference
- Update on Safe School Plans

December 14, 2023

- Board of Trustees reorganization
- Resolution honoring outgoing Board President
- Teaching and learning presentation - Ponderosa ES
- CTE Presentation
- Presentation and approval of First interim budget report "positive certification"
- Selection of Trustees to District sub-committees/committees
- CSBA Delegate Assembly nomination(s)
- Approval of 2024 Summer School Program

January 25, 2024

- Teaching and learning presentation - Alta Loma MS
- Recognition for outgoing Student Trustee Sergio
- Presentation on Induction
- Presentation on audited actuals report for the fiscal year ended June 30, 2023
- Presentation of Measure J Bond Audit for the fiscal year ended June 30, 2023
- Approval of SARCS
- Approval to participate in the California Healthy Kids Survey for 2023-24
- Williams report for 4th quarter ending 12/31/23
- Resolution honoring African American History Month (February)

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: Ted O, Assistant Superintendent – Business Services

DATE: September 7, 2023

RE: Approval of the 2022-23 Unaudited Actuals Financial Report

BACKGROUND:

At the end of each fiscal year, LEA's must "close the books". This is an accounting process in which the budgetary accounts by fund, by resource code (program) are zeroed out and the actual revenue and expenditure accounts are closed to the fund balance. Any excess of revenues over expenditures is added to the fund balance and any excess of expenditures over revenues is deducted from the fund balance. This process separates financial transactions by fiscal year and measures the results of operations for that year.

Education Code section 42100(a) states that on or before September 15, the governing board of each school district shall approve, in a format prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the district for the preceding fiscal year and shall file the statement, along with the statement received pursuant to subdivision (b), with the County Superintendent of Schools. On or before October 15, the County Superintendent of Schools shall verify the mathematical accuracy of the statements and shall transmit a copy to the Superintendent of Public Instruction.

FISCAL IMPLICATIONS:

The Unaudited Actuals financial report includes information on revenues received, expenditures incurred, and the ending balances for all 2022-23 funds.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the 2022-23 Unaudited Actuals financial report.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of August 10, 2023

SSFUSD Equity Definition

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

OPEN SESSION - 7:00 p.m.

A. CALL TO ORDER

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

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

C. PLEDGE OF ALLEGIANCE

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

Assistant Superintendent Keith Irish said he needed to pull Action item 2d, an MOU with Genentech, as he neglected to attach the MOU. It will be brought back on the September 7 Board agenda.

- F. PTA COUNCIL REMARKS** - President Lauren Kitchen hoped everyone was having a great first few days of school. She thanked the teachers, staff, administrators, and school counselors who worked hard to get the year started. She encouraged everyone to join the PTA for their child's school as it is a great way to provide support and build communities. To join, "You go to jointotem.com, and you search 'South San Francisco' and that will give you a link to join the PTA of your choice. You can join more than one, and you can make an extra donation there." Ms. Kitchen shared the dates of PTA unit meetings and events for many sites.

Trustee Amanda Anthony asked whether she would need to log into Totem or the PTAs she has joined will send her emails. Ms. Kitchen replied, "So the PTA now has your information, and they will use Totem when they send out information about all their events. If you log in to jointotem.com, you can have a digital PTA card and there's a lot of discounts and things you can get with that..." She said every school has a PTA link in the parent section of the District website. The Parent Teacher Association has a link to their Facebook page with information.

Trustee Mina Richardson commented that Los Cerritos ES has a lot of fathers involved in their PTA. Ms. Kitchen said they have more members per family than any other District school.

G. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators - President Elizabeth Bales-Stutes thanked Superintendent Shawnterra Moore for the opportunity to speak at the Welcome Back event as it was a chance to tell the community about their work at the Adult Ed. program. "One of my primary roles as President of the SSF Federation of Adult Educators is letting both District members and the public know about what we do." "For 90 years, SSF Adult Education has enabled adult learners in SSF and the surrounding communities...to accomplish their goals, advance their careers, and change their lives. We offer free classes in English as a second language, serving both newcomers and long-time community members." They also offer help with a free high school diploma and HiSet program, career technical education, citizenship, and modern office technology for adults who want to improve their computer skills. The Adult Transition Program, which helps young adults with special needs transition into adulthood, is also housed on their campus. They offer a hybrid program with some classes in-person and some on Zoom for working adult students. She said, "The teachers of SSF Adult Education look forward to a productive, exciting year as well as even more collaboration with our colleagues across the District as we work together for the advancement of our students and our District." They will be following the CTA negotiations on behalf of the Children's Center staff.

South San Francisco Classroom Teachers Association - Interim President Shari Giusti said President Heather Burns is on a leave of absence and she will be filling in until their next election in the spring. She welcomed everyone back to

school and for hitting the ground running this year. She said she is always impressed with the student Trustees and thanked the Board for giving them a platform to practice their leadership skills. "On Monday, Dr. Moore mentioned that change can be at first an uncomfortable thing to face. Not everyone feels the same about change or how it is carried out. As we face changes in practice, we also hope you'll consider what might seem like a complaint sometimes. It can also be looked at as an opportunity to improve, a place to start a conversation or a vehicle for change. Let's work together, keeping communication two-way and ensuring educational programs in our District have teachers of the highest caliber, and that our children have educators who will stay in our schools because they feel valued. We look forward to going back to the bargaining table for the Children's Center, a group of just 11 teachers in our District who have been patiently waiting for our teams to come back to the table after the summer. And later in the year, we look forward to meeting with the District to take a deep dive at our agreement as we hope to make improvements in class sizes, caseloads, and other contractual issues that affect not just educators but the children they interact with every day."

California School Employees Association Chapter 197 - None

- H. PERSONNEL COMMISSION** - Assistant Superintendent J. Marwan Hannon reported that the next Commission meeting will take place on August 21, 2023.

- I. ITEMS FROM BOARD**

Trustee Anthony announced a backpack giveaway at City Hall on Saturday sponsored by a local business.

Trustee Richardson reported that the SSF free shuttle is adding a route for the Buri Buri, Winston Manor, and Westborough areas. Schedules are available at the library or online.

Dr. Chialin Hsieh commended Superintendent Moore for her inspirational Welcome Back speech in which she not only celebrated District accomplishments, but also acknowledged areas which need improvement and how that can be done. She set a very clear direction for the District and it was very helpful. Dr. Hsieh also praised the SSFAFT, CTA, and CSEA presidents for their inspirational speeches and keeping the District moving forward in the same direction.

- J. SUPERINTENDENT'S REPORT**

- a. Introduction of Student Trustees/ASB Presidents** - Superintendent Moore introduced this year's Student Trustees. Ira Sergio, the SSFHS ASB President will serve as the Student Trustee this fall and Jamie Wong, the ECHS ASB President will be the Student Trustee in the spring. They will both be reporting out on events at their schools during the Board meetings. They'll also provide the student perspective on issues that arise throughout the school year. She acknowledged their participation in a very engaging and

productive orientation last week, and said she and the Board are all very much looking forward to working with both of them.

- b. Welcome Back Remarks** - Dr. Moore welcomed back the community members, students, families, and staff to another year that will "...be one of connection, camaraderie, courage, and one of community coming together. The Trustees, Cabinet and I had the pleasure of visiting schools yesterday to welcome our students back, and truly, students, families, staff members were smiling, they seemed to be happy, back on campus there was such a positive spirit and positive feelings across campuses." She also shared a welcome back letter with the community last night. "It highlighted our District priorities which we will be elevating during Board meetings, focused on academic excellence, talent management, operational and fiscal stewardship, and community engagement and connectedness. Part of this work is developing strategic priorities that will give us direction over the course of the next five years, and it's something that we invite and highly encourage our community to lean into and engage. We are going to be sharing much more information this fall with you about how you can play a role and have a seat at the table. Our school leaders, our school principals will be the ones taking a lead role in facilitating the engagement and the conversations." Dr. Moore expressed her "...deepest appreciation and gratitude to our families for entrusting us with your most precious gifts, your children. It is absolutely a privilege for us to be able to nurture, support, teach, coach, and love them and do our very best to treat them with the love and care as though they are our own kids. So we thank you and we are so excited to partner with you this year, and welcome back to our entire community."

K. STUDENT TRUSTEE REPORTS

1. Ira Sergio, Fall Student Trustee and ASB President South San Francisco High School said she has been in ASB since her sophomore year and anticipates all the experiences it will continue to bring. She then highlighted the following recent and upcoming events at her site: ASB had summer training last week where they welcomed newcomers and returning members; on August 2, a freshmen and transfer student orientation was held; yesterday, students were welcomed back to school with the SSFHS band playing various songs on the quad and ASB students directed new students and answered questions; Earth Club has been working on the outdoor space all summer; Key Club officers attended several small events; fall sports including volleyball, football, and cross country have been prepped for their upcoming games; and a Welcome Back rally will take place on August 11.

Ms. Sergio said "...it is such an honor to be given the opportunity and the privilege to speak on behalf of the students at South City. I'm grateful for the opportunity and privilege to be up on this Board and I hope we have an amazing year."

2. Jamie Wong, Spring Student Trustee and ASB President El Camino High School shared the following news from her school; Many students volunteered during the summer to help create a welcoming tone with posters, ads, and recognitions for brining love and spirit to the campus; all staff felt welcomed and excited to be back; ASB worked hard and nonstop and yesterday helped to engage the student body with a slide deck to unify the school so that everyone was on the same page; all classes have the same purpose to fulfill the school mission; on August 11, ASB will host a Welcome Back rally with a Barbie theme to introduce new staff members, welcome freshmen, and show school spirit; the annual Club Rush will take place on August 14-16 with 30 active clubs and 10 new clubs; and on August 18 a Welcome Back dance will be held to begin the year on a strong and positive note.

Trustee Richardson commented on the new South City jackets and asked the students to stand up and show them off.

L. PUBLIC COMMENTS - None

M. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Summer School

Assistant Superintendent Irish introduced the summer school program leaders, Director Dr. Marianne Hew, and Director Dr. Marcos Garcia, who oversaw the summer programs and worked with the school leaders.

Dr. Garcia thanked the Board for their continued support of all the District's extended year programming.

Overview of Summer School

- 6 programs
- 5 campuses with in-person instruction
- 274 teachers, staff, and administrators
- 1,995 students

Programs

Dr. Garcia said the SSFUSD summer school programs covered the range from pre-school through adult students with the Big Lift Inspiring Summers (BLIS), Extended School Year (ESY), Elevate Math, Elevate Computer Science Institute, STEAM Academy, High School Credit Recovery, and High School Enrichment. The largest programs were the high school credit recovery program, followed by the Big Lift program at two elementary schools, and then a tie between the STEAM program and extended year program.

BLIS Program

The program was held at Los Cerritos ES and Spruce ES with 360 students, 26 teachers and coaches, and 52 staff, facilitators, and parent ambassadors. Big Lift Leader Jonathan Covacha oversaw both programs. Julia McCarron served as the Los Cerritos ES Big Lift Principal with Tara Christian as the Assistant Principal. Megan Miller worked as the Spruce ES Big Lift Principal with Carly Humphrey as the Assistant Principal. The District's continuing partnerships with the County of San Mateo, Silicon Valley Community Foundation, County of San Mateo Office of Education, San Mateo County libraries, BellXcel, and Measure K made the program possible.

Dr. Garcia reviewed the program highlights:

- Academic readiness program for rising K-3 students in both ELA and math
- Community partners provided training and instructional support, learning materials for teachers and supporting staff.
- Students' literacy skills are assessed regularly and the data was shared with their home school for instructional programming there.
- Families reported in the end-of-program survey a boost in their students' confidence, interest in reading and school, and improved communication.
- Address summer learning loss
- This year, there was a return to Field Trip Fridays which created joyful learning experiences for the students.

Extended School Year (ESY) Program

Brooke Crosby, Assistant Director of SpEd led a team of 28 teachers, 57 support staff, 12 therapists, behaviorists, and other specialists.

ESY services are designed for students with IEPs who require specialized academic instruction to mitigate atypical regression and recoupment over the summer break. The ESY goal is to provide students with explicit instruction and practice around goal maintenance in relation to students' of IEPs. 203 students were served this year.

Elevate Math

Dr. Garcia said this online intervention program is a partnership with the Silicon Valley Education Fund (SVEF). This virtual program was led by SVEF Administrator Michael Pilacik and SSFUSD Coordinator Jordan Mineo. 199 math students from 3rd to 9th grade were served by 22 teachers and one instructional coach.

The program is focused on:

- Math curriculum front-loading skills for next year
- Emphasis on growth mindset
- College and career readiness lessons

- College mentors working with students

Computer Science Institute (CSI) Program

Dr. Hew said this was the second year the CSI program was offered.

- Target audience is non-traditional students with an interest in computers, but no previous exposure was necessary
- This year, the CSI program struggled with attrition and only eight of the original students completed the program. Students changed to other programs which were longer in terms of hours per day or they preferred other programs.
- Curriculum included some programming, design thinking, and computational thinking

STEAM Academy

The administrative team was led by Principal Miranda Hahn and Cynthia Espinor, Assistant Principal. The Young Audiences leadership team consisted of Michelle Holdt, John Alecca, and Christell Lewis. 240 4th through 8th graders were served by 34 teachers, artists, and support staff members. The two different STEAM curricula were focused on energy. The science program was used to engage the students in activities revolving around the theme of energy, and the arts curriculum with different visual and performing arts was based on grade level.

High School Credit Recovery/Enrichment Programs

Dr. Hew noted that the high school programs saw tremendous growth this year. They were able to better staff classes and offer an enrichment program with more opportunities for students. ECHS, SSFHS, and Baden HS were served.

The Credit Recovery Program was led by Principal Maria Ramos and Assistant Principals Esperanza Flores and Christopher Nichols. 14 teachers provided instruction to 839 credit recovery students earning credit to stay on a graduation path. Attendance is important since each day equals a week's worth of curriculum. If a student misses more than a few days, it is difficult to catch up. They had an 86% completion rate of students earning full credit for a session. There were 19 senior summer school students who earned their diploma.

The Enrichment Program served 65 students. Three teachers provided instruction to 43 students in Geometry or Algebra 2 to accelerate them to the next course in the sequence. 12 students took the Algebra 2 Booster to prepare for Algebra 2.

Program Summary

Dr. Hew concluded the presentation by acknowledging the hard work of the summer school leadership and their dedication to students and staff. The highlights of the programs included:

- Strong attendance in summer programs (average daily attendance ranged from 89% to 96%)
- Compared to the two previous years, more interest in in-person programs
- Growth in STEAM and High School programs
- Programs were able to welcome families to campus for closing ceremonies.
- Staffing challenges are a continued area for reflection and growth and they will work on recruiting earlier.

Trustee Richardson said she appreciated the high school summer graduation since the year is not over for her until the last seniors have graduated. Six graduates attended the celebration with families and grandparents in the SSFHS auditorium. These students will remember the whole experience.

Trustee Daina Lujan thanked Drs. Hew and Garcia for the summer school overview. She also thanked staff for the planning and creating learning opportunities for all students and making sure they were engaged and enjoying learning. She noted that almost a quarter of all SSFUSD students were able to participate in summer classes.

Vice President Patricia Murray agreed with Trustee Lujan and liked that the leadership is already looking at what they can do next summer. These classes are an important part of the curriculum and it helps many students. She thanked the leaders and teachers who worked on the programs.

Trustee Anthony asked what happens to students in the credit recovery program if they do not make up some or all of their credits. Dr. Hew replied, "We had many students who were not able to participate in summer school or complete it or they have additional credit beyond what we could offer in a summer program that they also need to continue to make up. Those are students that our counselors are currently working on right now. They're looking at transcripts; they're trying to figure out what opportunities we can put into place for those students throughout the school year. So some will be doubling up on classes so that they can take a second math class, for example, if that's what they need to recover credit to get back on track or they're taking a credit recovery course through Edgenuity to recover that credit. So we have a number of different ways we can help students recover credit throughout the school year in addition to our summer program."

Trustee Anthony was surprised to learn that some other districts do not offer summer programs due to staffing issues. She asked if the District can hire their teachers for our summer classes. Dr. Hew said they

have hired outside staff for some years when internal staff are not able to fill all positions. The jobs are posted on EdJoin.

Dr. Hsieh echoed her fellow Board members' comments and said she appreciates the leadership serving students during the summer. She acknowledged a lot of planning is put into the six programs and the great work helps students move forward to the next level.

2. BUSINESS SERVICES

a. Information Technology Department

Director Nathan Sundaram reported on the District's Information Technology Department.

Key Topics

- Technology Department organizational chart
- Completed technology projects
- Current projects
- Proposed technology projects for 2023-24
- End users technology landscape
- Support from sites and departments

LCAP Goal 1: Academic Achievement

The Technology team is a key contributor to this role by directly providing technology platforms and online learning, distance learning, and in-person learning so teachers can deliver quality instruction and maximize the learning experience for students.

Department Staff

Director Sundaram said he is focused on three categories: people, processes, and technology to improve customer service, incubate innovation, and improve the speed of delivery by cultivating a positive and collaborative environment.

He presented an organizational chart of his department. As the director, he oversees the infrastructure of technology operations. IT currently has six technicians and one Office Coordinator to support all the technology needs. He noted that they are still short-staffed and have not yet been able to fill one tech support job as well as their Systems Administrator position.

Network Infrastructure Project

Director Sundaram provided a list of some projects that have been completed or are going on now, while keeping current on day-to-day operations.

Completed projects

- Network Electronics and Cabling Results
 - Network resources at all sites have been upgraded, and all outstanding issues have been resolved, resulting in better Wi-Fi connections and speed at all the sites. The network now has the capacity to support traffic and the number of devices in use now and for the next several years.
 - Achieved average download speeds of 500Mbps and upload speeds of 400Mbps.
 - Resolved the problematic sessions caused by roaming.
 - Applied access points and outdoor access point at every site to not impede the educational platform.
 - Addressed stuttering videos when streaming to Apple TV through Wi-Fi.
- Trunk phone service - Modernize the phone system to support reliability and growth and reduce cost.
- ECHS Football field - Wi-Fi and streaming capability
- Serra Vista - Audio visual resources were installed to enable the meeting/conference and training with no requirement for manual setup of the resources.
- Implemented security measures to monitor traffic in the network and access.

Current projects

- Storage upgrade - upgrade the District from a legacy, not supported data center, to a modern and secure solution.
- Electric Vehicles (EV) stations at the District Office - a pilot project is underway to install eight EV stations in the District Office parking lot with the capability to add four more in the future. Right now they are in the process of getting approval from the State. Construction should begin in late September or October.

2023-24 Priorities

Mr. Sundaram grouped the priorities into the areas of focus.

People

- Fill the System Administrator and IT Specialist positions.
- Focus on professional development for current staff with training on the new technology.

Processes

- Create a Curriculum Technology Integrator (CTI) for job descriptions and conduct technology training.
- Create a process for app requests, vetting, and approvals for iPad and Chromebook devices.
- Standardize policy for iPad collection and redistribution.
- Standardize policy for Chromebook collection and redistribution.

Technology

- Implement a Disaster Recovery and Business Continuity Plan.
- Enhance the security measures of our systems, devices, and data.
- Upgrade and operate the security camera system.
- Standardize and introduce Interactive TV to enhance student learning and pilot at JS.
- Implement Zero-touch automated iPad and MacBook provision process.
- Improve customer service and increase customer satisfaction. Implement tools and training to achieve a 5-day turnaround for incident tickets.
- Define the recycle and refresh plans so the right technology is always in place. For example, Chromebooks purchased three years ago are likely out of warranty.

Trustee Anthony thanked Director Sundaram for doing a great job and noted there has been a lot of progress made in the Technology Department since he joined. She congratulated him on updating the Wi-Fi, upgrading the phone system, and saving the District money. She asked him to let the Board know how they can support him as he continues making improvements.

Vice President Murray thanked Mr. Sundaram for his great report and hard work. "I appreciated that you put [in] the things...that we need to do, and your goals for the future." "And that you included...when the Board approved the different things."

Trustee Lujan thanked Director Sundaram for the presentation and including the dates when the Board approved things. She appreciated his research and strategic thinking. "...as you've been going through what we've approved...assessing where we're at, you've also been thinking really deeply about where we need to go, so I appreciated things like thinking about the refresh rate."

Trustee Richardson thanked Mr. Sundaram for his understandable report and for hitting the ground running. She learned of projects which are in the pipeline and looks forward to the EV charging stations.

President Hsieh thanked Director Sundaram for the great presentation and the wonderful job he has done. "And please continue your vision and then make sure that our technology is safe and secure."

The Board recessed at 8:15 p.m. for a break and reconvened at 8:25 p.m.

N. PRESENTATION WITH POTENTIAL ACTION

1. HUMAN RESOURCES

a. YSB School Counseling and Safe School Advocates Services

Margaret Hitchcock, Director of Clinical Services, and Alicia Garcia, an Associate Director of Clinical Services, of Human Services with the Youth Services Bureaus (YSB) of the YMCA of San Francisco, presented information related to mental health programs and services in the District and the effectiveness of both the Safe School Advocates (SSA) and counseling programs at all SSFUSD schools.

Youth Service Bureaus

Mission Statement

Our mission is to support youth, adults, and families in San Francisco and San Mateo County, through mental health and social services that increase access to skills and resources for wellness in mind, body and spirit to achieve healthy and fulfilled lives.

Values Statement

We are a community that strives to embody practices that are indigenous to our values of anti-racism, centering BIPOC, social justice, innovation, accountability, and a commitment to lifelong learning.

Ms. Hitchcock said the SSA program was created in 2004, in response to the Columbine HS shooting. She said they, "...wanted to make sure that we were capturing mental health, emerging mental health needs of youth on school campuses." Today they are, "...looking for the mental health roots of the students that we work with to see ...what are the behaviors that are interfering with their quality of life and how can we build skills, resource them, [and] give them what they need to make the improvements in their lives."

Students Served

There were 517 students from SSFUSD who received a total of 8,185 services from YSB clinicians, 6,718 of which were individual therapeutic and group sessions this year. This is a decrease in the number of students served last year but **an increase of almost 50% of the number of services provided**. This year they saw an increase in youth asking for individual services and it was difficult to find enough youth for their groups. There was also an increase in the need for the individuals served. Staff members were struggling to manage caseloads of youth with more intensive needs.

In addition to the multitude of day-to-day work with students,

specifically SSAs in the middle and high schools, supported crisis intervention, de-escalation/restorative work, and case management linkage with families.

Funding Sources of Mental Health Services

The majority of funds are District contracted and funded services. The balance of funds is from the Juvenile Probation Department grant funded SSA services which provide clinicians at the middle schools. Ms. Hitchcock said they also received a grant last year to provide two days of services in the District's Alternative to Suspension (ATS) Program.

2022-23 Demographics

According to youth self-identifying, the biggest populations of students served were Latinx and Asian/Pacific Islander.

California Children's Trust

"Making Healing Centered Schools a reality isn't simply a matter of tweaking access or programs, it requires acknowledgment of how racism and poverty impact the social and emotional health of children."

Ms. Hitchcock said the "price" is higher for Black and brown children.

- **81%** of children on Medicaid are people of color
- **2x** as many Black children, ages 5-12, commit suicide than their white peers.
- **70%** of youth in California's juvenile justice system have unmet behavioral health needs, and youth of color are dramatically over-represented.

Ms. Hitchcock said healing-centered schools look at things through a trauma informed lens to acknowledge how racism and poverty impact the social and emotional health of youth.

Most Frequent Presenting Categories for 2022-23

1. Anxiety
2. Depression
3. Trauma adjustment
4. Sleep disruption
5. Attention deficit/hyperactivity
6. Substance use

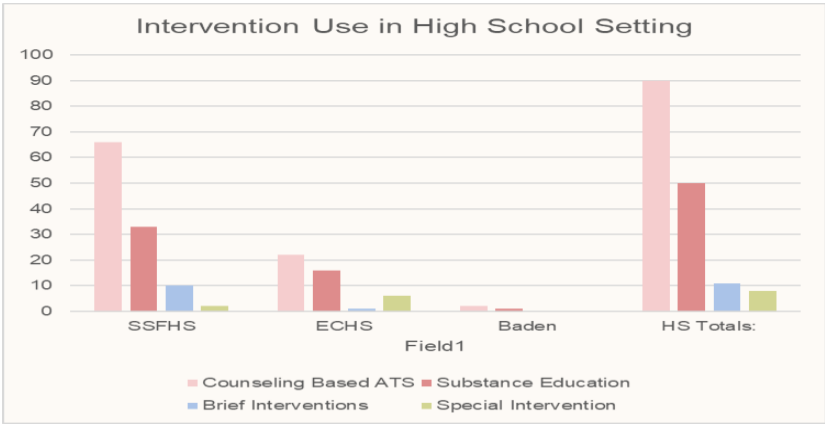
It is difficult getting accurate information. More youth are challenged with substance abuse and trauma, but these are underreported for a number of reasons. Trauma often does not get reported until there is a relationship and trust built with a clinician. They also seeing an underutilization of their Mindfulness Based Substance Abuse Treatment program. Contributing factors include a lack of

youth reporting and the use other programs in the District providing brief interventions.

Alternatives to Suspension (ATS) Program

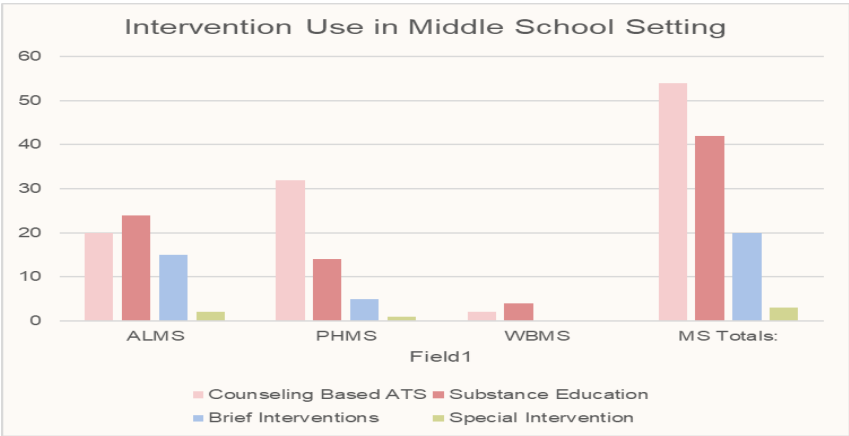
Alicia Garcia, an Associate Director of Clinical Services spoke about the ATS program in SSFUSD. She said the program is an opportunity for students who get suspended to spend a day on campus with a counselor who provides therapeutic intervention and also more specialized interventions. The counseling based intervention is the most utilized.

Intervention use in High School Setting



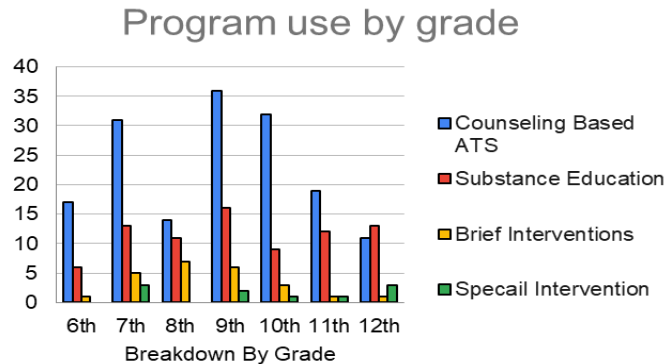
SSFHS ATS referrals are three times higher than ECHS referrals. The use of the ATS program is higher than in middle school.

Intervention use in Middle School Setting



In middle school, ATS is mostly counseling based intervention and curriculum. ALMS and PHMS are similar in their ATS program usage. Ms. Garcia sees the low use of ATS at WMS as an opportunity for those students to engage in the program.

ATS Program Use by Grade Level



7th and 9th grades have the highest use of the ATS program. Usage decreased for 10th to 12th graders by 50%.

Client Success Story

Ms. Garcia shared a story from a middle school client who was seen by an SSA on campus. She was referred for depressive symptoms, academic stress, anxiety, peer conflict, and loss of self-esteem. “The client presented as very quiet keeping her head down and speaking low and slow.” “The clinician worked with the client to explore triggers, and the client was visibly happier towards the end of the year.” “So in a letter to the clinician, the client thanked the clinician for always believing in [them], and being the best person ever.”

Therapist Summaries

Ms. Garcia read comments from therapists about their caseloads and how they differed from prior years. One conclusion was that the majority of students had difficulty in adjusting back to the classroom and different social systems. Many students were also dealing with issues of parental separation. Most students who struggled with attendance had low self-esteem. Clinicians are seeing a difference in ages and related issues from the pandemic to now.

Summary from SSFHS SSA

Ms. Garcia summarized the caseload of an SSA. She said, “Ninth graders made up much of the caseload. Pandemic and shelter in place...are possible contributing factors to the presenting issues that are seen. Things like grief, loneliness, identity issues, anxiety, social issues and stressors, also physical aggression and fights were quite prevalent in the last school year and I was hearing that from both middle school and high school.” They also spoke about the lack of support.

Ms. Hitchcock emphasized the increased need is creating stress on the schools and the mental health system.

Schools and Health Care Response

Schools are ground zero for the youth mental health crisis.

The Health Care System Needs Schools: Children ages 8-18 have the lowest rate of primary care utilization of any demographic in Medi-Cal and 75% of mental illness manifests in adolescence. Not only are schools essential in a reformed mental health system that overtly addresses healing, justice, and structural racism, but they are also essential service settings for children with clinical needs.

YSB Counselors on campus can refer students and families in need of more targeted clinic-based services to the SSF Mental Health Clinic Health Clinic located at Spruce and Huntington Avenues. They accept MediCal coverage and also offer a very low-cost sliding scale fee structure.

Future of YSB

As of July 1, 2023, the Youth Services Bureaus became its own branch of the YMCA of San Francisco. The Y sees the centrality of mental health care to the success of the youth and families in the counties they serve. To this end, the board has created a new Mental Health Services Branch with the following:

- New Executive Director, Deidra Somerville, is solely dedicated to supporting mental health services.
- More support to continue innovating programs and ways to serve the schools and communities.
- New name: Youth Service Bureaus will continue to be the largest program in their new branch and will have a new name soon.

Ms. Hitchcock thanked the District for being a valuable partner.

Trustee Richardson thanked the speakers for the update on their services. She said the YMCA is a valuable tool and the Latino community is remarkably impacted, which is a concern of hers. She asked about the partnership they have with parents when students have attendance issues and what percentage is included in their treatment plan. Ms. Hitchcock said the engagement with parents is central to their work. She said a partnership with parents is sometimes challenging when they need to work a lot or have other stressors. They have found that Spanish-speaking clinicians create relationships with families that can be valuable in making the connection to the school. She estimated that 90% of interactions have a parent component. For the most part, parents know their children are receiving services. "...We really see the family system as being central to the health and well-being of the youth."

Trustee Richardson asked what a special intervention was and how successful the outcomes were. Ms. Hitchcock replied that in the ATS

program "...when we talk about special interventions it was sort of really trying to tailor the intervention and service directly to the need that the student was bringing in." "So special interventions, this refers to...some situations in which there was fighting...or some violence...where we had a special group that was just focused on that topic." She said there may also have been situations when a clinician worked longer than a one-day intervention to provide a student with extra support.

ACTION

1. HUMAN RESOURCES

a. Approval of Contracts with the Youth Services Bureau (YSB) School Counseling, Safe School Advocates Services, and the Alternative to Suspension Program for 2023-24

MOTION #13 (Lujan/Anthony) to approve the contracts for services with the YSB of the YMCA to continue supporting additional counseling at all District schools for the 2023-24 school year. Motion Carried (Unanimous)

N. CONSENT AGENDA

President Hsieh pulled Item 1e, Trustee Richardson's CLSBA conference in Long Beach, CA for discussion.

MOTION #14 (Lujan/Anthony) to approve Item 1a, Minutes to the June 22, 2023 Special Board meeting; Item 1b, Minutes to the June 22, 2023 Special Board meeting #2; Item 1c, Minutes to the July 29, 2023 Regular Board meeting; Item 1d, Children's Center Program 2022-23 annual self-evaluation; ~~Item 1e, Trustee Richardson's CLSBA conference in Long Beach, CA~~; Item 2a, ELOP guide for the City of Daly City at Junipero Serra ES for 2023-24; Item 3a, Classified Personnel Assignment Order; Item 3b, Certificated Personnel Assignment Order; Item 4a, Purchase Order Listing, June 1-30, 2023; Item 4b, Warrant Register, June 1-30, 2023; Item 4c, Cash Receipts, June 1-30, 2023; Item 4d, Professional service agreements under \$25,000. Motion Carried. (Unanimous)

Dr. Moore provided some background on the Trustee conference requests. At the April 13, 2023 Board meeting, the Trustees approved an annual allocation of \$2,000 for each Board member. This was approved with a recommendation that if this amount is exceeded, a Trustee would bring a request to the Board to discuss and determine if it aligned to District goals and that Trustees would follow the same Board policies and rules expected of staff.

President Hsieh asked Senior Executive Assistant Nalani Allen-Cantley to share the revised costs for this item. Ms. Allen-Cantley said, "In the Board agenda those were preliminary costs based on the information that was available. And the total for membership registration hotel flights, meals, and transportation at that time was \$3,436. The host hotel was sold out of the special \$199 per night rate and the closest I could get was \$499 with the idea that as we got closer to the conference rooms that were booked might open up. Fortunately, Trustee Richardson had a connection and spoke with someone at the CLSBA and they were able to get her in on the \$199 per night and that reduced the four nights to three nights. So that was significant drop in the amount. And then she is going to fly down one day later than she originally planned. So that reduces the transportation and also the meals per day. So the good news is, we have a savings of \$1,427, and the final estimate is \$2,009."

Trustee Anthony asked Trustee Richardson if there were particular workshops or keynotes which she wanted to attend and what her goals were in attending the conference. Trustee Richardson quoted Board Policy 9240 which states, "The governing board believes that the Board's ability to effectively and responsibly govern the district is essential to promoting student achievement, building positive community relations and protecting the public interest in district schools. Board members shall be provided sufficient opportunities for professional development and helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills." She said the Latino community has been missing at the table and Trustees should participate in professional development conferences as staff does. She attended two conferences so far this year, which were funded by a foundation, and they have made her a better Board Member today. She said there is disparity and it seems like a bias. Trustee Anthony said Trustee Richardson had not answered her question. Trustee Richardson said her goal was to be a better Board Member. Trustee Anthony then asked how this conference is better or different than the annual CSBA one which everyone attends. Trustee Richardson said she has attended four conferences during her tenure and as a valuable community member, she brings her experience to the Board. President Hsieh said the Board was only trying to understand the difference between this conference and the CSBA one. Trustee Richardson replied that this is her first California Latino School Board Association (CLSBA) conference and she specifically wants to hear Sylvia Mendez speak. "...she experienced racism just like Ruby Bridges and she will be there speaking. And we make a big deal every year about Ruby Bridges but you know the Latino community has been subjected to the same kind of biases and discrimination in order for them to go to school. And this is one of the things that makes me a better Board Member." Trustee Anthony asked if she would be willing to make a presentation at a future Board meeting so the other Trustees can learn from her experience. Trustee Richardson agreed to the presentation.

Vice President Murray asked about the CLSBA and how long it has been in existence, how many members it had, and what the conference entails such as

workshops, the keynote speaker, etc. She noted that the CLSBA website did not include this information and if Trustee Richardson was going to spend over \$2,000, what would she bring back for the students. Trustee Richardson questioned the costs for Vice President Murray's CSBA Delegate Assembly conference. Vice President Murray said the total cost was \$279 for a rental car, plus meals and the hotel charges. She noted that this was the first time she ever asked for reimbursement for any conference expenses. "My point is that \$2,009 is over the amount that we would agree that we would spend for...the things that we attend in the community. And you're asking us to approve it and so what we are asking you is, what does this conference bring to our kids". "Tell us about the organization." Trustee Richardson said she would send everything needed. Trustee Richardson said this was looking like bias and discrimination. Vice President Murray noted that the Board is fiscally responsible for the well-being of the District and \$2,000 is the amount they allotted unless there was a discussion. "\$2,000 puts you not only over that amount but it also wouldn't allow you any more money for anything else for our community events and everything."

Trustee Richardson said she would have the President of the County School Boards Association speak to Vice President Murray about the value of going to these things...and whether or not they nitpick over a few dollars." Vice President Murray said \$2,000 is not a few dollars.

MOTION #15 (Richardson/Hsieh) to approve Item 1e, Trustee Richardson's CLSBA conference in Long Beach, CA. (AYES: Student Trustee Sergio, Hsieh, Lujan, Richardson; NOES: Anthony, Murray). Motion Carried on a 3-2 vote.

PUBLIC HEARING

a. Sufficient student textbooks/instructional material

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

Mr. Irish said every school district is required, by law, to report on adopted instructional materials. Educational Services' job is to ensure sufficiency which means every student has curriculum in every class in which they are enrolled.

The Board meeting was suspended to open a public hearing at 9:25 p.m.

No public comments were made.

The public hearing was closed and the Board meeting resumed at 9:25 p.m.

ACTION *(continued)*

1. ADMINISTRATION

a. Resolution No. 23-47 for Attendance Awareness Month

Board Clerk Richardson read the resolution.

MOTION #16 (Lujan/Murray) to adopt Resolution #23-47: Recognizing Attendance Awareness Month and supporting activities to increase awareness of the importance of daily attendance. (AYES: Student Trustee Sergio, Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. Approval of an Independent Contractor Agreement Between SSFUSD and Child Care Careers (CCC)

MOTION #17 (Murray/Lujan) to approve an independent contractor agreement with SSFUSD's Child Development Program and Child Care Careers for a qualified Early Childhood teacher and paraprofessionals to substitute upon arrangement for the 2023-24 school year. Motion Carried. (Unanimous)

2. EDUCATIONAL SERVICES

a. Resolution No. 23-48 for Confirmation of Sufficient Student Textbooks/Instructional Materials

MOTION #18 (Murray/Anthony) to adopt Resolution #23-48: To confirm and certify that the District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks. (AYES: Student Trustee Sergio, Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. Approval of the Baden HS Comprehensive Support and Improvement (CSI) Report 1/Plan for the 2023-24 School Year

Mr. Irish said this is an allocation from the U.S. Department of Education for \$178K. He has been working with Principal Prasad since March to address the low graduation rate. They completed a grad management report, which is a tool that the State of California uses to collect information on federal grants. Two significant areas deal with professional development around restorative practices and addressing instructional strategies. Principal Prasad will be looking for

an organization with which to partner to provide high quality instruction for their staff. He will periodically report to the Board and public on their progress.

MOTION #19 (Murray/Anthony) to approve the Baden HS CSI plan/Report 1 to address its low graduation rate for the 2023-24 school year. Motion Carried. (Unanimous)

c. Approval of the Expanded Learning Opportunity Program (ELOP) Guides for the 2023-24 School Year

Mr. Irish reported that yesterday the District starting teaming up with several community partners, including the City of SSF. The City of Daly City is a new partner with Junipero Serra ES as is the Boys and Girls Club at Orange Park and Sunshine Gardens ES. Right at School is on 12 SSFUSD campuses. Along with CAM EDU, these are community partners helping to provide after care support and enrichment for students in TK and K-6. If families complete the Free and Reduced lunch meal application and meet certain income requirements, their children are able to attend 180 days of after school care for free. Mr. Irish asked for patience as his team is working with these community partners to fill spots as quickly as possible. "The anticipated number of families that I expect that we will be able to serve with our community partners should be around 800." He thanked Ms. Losno, Ms. Luaulu, and Ms. Gomez for their administrative help. Registration is a 2-step process, where parents first register with the District and then register with a community partner.

Trustee Richardson said this is a step forward for families and the services are sorely needed. She asked if is for after school care only or also before school care during the holidays. Mr. Irish replied it includes an additional 30 days throughout the year, mostly in the month of June. During school breaks, families that want to participate in the ELOP program can drop their students off and have care from about 9 a.m. to 6 p.m. on non-instructional days.

MOTION #20 (Lujan/Richardson) to approve the ELOP guides for the 2023-24 school year. Motion Carried. (Unanimous)

d. Approval of Genentech Memorandum of Understanding (MOU) for the 2023-24 Through 2025-26 School Years

This item was pulled and will be agendized in the September 7 Board meeting.

e. Approval of National Equity Project Agreement

Mr. Irish said this agreement will provide professional learning for every Ed. Services member, including TOSAs. They plan to integrate keynote speakers on staff development days with a focus around equity and then Ed. Services will lead sessions on those days. They will. "...get some expertise around coaching for equity so then we can work with our staff and then start to design our lessons and our work here through an equity lens. This is the start, this has been in our educator effectiveness block grant, this has been in our LCAP...to put this into reality this year...with approval from the Board."

MOTION #21 (Murray/Lujan) to approve the agreement with the National Equity Project to facilitate professional learning experiences for educators to reimagine and redesign their systems for equity, for the period of September 2023 through February 2024. Motion Carried. (Unanimous)

3. BUSINESS SERVICES

a. Approval of Joint-Use Agreement with the City of SSF

Trustee Richardson, as a point of order, inquired whether Trustee Anthony's relationship with the City is a reason to recuse herself from voting on the JUA. Trustee Anthony said she does not have any association with the City. Trustee Richardson then asked if her work is funded by the City. Trustee Anthony replied her job is funded by the Federal Economic Development Association through the Fellowship Entrepreneurship Center.

MOTION #22 (Murray/Lujan) to approve the Joint-Use Agreement between the South San Francisco Unified School District and the City of South San Francisco for shared use of facilities. Motion Carried. (Unanimous)

b. Adoption of Resolution No. 23-49 To Appoint Members to the Independent Citizens' Bond Oversight Committee (CBOC)

Board Clerk Richardson read the resolution.

MOTION #23 (Murray/Richardson) to adopt Resolution #23-49 to appoint members to the CBOC whose function is to review and report on the proper expenditure of taxpayers' money for school construction from the District's bond programs. (AYES: Student Trustee Sergio, Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

c. Adoption of Resolution No. 23-50 Declaring the Futility of Public Bidding and Approval of Change Order #4 to the Cumiskey Construction Corp. Agreement

MOTION #24 (Murray/Anthony) to adopt Resolution #23-50 Declaring the Futility of Public Bidding of additional construction work and approval of Change Order #4, in the amount of \$58,133.83, to the Cumiskey Construction Corporation agreement on the Toilet Pods Repairs Project at Alta Loma MS, Monte Verde ES, and Skyline ES. (AYES: Student Trustee Sergio, Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

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

Trustee Anthony requested that Trustee Richardson's report on the CLSBA Unity Conference be agendized for the November or December meeting.

September 7, 2023

- Teaching and learning presentation - Sunshine Gardens ES
- Presentation on CBOC responsibilities
- Presentation on Measure T Bond Implementation Update
- Presentation and approval of year end unaudited actuals
- Renaissance Learning agreement renewal for 2023-24
- Approval of Consolidated Application and Reporting System Spring 2022 data collection
- Discussion of October 19 Community Forum topic(s)
- Resolution Honoring Hispanic Heritage Month (September 15 - October 15)
- Nomination(s) for CSBA Directors-at-large African American and American Indian
- Resolution on GANN limit

September 21, 2023

- Teaching and learning presentation - Monte Verde ES
- Approval of Star Vista Early Childhood Mental Health Consultation Ser. agreement for 2022-23
- Approval of Children's Center 2023-23 CCTR childcare contract
- Approval of Children's Center 2023-25 CSPP childcare contract
- Update on enrollment for the 2023-24 school year
- Resolution honoring Filipino American History Month (October)
- Approval of the Board Governance calendar for 2023-24
- Resolution for California Week of the School Administrator (October)

October 5, 2023

- Teaching and learning presentation - Spruce ES
- Williams report for 3rd quarter ending 9/30/23

- Update on OpTerra Energy solar savings
- Resolution honoring Native American and Alaska Native Heritage Month (November)

October 19, 2023 - Community Forum

- Topic(s) - TBD

November 16, 2023

- Teaching and learning presentation - Martin ES
- Presentation on Assessment/Accountability (CAASPP, CAST)
- Trustee Richardson's report on the CLSBA Unity Conference
- Update on Safe School Plans

December 14, 2023

- Board of Trustees reorganization
- Resolution honoring outgoing Board President
- Teaching and learning presentation - Ponderosa ES
- CTE Presentation
- Presentation and approval of First interim budget report "positive certification"
- Selection of Trustees to District sub-committees/committees
- CSBA Delegate Assembly nomination(s)
- Approval of 2024 Summer School Program

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Vice President Murray welcomed back all the families. "I want to tell the parents to enjoy this part of your journey. Be involved, join PTA, your children will be better for it and you'll be happier. Students, get your rest. Get involved. Ask for help when you need it. Find joy. Teachers, staff, thank you for taking care of the precious cargo you've been entrusted and everybody have a great year."

Trustee Anthony shared the following, "Last month, I had the opportunity to visit Israel, sponsored by the Jewish Community Relations Council. One of the most amazing parts of the Israel trip for me was a visit to the Yemin Orde Youth Village. They operate according to the Village Way and I took away three things that I want to share with you and I think are especially important at the start of the year:

1. Education is the art of change - changing minds, changing attitudes, and changing life trajectories.
2. You are never so poor that you cannot help another person. That one was a really big one for me.
3. This is for all our teachers in the room. A child who misbehaves is a child looking for a meaning.

As we go forward this year, I hope you keep in mind all of the extraordinary things that our students are capable of, hold them to high expectations and make them feel wanted and heard in our schools. Encourage them to be helpful to their peers and their community. Help them find meaning. And have a great year.”

Trustee Lujan welcomed back staff, students, and families to the new school year. She is looking forward to a great school year for everyone.

Trustee Richardson welcomed everyone back. “The summer was too short, we blinked and here we are again at a new year.”

ADJOURNMENT - 9:53 p.m. in memory of:

Robert Keropian, a former District employee of thirty-three years who passed away on July 27, at the age of 94. He began his career in 1956 as a teacher at South San Francisco High School before being named the first principal at El Camino High School in 1960. In 1969, he was named Northern California Principal of the Year and Citizen of the Year by the SSF Chamber of Commerce. Mr. Keropian was one the longest-tenured, best-known public school educators, and an innovative administrator and mentor. He retired in 1989.

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: September 7, 2023

RE: Approval for Staff Member to Attend the Ferguson Institute Conference, in Chicago, IL, on September 25-27, 2023

BACKGROUND:

The Ferguson Institute brings together educational leaders from districts across the country who embrace assessment as a tool for informing instruction. Through presentations and dialogue, these educators discuss innovative ways to make a positive impact on student achievement through thoughtful assessment practices.

The Ferguson Institute is named in honor of Curriculum Associates' cofounder, Frank Ferguson, whose leadership and vision we celebrate through continuing his mission to make classrooms better places for teachers and students.

Educational Services, Director of Innovations, Jason Brockmeyer requests to attend this conference in Chicago, IL on September 25-27, 2023.

FISCAL IMPLICATIONS:

The estimated total cost for one staff member to attend the Ferguson Institute is:

- Registration \$400
- Hotel accommodations \$189w/resort fees, per night x 3 nights = \$630 + tax
- Food \$115 x 3 days = \$345 (approx.)
- Air Transportation approx. \$600 round trip

TOTAL: \$1,975. (approx.)

The cost of the conference would be covered by the Educator Effectiveness Grant.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees grant permission for Mr. Brockmeyer, Educational Services Director, to attend the Ferguson Institute Conference, in Chicago, IL, on September 25-27, 2023.

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: September 7, 2023

RE: Approval for Staff Members to Attend the California Science Education Conference (CASE) in Palm Springs, CA on October 18 - 22, 2023.

BACKGROUND:

The California Science Education Conference (CASE), is designed for teachers who share a passion for science to share and inspire their students. CASE seeks to promote and support all aspects of effective science teaching; encourage the natural curiosity of learners at all levels; increase scientific literacy and the application of science to everyday life; and promote science as a vehicle for lifelong learning for all students.

Ms. Rosse and Ms. Vasquez, from the Educational Services TOSA Science team, request to attend the CASE conference to be held in Palm Springs, CA on October 18-22, 2023.

FISCAL IMPLICATIONS:

The estimated total cost for two staff members to attend the CASE Conference is:

- Registration \$375 pp x 2 = \$750
- Hotel accommodations \$189w/resort fees, per night x 4 nights x 2 = \$1,512 + tax
- Food \$71 per day x 4 days x 2 = \$568 (approx.)
- Air Transportation approx. \$600 round trip x 2 = \$1,200

TOTAL: \$4,030. (approx.)

The cost of the conference would be covered by the Educator Effectiveness Grant.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees grant permission for two members of the Educational Services TOSA Science team to attend the CASE Conference, in Palm Springs, CA, on October 18-22, 2023.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: September 7, 2023

RE: Approval of Consolidated Application and Reporting System (CARS) Spring 2022 and 2023-24 Application for Funding

BACKGROUND:

Each year, the District must complete and submit the Consolidated Application and Reporting System (CARS) to the State Department of Education. The Consolidated Application and Reporting System (CARS) is a data collection system to apply for Categorical Program Funding and to report on the use of those funds.

The purpose of the consolidated State plan is to provide parents with quality, transparent information about how the Elementary and Secondary Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), will be implemented in their State.

Even though a State Educational Agency (SEA) submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. For any program not included in a consolidated State plan, the SEA must submit individual program State plans that meet the statutory and regulatory requirements of each respective program.

FISCAL IMPLICATIONS:

Upon the adoption of the State Budget and approval by the State Department of Education, the District anticipates it will receive funding for State and Federal Categorical Programs. This includes:

- Title I
 - The federal program that provides funding to local school districts to improve the academic achievement of disadvantaged students. It is part of the Elementary and Secondary Education Act first passed in 1965.
- Title II
 - The federal program that provides funding to local school districts to prepare, train, and recruit highly qualified teachers and principals.
- Title III
 - The federal program that provides funding to local school districts to ensure that limited-English-proficient (LEP) students (called English learners under California laws), including immigrant children and youths, attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet.
- Title IV
 - A federal program that provides funding to local school districts to ensure Title IV, Part A of the ESEA is the Student Support and Academic Enrichment (SSAE) program. The SSAE program is intended to improve students' academic achievement by providing all students to a well-rounded education, improve school conditions for students and improve the use of technology in schools.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Consolidated Application and Reporting System 2022 Data Collection and 2023-24 application for funding.

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: September 7, 2023

RE: Approval of New Visions Public Schools Earth and Science Professional Development

BACKGROUND:

Educational Services requests a 2-day training from New Visions for Public Schools on an Earth and Space Science curriculum unit that District teachers will pilot this fall. Our most recent Earth Science curriculum adoption is not aligned with the Next Generation Science Standards (NGSS), and our course does not meet laboratory science requirements for admission to a 4-year college or university (A-G requirements). In order to get a laboratory science designation for Earth Science, we need to align the course to the current standards (NGSS), which means piloting and adopting a new curriculum. After a rigorous curriculum screening process using the Toolkit for Instructional Materials Evaluation (TIME) process, we decided to pilot the New Visions for Public Schools Earth and Space Science curriculum. Before implementing the curriculum pilot, teachers need to be trained on content and pedagogy pertinent to the unit being tested in our classrooms. The pedagogy covered in the workshop will be relevant for implementation of any NGSS curriculum, regardless of which curriculum SSFUSD ultimately adopts.

FISCAL IMPLICATIONS:

The cost of the training, including planning and facilitating two days of professional learning, and travel expenses for the trainer, will be \$9,900.

This money will come from the NGSS adoption grant from Genentech.

EVIDENCE - RESEARCH - FFME:

In addition to going through our District NGSS curriculum screening process, the Earth Science curriculum pilot unit went through a rigorous review and revision process with the [NextGenScience Peer Review Panel](#), and the unit was awarded the highest rating, receiving an [NGSS Design Badge](#).

New Visions for Public Schools design their workshops using the SCALE Immersion Model for Professional Learning (SIMPL), a research-based framework for designing and facilitating professional development to change classroom practice. A SIMPL-designed workshop provides teachers with an objective-driven lens for learning, an immersion experience with materials highlighting that lens, and an opportunity to unpack the experience with colleagues in order to work toward the named objectives for each workshop.

Action Item	Sources and/or Supporting Research	Quote/MOU	Data (if available)	Experiences from other Districts	FFME approved (if applicable)
	Pathway Recommendation	Quote for pilot	Additional Information/evidence	PD Proposal/pilot	Feb 8 & April 17, 2023

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the recommendation to pilot New Visions for Public Schools Earth and Space Science curriculum during the 2023-24 school year.

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

CERTIFICATED CONTRACT 2023-2024

Mercado, Claudia, will be placed at South San Francisco High School on a Probationary contract effective August 28, 2023. Salary placement C – 2

ASSIGNMENT ADJUSTMENT 2023-2024

Berg, Jonathan, a Program Specialist at the Special Education Department, from 1.0 FTE to 1.2 FTE effective August 1, 2023, through May 31, 2024

Lee, Margaret, a Program Specialist at the Special Education Department, from 1.0 FTE to 1.2 FTE effective August 1, 2023, through May 31, 2024

Frutos, Bianca, a School Psychologist at the Special Education Department, from 1.0 FTE to 1.2 FTE effective August 1, 2023, through May 31, 2024

Allen, Matthew, a teacher at Baden Continuation High School, from 1.0 FTE to 1.2 FTE effective August 9, 2023, through May 31, 2024

Ledford, Gabriela, a teacher at South San Francisco High School, from 1.0 FTE to 1.2 FTE effective August 9, 2023, through May 31, 2024

Celillo, Sharon, a teacher at South San Francisco High School, from 1.0 FTE to 1.3 FTE effective August 9, 2023, through May 31, 2024

Cervantes, Lilliana, a teacher at Parkway Heights Middle School, from 1.0 FTE to 1.2 FTE effective August 9, 2023, through May 31, 2024

Lopez-Rivas, Alberto, a teacher at Parkway Heights Middle School, from 1.0 FTE to 1.2 FTE effective August 9, 2023, through May 31, 2024

Young, Jodi, a teacher at Parkway Heights Middle School, from 1.0 FTE to 1.2 FTE effective August 9, 2023, through May 31, 2024

Appleseed, Ronnie, a teacher at South San Francisco High School, from 1.0 FTE to 1.2 FTE effective August 9, 2023, through May 31, 2024

Alima, Zaldy, a teacher at South San Francisco High School, from 1.0 FTE to 1.2 FTE effective August 9, 2023, through May 31, 2024

Ong, Kally, a Counselor at South San Francisco High School, from 1.0 FTE to 1.2 FTE effective August 9, 2023, through May 31, 2024

Flores, Daniel, a Counselor at South San Francisco High School, from 1.0 FTE to 1.3 FTE effective August 9, 2023, through May 31, 2024

Ng, Shek, a teacher at South San Francisco High School, from 1.0 FTE to 1.2 FTE effective August 9, 2023, through May 31, 2024

Skold, Carney, a teacher at South San Francisco High School, from 1.0 FTE to 1.2 FTE effective August 9, 2023, through May 31, 2024

Schurk, Jennifer, a teacher at Parkway Heights Middle School, from 1.0 FTE to 1.2 FTE effective August 9, 2023, through May 31, 2024

Vitalie, Jeffrey, a teacher at Parkway Heights Middle School, from 1.0 FTE to 1.2 FTE effective August 9, 2023, through May 31, 2024

Lindholm, Samantha, a teacher at Parkway Heights Middle School, from 1.0 FTE to 1.2 FTE effective August 9, 2023, through May 31, 2024

MEMORANDUM OF UNDERSTANDING AND AGREEMENT

Authorizes the Superintendent to enter into a partnership by and between Concordia University of Chicago and the South San Francisco Unified School District to provide fieldwork instruction through student teaching to selected students of the University teachers effective September 7, 2023, through June 30, 2026.

MASTER AGREEMENT FOR STUDENT TEACHING/OBSERVER
BETWEEN CONCORDIA UNIVERSITY CHICAGO
AND South San Francisco Unified School District

THIS MASTER AGREEMENT FOR STUDENT TEACHING (Agreement) is entered into by and between Concordia University, aka Concordia University Chicago (CUC), an Illinois not for profit corporation located at 7400 Augusta, River Forest, Illinois 60305, and the Board of Education of South San Francisco Unified School District a body politic and corporate located at (and together the Parties), effective on the date last signed below.

RECITALS

WHEREAS, CUC has student teachers/observers who are required to student teach/observe in order to complete their CUC degrees and become licensed teachers;

WHEREAS, the District is able to offer a collaborative student teaching/observation experience for eligible CUC students to further student learning and satisfy student teaching/observation requirements; and,

WHEREAS, the Parties wish to enter this agreement to provide said opportunities.

NOW, THEREFORE, in consideration of the above recitals, hereby incorporated, and the mutual promises herein, the Parties agree to the following:

A. Obligations of Both Parties.

1. Partner to establish mutually agreeable expectations for student teacher candidates and student teachers;
2. Ensure that all student teacher candidates and student teachers abide by CUC and District policies and procedures;
3. Support all student teachers in carrying out their responsibilities, including completing lesson and unit plans promptly and appropriately, participating in reflective journaling, attending all CUC-required seminars, engaging with students, faculty, and administrators in a professional manner, timely notifying appropriate persons of absences, and completing self-evaluations and other CUC requirements; and,
4. Coordinate the removal of a student teacher and termination of the placement for any willful act or omission that endangers the safety of others, any criminal or drug conviction that would preclude Illinois teacher licensure, intentional damage to District property, any illegal drug use, or any violation of CUC or District policies or rules of District schools.

B. Obligations of CUC.

1. Initiate requests with all appropriate background information for student teaching placement in sufficient time for the District to process the requests and select qualified

- cooperating teachers;
2. Ensure that student teacher candidates have met all requirements prior to initiating such requests;
 3. Provide a qualified Director of Field Experience who is a CUC employee to supervise placements;
 4. Conduct required background checks on student teacher candidates and share the results with the District so any red flags can be identified;
 5. Ensure that student teachers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice;
 6. Ensure that student teachers apply content and pedagogical knowledge;
 7. Ensure that student teachers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards;
 8. Ensure that student teachers model and apply technology standards as they design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice;
 9. Require student teachers to carry primary healthcare insurance; and,
 10. Provide proof of sufficient General Liability coverage naming the District as additional insured on a primary and non-contributory basis, including Sexual Misconduct coverage.

C. Obligations of the District.

1. Expedite the processing of student teaching applications and notify CUC through the Director of Field Experience of its decision as early as possible;
2. Ensure that, in the event of a strike or work stoppage in the District, student teachers remain neutral and do not report for any assignment;
3. Maintain sufficient General Liability coverage, including Sexual Misconduct coverage;
4. Secure the approval of the Director of Field Experience before utilizing a student teacher in any unusual manner or in any emergency situation. Student teachers may not serve as substitute teachers;
5. Provide the student teacher with a suitable workspace and facilities to perform assigned responsibilities;
6. Provide access to technology to support instruction;
7. Make available to the student teacher all appropriate student handbooks, teacher handbooks, curriculum guides, and school/district policies and procedures;
8. Direct the cooperating teacher to complete all required evaluations, reports, assessments, and/or surveys on or before the end of the student teaching assignment; and,
9. Allow the student teacher to complete the state-mandated EdTPA assessment during the student teaching assignment.

- D. Effective Date, Term, and Renewal. This Agreement is effective upon full execution by duly authorized representatives through June 30, 2026 (the Term). The Parties may renew for two additional three-year periods with written approval by authorized representatives

unless the Agreement is terminated pursuant to Section F.

- E. Amendment. The Parties may mutually agree to amend this Agreement at any time during the Term. Amendments must be in writing and signed by both Parties.
- F. Termination. Either Party may terminate this Agreement for material breach if such material breach cannot be reasonably cured within thirty (30) days of written notice. Extensions to cure may be granted by mutual agreement of the Parties. Material breach includes breach of any term, condition, representation, or warranty, or failure to perform any obligation under this Agreement.
- G. Indemnification. CUC agrees to indemnify, hold harmless, and defend the District, its Board, employees, agents, volunteers, and successors against any and all claims, losses, and expenses arising from its negligent acts or omissions in the performance of this Agreement. The District agrees to indemnify, hold harmless, and defend CUC, its Board, employees, agents, volunteers, and successors against any and all claims, losses, and expenses arising from its negligent acts or omissions in the performance of this Agreement.
- H. Confidentiality. The Parties agree to maintain strict confidentiality of all District, student, CUC, and student teacher records protected by privacy laws, including the Family Educational Rights and Privacy Act (FERPA), the Illinois School Student Records Act (ISSRA), and the General Data Protection Regulation (GDPR) if applicable.
- I. Notice. All notices under this Agreement shall be in writing and delivered personally, by overnight courier, or by certified mail, return receipt requested, and deposited in the U.S. Mail, postage prepaid. Notices shall be deemed received upon the earlier of actual receipt, one business day after deposit with overnight courier, or three days following deposit of certified mailing in the U.S. Mail.

Notices to the District shall be addressed to, and delivered at, the following address:

Notices to CUC shall be addressed to, and delivered at, the following address:

Concordia University Chicago
Attn: Legal Affairs Department
7400 Augusta Street
River Forest, IL 60305

- J. Entire Agreement, Governing Law, and Counterparts. This Agreement constitutes the entire agreement between the Parties and supersedes all prior agreements, whether written or oral. This Agreement shall be governed by the laws of the State of Illinois. This Agreement may be executed in counterparts which altogether shall constitute one Agreement.

IN WITNESS WHEREOF, the Parties, through their duly authorized representatives, have executed this Agreement as of the date last signed below.

District

Concordia University Chicago

By: _____

By: _____

Randall K. Barfield

Title : _____

Title: Chief Financial Officer

Date: _____

Date: _____

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

EMPLOYMENT

Frederick, Caroline, Health Services Technician, District Office, 7.5 hours per day, Range 28B, Step 5, effective July 31, 2023

Beas, Francisco, Campus Security, Westborough Middle School, 7.0 hours per day, Range 29B, Step 3, effective August 9, 2023.

Kater, Michelle, Library Media Assistant, Skyline Elementary School, 3.5 hours per day, Range 30B, Step 3, effective August 9, 2023.

Kozak, Cynthia, Paraprofessional I, Skyline Elementary School, 6.0 hours per day, Range 25B, Step 5, effective August 9, 2023.

Valdez, Angelique, Paraprofessional I, Ponderosa Elementary School, 6.0 hours per day, Range 25B, Step 2, effective August 9, 2023.

LaRocca, Gregory, Paraprofessional II – Special Education, Ponderosa Elementary School, 6.0 hours per day, Range 29B, Step 2, effective August 9, 2023.

Torres, Victoria, Paraprofessional II – Special Education, Buri Buri Elementary School, 6.0 hours per day, Range 29B, Step 2, effective August 9, 2023.

Maltby, Zachary, Paraprofessional II – Special Education, South San Francisco High School, 6.0 hours per day, Range 29B, Step 2, effective August 9, 2023.

Latka, Asika, Paraprofessional I – Special Education, Alta Loma Middle School, 6.0 hours per day, Range 26B, Step 1, effective August 9, 2023.

Nocedal, Astrid, Nutrition Services Assistant II, District Rover/District Office, 5.0 hours per day, Range 30H B, Step 3, effective August 9, 2023.

Ponce, Victoria, Paraprofessional I – Bilingual, South San Francisco High School, 6.0 hours per day, Range 25B, Step 4, effective August 9, 2023.

Bratcher, Khalil, Campus Security, El Camino High School, 7.0 hours per day, Range 29B, Step 3, effective August 9, 2023.

Santana, Alejandro, Skilled Maintenance Worker, District Office, 8.0 hours per day, Range 48B, Step 3, effective August 10, 2023.

Shelton, Lori, Director of Bond Program, District Office, 7.5 hours per day, Range 21N B, Step 6, effective August 14, 2023.

Ortiz Hernandez, Jose, Paraprofessional II – Special Education, Buri Buri Elementary School, 6.0 hours per day, Range 29B, Step 4, effective August 14, 2023.

King, Steve, Campus Security, Alta Loma Middle School, 7.0 hours per day, Range 29B, Step 5, effective August 14, 2023.

Salazar, Karen, Paraprofessional I, Spruce Elementary School, 6.0 hours per day, Range 25B, Step 5, effective August 21, 2023.

Antuna, Alicia, Administrative Assistant, Special Education – District Office, 7.5 hours per day, Range 37B, Step 4, effective August 28, 2023.

PROMOTION

Salas, Nicole Paraprofessional I – Special Education, Skyline Elementary School, 6.0 hours per day, Range 26B, Step 3, effective August 9, 2023.

Lamb, Lilibeth, Nutrition Services Assistant II, Ponderosa Elementary School, 6.25 hours per day, Range 30H B, Step 5, effective August 9, 2023.

RESIGNATION (TO ACCEPT A CERTIFICATED POSITION)

Mercado, Claudia, Paraprofessional I – Bilingual, South San Francisco High School, 6.5 hours per day, Range 25, Step 5, effective August 25, 2023.

RESIGNATION

Ortiz, Benjamin, Paraprofessional II – Special Education, Adult Education, 6.0 hours per day, Range 29, Step 5, effective July 31, 2023.

Dielacher, Yamila, Career Center Technician, El Camino High School, 7.0 hours per day, Range 34A, Step 5, effective August 4, 2023.

Azzaro, Tamara, Paraprofessional II – Special Education, Ponderosa Elementary School, 6.0 hours per day, Range 29, Step 5, effective September 29, 2023.

RETIREMENT

Foley, Becky, Paraprofessional II – Special Education, Parkway Height Middle School, 6.5 hours per day, Range 29A, Step 5, effective October 2, 2023.

TEMPORARY INCREASE IN HOURS

Ramirez, Elizabeth, Paraprofessional I - Bilingual, Los Cerritos Elementary School, 3.0 to 5.0 hours per day, Range 25, Step 5, effective August 9, 2023 through May 30, 2024.

Garcia, Teresa, Paraprofessional I - Bilingual, Martin Elementary School, 5.0 to 6.0 hours per day, Range 25 A, Step 5, effective August 9, 2023 through May 30, 2024.

Sanchez, Martha, Office Assistant, Martin Elementary School, 4.0 to 7.5 hours per day, Range 30, Step 5, effective August 9, 2023 through May 30, 2024.

Vieyra, Delia, Paraprofessional I – Bilingual, Martin Elementary School, 5.0 to 6.0 hours per day, Range 25 A, Step 5, effective August 9, 2023 through May 30, 2024.

Ginorio, Anthony, Campus Security, Parkway Heights Middle School, 5.0 to 6.0 hours per day, Range 29, Step 4, effective August 9, 2023 through May 30, 2024.

TEMPORARY INCREASE IN HOURS (CONTINUED)

Alvarez, Dora, Office Assistant, Ponderosa Elementary School, 4.5 to 7.5 hours per day, Range 30A, Step 5, effective August 9, 2023 through May 30, 2024.

Gomez, Sandra, Paraprofessional I - Bilingual, Ponderosa Elementary School, 3.0 to 4.0 hours per day, Range 25, Step 5, effective August 9, 2023 through May 30, 2024.

Chen, Jade, Paraprofessional I – Bilingual, Skyline Elementary School, 5.0 to 6.0 hours per day, Range 25, Step 2, effective August 9, 2023 through May 24, 2024.

Christie, Loree, Paraprofessional I – Special Education, South San Francisco High School, 6.0 to 6.5 hours per day, Range 26, Step 5, effective August 9, 2023 through May 30, 2024.

Hirsch, Kady, Paraprofessional I – Special Education, South San Francisco High School, 6.0 to 6.5 hours per day, Range 29A, Step 5, effective August 14, 2023 through May 30, 2024.

Dresser, James, Paraprofessional I – Special Education, South San Francisco High School, 6.0 to 6.5 hours per day, Range 29, Step 5, effective August 14, 2023 through May 30, 2024.

Cruz Ramirez, Jasmine, Paraprofessional I – Bilingual, Spruce Elementary School, 4.0 to 6.0 hours per day, Range 25, Step 5, effective August 9, 2023 through May 30, 2024

Meinguer, Arantxa, Paraprofessional I – Bilingual, Spruce Elementary School, 3.0 to 6.0 hours per day, Range 25, Step 5, effective August 9, 2023 through May 30, 2024.

Hernandez, Julie, Paraprofessional I – Bilingual, Spruce Elementary School, 4.0 to 6.0 hours per day, Range 25, Step 3, effective August 9, 2023 through May 30, 2024.

Estrada, Virginia, Office Assistant, Sunshine Gardens Elementary School, 3.0 to 7.5 hours per day, Range 30 A, Step 5, effective August 9, 2023 through May 30, 2024.

Gomez, Ruth, Paraprofessional I – Bilingual, Sunshine Gardens Elementary School, 4.0 to 6.0 hours per day, Range 25 A, Step 5, effective August 9, 2023 through May 30, 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: September 7, 2023

RE: Professional Services Agreements Under \$25,000

BACKGROUND:

The following Professional Service Agreements are being submitted for approval:

Superintendent

\$10,250 America's Next Talented Stars (ANTS Sports) - To provide a 13-week soccer training program to all of our school-age classrooms. Services are to be rendered on blacktop space, and/or gym as a backup on rainy days. Commencing October 2023 through January 2024.

District Office – Ed Services

\$18,000 Tsang, Vivien – Reading Intervention Coordinator and Teacher for Grades K-8. The focus will be to target reading decoding, fluency, and comprehension for students who are below the 35th percentile rank via the school adopted ELA curriculum. Commencing August 2023.

Not to Exceed \$25,000 Certified Languages – A phone interpretation service used on an as-needed basis for Special Ed. Commencing July 2023 through June 2024.

\$8,300 REED Charitable Foundation – Privately scheduled Orton-Gillingham (OG) Classroom Educator Training for twenty (20) attendees. Training will also include materials. Commencing November 13 – 17, 2023.

Not to Exceed \$20,000	Bodwin, Diane – To provide guidance and expertise in Infinite Campus. This includes HTML and SQL programming languages, data collection process and data quality control. Commencing September 2023 through June 2024.
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\$6,000	Curriculum Associates, LLC – Professional Development for the i-Ready ELA Diagnostic Assessment: Pilot Course and Pilot Tailored Support. Commencing September 2023 through February 2024.
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District Office – Business Services

\$4,776.61	Office workstation partitions for the new bond program staffing. Includes materials and installation.
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Spruce Elementary School

\$13,268	Music for Minors, Inc. – A music education service to teach the comprehensive and sequential standards based on MFM curriculum. Commencing August 2023 through May 2024.
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Not to Exceed \$25,000	Akshaya Inc. - Temporary technology staff needed from a temp agency due to shortage of staff from vacancies and medical leave.
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FISCAL IMPLICATIONS:

Listed above.

RECOMMENDATION:

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

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D. Superintendent

DATE: September 7, 2023

RE: October Community Forum Topic(s) Discussion

BACKGROUND:

In preparation for the October 19 Community forum, we wanted to give the Board an opportunity to discuss potential topics.

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

- *School safety: A review of the Big 5 Protocols and site emergency plans*
- *Equity and homework*
- *District fields*
- *Moving to district (area) elections*
- *Mental health in the District*
- *Nutrition Services (long food lines and breakfast service at middle and high schools)*
- *Facilities needs and challenges*
- *Emergency preparedness in schools and communities*

This year, given the key District priorities that the Board has identified and staff is working on implementing, it is **recommended that the Board select the Strategic Plan** for a community conversation/forum. This is the specific priority that will drive the focus over the course of the next five years and it may be a good opportunity for the Board to learn more about it and then hear feedback from the community.

FISCAL IMPLICATIONS:

NA

RECOMMENDATION:

For information and discussion only.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Resolution #23-51

HISPANIC/LATINX HERITAGE MONTH
SEPTEMBER 15 – OCTOBER 15, 2023

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

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

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

WHEREAS, this year's theme is: **"Latinos: Driving Prosperity, Power, and Progress in America."** and

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

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

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

WHEREAS, Hispanic Americans/Latinx are one of the fastest growing communities in this country and represent 62 million or 19% of U.S. residents, 40% of California's population which signifies the nation's largest Hispanic/Latinx population, 30% of the SSF population and 44% of the District's students;

NOW, THEREFORE, BE IT RESOLVED that the South San Francisco Unified School District Board of Trustees hereby recognizes and wishes to honor Hispanics and Latinos during **2023 Hispanic/Latinx Heritage Month**.

REGULARLY PASSED AND ADOPTED this 7th day of September 2023.

AYES in Favor of Said Resolution

ATTEST:

Secretary/Clerk of the Board

Superintendent of Schools

September 7, 2023

DISTRITO ESCOLAR UNIFICADO DE SUR SAN FRANCISCO

Resolución # 23-51

MES DE LA HERENCIA HISPANA/LATINX 15 de septiembre – 15 de octubre de 2023

MIENTRAS, el mes de Setiembre 15 a octubre 15 fue designado como El Mes de la Herencia Hispana/Latinx por el Congreso de Los Estados Unidos en 1988; y

MIENTRAS, Hispano, Latinx or Latino, se refiere a Puerto Riqueños, Sur o Centro Americanos, u otra cultura Hispana u origen no interesa la raza; y

MIENTRAS, Setiembre 15 fue escogido para conmemorar el aniversario de la independencia de cinco países Latinos Americanos: Costa Rica, El Salvador, Guatemala, Honduras y Nicaragua y Setiembre 16 por la independencia de Mexico; y

*MIENTRAS, este tema es: “**Latinos” Manejando Prosperidad, Poder, y Progreso en America.**” And*

MIENTRAS, el impacto de la cultura Hispana/Latinx y tradiciones centenarias son manifestadas en nuestras costumbres Californianas y leyes; y

MIENTRAS, los Hispanos Americanos/Latinx continúan haciendo contribuciones importantes con nuestra sociedad en el Gobierno Americano, negocios, agricultura, Fuerzas Armadas, comercio, educación, las artes, ciencia, y deportes; y

MIENTRAS, el Código de la Educación de California Sección 51204.5 específicamente requiere instrucción que ciencias sociales incluya el estudio del papel y contribuciones de los Mexico-Americanos, a la economía, política, y socio-desarrollo de California y la nación, con infatuación particular interpretando el papel de este grupo en la sociedad contemporánea; y

MIENTRAS, Hispanos Americanos/Latinx son unos de los grupos de la comunidad creciendo muy rápido en este país y representan 62 millones o 19% de los residentes en Los Estados Unidos, 40% de la población en California el cual significa la población más grande de Hispanos/Latinx en la nación, 30% de la población de Sur San Francisco y 44% de estudiantes en nuestro Distrito;

*AHORA, ENTONCES, ESTA YA RESUELTO que la Junta Directiva del Distrito Escolar de Sur San Francisco reconoce y desea honrar a los Hispanos y Latinos durante el **Mes de Herencia del Hispano/Latinx.***

REGULARMENTE APROVADO Y ADOPTADO este 7mo día de Setiembre 2023.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: September 7, 2023

RE: Nomination(s) for CSBA Directors-at-Large

BACKGROUND:

CSBA is currently accepting nominations for Directors-at-Large for African American, American Indian, and County. *(Note: Only County Offices of Education may submit a nomination for the Director-at-Large for the County seat.)* A board member need not be, nor identify as, a member of any particular race or ethnic group to be nominated or run for any of CSBA's Director-at-Large positions.

Nominations must be made by a CSBA member board and the nominee must be a board member from a CSBA member district. Nominating Trustees must have permission from the Board member prior to nominating her. A completed nomination form is due to CSBA no later than Friday, September 29, 2023. A nominee must also provide a signed and dated candidate form and two letters of recommendation to CSBA by the due date of Friday, October 13, 2023.

The elections will be held during CSBA's Delegate Assembly on Wednesday, November 29, 2023. The Directors-at-Large will serve two-year terms and take office immediately upon the close of CSBA's Annual Education Conference.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

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

TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Friday, September 29, 2023
Please deliver to all members of the governing board.

August 1, 2023

MEMORANDUM

TO: All CSBA Member Districts and County Offices of Education
FROM: Susan Markarian, CSBA President
SUBJECT: Call for Nominations for CSBA Directors-at-Large African American, American Indian, and County

Nominations for CSBA Directors-at-Large African American, American Indian, and County are currently being accepted through Friday, September 29, 2023. Directors-at-Large play an important role at CSBA, helping shape policy and set organizational direction.

The nominations for Directors-at-Large must be made by a CSBA member board and the nominee must be a board member from a CSBA member district or county office of education. It is important to note [Standing Rules 108 and 109](#) prior to making a nomination. SR 108 prohibits Directors from serving on state-wide boards whose organization focuses on labor, parents, special interests, or other segments of the school governance community as it is seen as a conflict of interest. SR 109 prohibits employees of CSBA from serving on the Board of Directors and Delegate Assembly.

The elections will take place at CSBA's Delegate Assembly meeting on Wednesday, November 29, 2023 at the San Francisco Hilton Union Square. Directors-at-Large serve two-year terms and take office immediately upon the close of the Association's Annual Education Conference, December 2, 2023. **All newly elected Directors should plan to attend a required orientation in San Francisco following the 3rd General Session at the Annual Education Conference on December 2.**

A valid nomination includes the following and are required to be submitted **no later than 11:59 p.m. on Friday, September 29, 2023 via online submission or emailed to nominations@csba.org.**

- **Nomination form from a member board:** A completed, signed, and dated nomination form. Member boards must secure permission before placing a name into nomination.

Nominees are required to submit the following candidate materials **by 11:59 p.m. on Friday, October 13, 2023:**

- **Candidate Form:** A signed and dated candidate form completed by the nominee.
- **Two letters of recommendation:** A one page, single-sided, letter addressed to CSBA President Susan Markarian. Recommendation letters may be from:
 - 1) A CSBA member district or county office of education (COE) board – **If the letter is signed by the Superintendent, it must state in the letter that the letter of recommendation is “on behalf of the board.”**
 - 2) An individual board member from a CSBA member district or COE board
 - 3) Another association of school or county office of education board members
- **An optional, one-page, single-sided résumé** from the nominee.

Please contact CSBA's Executive Office at nominations@csba.org should you have any questions.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: September 7, 2023

RE: New and Updated Board Bylaws and Policies - 1ST Reading/Approval

BACKGROUND:

The following Board Bylaws and Policies have been reviewed by the Board Policies and Board Bylaws Committee and are being added or updated to keep the District in compliance with Education Code and State laws.

1. BB 9150 - Student Board Members
2. BB 9320 - Meetings and Notices
3. BP 5148 - Child Care and Development
4. BP 5148.2 - Before/After School Programs
5. BP 6112 - School Day
6. BP 6143 - Courses of Study

FISCAL IMPLICATIONS:

None

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees discuss, consider any possible changes, and approve these new or updated Bylaws and Policies with the second reading waived.

PROPOSED

CSBA Sample Board Bylaw

Board Bylaws

BB 9150(a)

STUDENT BOARD MEMBERS

Note: The following **optional** Board bylaw is for use by any district maintaining one or more high schools. Pursuant to Education Code 35160, the Governing Board may, on its own authority, elect to include one or more student members on the Board. In districts that do not have a student Board member, the district's high school students may petition the Board, pursuant to Education Code 35012, to include at least one student on the Board. See section on "Petition" below for additional information regarding student petitions.

In order to enhance communication and collaboration between the Governing Board and the student body and to teach students the importance of civic involvement, the Board supports the participation of high school students in district governance.

Note: Education Code 35012 and 35120 authorize the Board to award elective course credit for service as a student Board member, as specified below.

Student Board members may, at the Board's discretion, receive elective course credit for service as a student Board member based on the number of equivalent daily instructional minutes for the student Board member's services provided. (Education Code 35012, 35120)

Note: Pursuant to Education Code 35012, student Board members are entitled to reimbursement for mileage expenses to the same extent as other members of the Board. This law does not address other travel expenses that may be incurred by student Board members related to training or to the performance of authorized services. As such, other travel expenses are not necessarily reimbursable for student Board members, except with prior Board approval.

Student Board member(s) shall be entitled to be reimbursed for mileage to the same extent as other members of the Board, but shall not receive monetary compensation for attendance at Board meetings. (Education Code 35012)

(cf. 3350 - Travel Expenses)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

A student Board member shall not be liable for any acts of the Board. (Education Code 35012)

(cf. 9323.2 - Actions by the Board)

Petition

Note: If petitioned by the district's high school students pursuant to Education Code 35012, the Board is required to include at least one student on the Board and, at its discretion, may include more than one student Board member. Districts that have already established student Board member position(s) should delete the following section.

STUDENT BOARD MEMBERS (continued)

High school students may submit a petition to the Board requesting the appointment of at least one student Board member. (Education Code 35012)

To qualify for Board consideration, the petition for student representation shall contain the signatures of **at least** 500 students or 10 percent of the number of **students** regularly enrolled **in district** high schools, whichever is less. (Education Code 35012)

Within 60 days of receiving a student petition, or at the next regularly scheduled Board meeting if no meeting is held within those 60 days, the Board shall order the inclusion of at least one student member on the Board. (Education Code 35012)

Election of Choosing Student Board Members

Note: The following section may be revised to reflect district practice. Pursuant to Education Code 35012, when student representation is established in response to a student petition, student Board members must be chosen by the students enrolled in district high school(s). It is recommended that the district apply the same process when a student Board member position is established at the Board's discretion. The following paragraph may be revised accordingly.

A student Board member shall be **chosen by** students enrolled in the district's high schools in accordance with procedures prescribed by the Board. (Education Code 35012)

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

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

(cf. 6145 - Extracurricular and Cocurricular Activities)

Note: Education Code 35012, as amended by AB 824 (Ch. 669, Statutes of 2021), authorizes the Board to adjust the term of a student Board member only when a vacancy occurs or in order to provide more students an opportunity to serve on the Board. It is recommended that any proposal to reduce the term of a student Board member be brought before the Board for consideration and that a majority vote of all Board members be required prior to reducing the term.

The term of student Board member(s) shall be one year, commencing on July 1. **However, the Board may adjust the term of a student Board member only if a vacancy occurs or in order to give more students an opportunity to serve on the Board.** (Education Code 35012)

Role and Responsibilities of Student Board Members

Note: Pursuant to Education Code 35012, student Board members have certain rights, as specified in the following section. However, student Board members are not considered to be members of the Board for purposes of the Brown Act.

STUDENT BOARD MEMBERS (continued)

Student Board members shall not be considered members of a legislative body for purposes of the Brown Act. (Education Code 35012)

A student Board member shall not be counted in determining **the vote required to carry any measure before the Board** or whether a quorum ~~of the Board~~ is in attendance **at a Board meeting**.

Student Board member(s) shall have the right to attend all Board meetings except closed sessions. (Education Code 35012)

(cf. 9321 - Closed Session)

Note: Education Code 35012 requires that student Board members receive all open meeting materials and staff briefings at the same time as other Board members. Any briefings presented to the Board must comply with Brown Act requirements.

Education Code 35012 requires that student Board members also receive all non-closed session materials given to other Board members by the district between open meetings.

All materials presented to Board members, except those related to closed sessions, shall be presented to student Board members at the same time they are presented to other Board members. Student Board member(s) shall also be invited to attend staff briefings or be provided with a separate staff briefing within the same timeframe as the briefing of other Board members. In addition, all materials given to Board members by the district between meetings, except for materials that pertain to closed session items, shall be distributed to student Board members. (Education Code 35012)

(cf. 9322 - Agenda/Meeting Materials)

Student Board member(s) shall be recognized at Board meetings as full member(s), shall be seated with other members of the Board, and shall be allowed to participate in questioning witnesses and discussing issues. (Education Code 35012)

Student Board member(s) shall be allowed to cast preferential votes on all matters except those subject to closed session discussion. *Preferential voting* means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

(cf. 9324 - Minutes and Recordings)

STUDENT BOARD MEMBERS (continued)

Note: Pursuant to Education Code 35012, the Board may adopt a resolution authorizing its student Board member(s) to make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. The following **optional** paragraph is for use by districts that have adopted a resolution granting such authority.

Student Board member(s) may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 35012)

Note: Education Code 35012 requires student Board members to be appointed to subcommittees of the Board in the same manner as other Board members, and as specified below.

Student Board members shall be appointed to subcommittees of the Board in the same manner as other Board members, **and shall** be made aware of the time commitment required to participate in subcommittee meetings and work and **of have** the right to decline an appointment. The availability of all subcommittee members, including the availability of student Board members, may be considered when scheduling subcommittee meetings. (Education Code 35012)

(cf. 9130 - Board Committees)

Note: Education Code 35012 requires that student Board members be invited to attend functions of the Board, as provided below.

Student Board members shall be invited to attend functions of the Board, such as forums, meetings with students and parents/guardians, and other general assemblies. (Education Code 35012)

Student Board Member Training

Note: The following section is **optional**. Trainings for student Board members are available through CSBA's **governance workshops and** Annual Education Conference and **other** statewide associations such as the California Association of Student Councils and California Association of Student Leaders.

The Superintendent or designee may, at district expense, provide learning opportunities to student Board members through trainings, workshops, and conferences, such as those offered

STUDENT BOARD MEMBERS (continued)

by the California School Boards Association and other organizations, to enhance their knowledge, understanding, and performance of leadership skills and their Board responsibilities.

(cf. 9240 - Board Training)

The Superintendent or designee may periodically provide information to student Board member candidates to give them an understanding of the position. Once **chosen** or appointed, incoming student Board members shall be provided an orientation designed to build knowledge of the district and an understanding of the responsibilities and expectations of the position.

(cf. 9230 - Orientation)

Alternate Student Board Member

Note: Education Code 35012 authorizes the Board to appoint a student to serve as an alternate student Board member if the Board determines that the student Board member's duties are not being fulfilled.

If the Board determines that the student Board member's duties are not being fulfilled, the Board may appoint another student to serve **out the term of the** student Board member. If an alternate student Board member is appointed, the Board shall suspend the prior student Board member's rights and privileges related to service on the Board. (Education Code 35012)

Elimination of **Student Board Member Position**

Once established, the student Board member position shall continue to exist until the Board, by majority vote of all voting Board members, approves a motion to eliminate the position. Such a motion shall be listed as a public agenda item for a Board meeting prior to the motion being voted upon. (Education Code 35012)

Legal References: (see next page)

STUDENT BOARD MEMBERS (continued)

Legal Reference:

EDUCATION CODE

33000.5 *Appointment of student member to State Board of Education*

35012 *Board members; number, election and terms; student members*

35120 *Course credit for student board members*

35160 *Authority of governing boards*

GOVERNMENT CODE

3540-3549.3 *Educational Employment Relations Act*

54950-54964 *Ralph M. Brown Act*

Management Resources:

WEB SITES

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

California Association of Student Councils: <http://www.casc.net>

California Association of Student Leaders: <http://www.caslboard.com>

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Policy Reference UPDATE Service

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CURRENT

Board Policy Manual South San Francisco Unified School District

Bylaw 9150: Student Board Members

Status: ADOPTED

Original Adopted Date: 11/18/2010

The Governing Board believes it is important to seek out and consider students' ideas, viewpoints and reactions to the educational program. In order to provide student input and involvement, the Board shall include one student Board Member(s) per semester by high school, selected in accordance with procedures approved by the Board.

The term of student Board members shall be one semester per student by high school commencing on July 1. Student Board members shall have the right to attend all Board meetings except closed sessions.

Student Board members shall be seated with regular Board members and be recognized at meetings as full members. They may participate in questioning witnesses and discussing issues and shall receive all materials presented to Board members except those related to closed sessions.

Student Board members may be reimbursed for mileage but shall not receive compensation for attendance at Board meetings.

Student Board member(s) may cast preferential votes on all matters except those subject to closed session discussion. Preferential votes shall be cast prior to the official Board vote and shall not affect the final numerical outcome of a vote. Preferential votes shall be recorded in the Board meeting minutes.

Student Board member(s) may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3.

First Reading - 9/7/2023

PROPOSED

CSBA Sample Board Bylaw

Board Bylaws

BB 9320(a)

MEETINGS AND NOTICES

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

(cf. 9321 - Closed Session)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location **as permitted by Government Code 54953**, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

Note: The Brown Act prohibits serial meetings, defined under Government Code 54952.2 as a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of district business.

This prohibition against serial meetings also applies to communications via technology. Email exchanges, chat room threads, or comments posted on a blog or social media account that result in a majority of the **Governing** Board "discussing **among themselves**" an item within the subject matter jurisdiction of the Board could result in a Brown Act violation. Pursuant to Government Code 54952.2, as amended by AB 992 (Ch. 89, Statutes of 2020), Board members may engage in separate conversations or communications with members of the public on an Internet-based social media platform that is open and accessible to the public as long as a majority of the Board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the Board and members do not comment on or use digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. Consequently, a Board member is prohibited from responding directly to any communication from other members of the Board on a social media platform regarding matters that are within the subject matter jurisdiction of the Board. See BB 9012 - Board Member Electronic Communications.

In 84 Ops.Cal.Att'y.Gen. 30 (2001), the Attorney General opined that Government Code 54952.2 prohibits a majority of the Board from sending emails to each other to develop a collective concurrence as to action to be taken by the Board even if the emails are (1) sent to the secretary and chairperson, (2) posted on the district's web site, and (3) distributed **(in a printed version)** at the next meeting. Although the Attorney General recognized that those three conditions would allow the deliberations to be conducted, to some extent, the emails were prohibited by the Brown Act because all debate would be completed

before the meeting and members of the public who did not have Internet access would be excluded from the debate.

BB 9320(b)

MEETINGS AND NOTICES (continued)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

Note: Government Code 54952.2 specifies that briefings between staff and Board members are permissible in order to answer questions or to provide information, as long as the briefing is not used to communicate the comments or position of any other Board member.

However, an employee or district official may engage in separate conversations **or communications** with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

(cf. 9012 - Board Member Electronic Communications)

Note: Government Code 54953.2 requires that all Board meetings meet the protections of the Americans with Disabilities Act (**ADA**) (42 USC 12132) and implementing regulations (28 CFR 35.160, 36.303). Such protections require the district to ensure that the meeting is accessible to persons with disabilities and, upon request, to provide disability-related accommodations, such as auxiliary aids and services. Auxiliary aids and services may include accommodations at the actual meeting, such as a sign-language interpreter, or accommodations to the supporting documentation, such as Braille translation of the agenda packet. Government Code 54954.2 requires that the agenda specify how, when, and to whom a request for accommodation should be made; see BB 9322 - Agenda/Meeting Materials.

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1, 54954.2)

Regular Meetings

Note: Education Code 35140 and Government Code 54954 **mandate** the Board to fix the time and place for its regular meetings by rule and regulation.

The Board shall hold 2 regular meeting(s) each month. Regular meetings shall be held at 7:00p.m. on the Thursday at the Baden High School Gym.

Note: Pursuant to Government Code 54954.2, the agenda for a regular meeting must be posted at least 72 hours prior to the meeting, at a location that is freely accessible to the public. Government Code 54954.2

also requires that the agenda be posted on the district's web site, if it has one. Any district that does not have a web site should delete the reference to it in the following paragraph.

BB 9320(c)

MEETINGS AND NOTICES (continued)

The Attorney General has determined in 78 Ops.Cal.Att'y.Gen. 327 (1995) that weekend hours may be counted as part of the 72-hour period for posting of the agenda prior to a regular meeting. In the same opinion, the Attorney General found that the term "freely accessible" requires that the agenda be posted in a location where it can be read by the public at any time during the 72 hours immediately preceding the meeting. For example, if a building where the agenda is posted is closed during the evening hours, the agenda must also be posted in a location accessible during evening hours, such as a lighted display case outside of the building. The Attorney General also opined in 88 Ops.Cal.Att'y.Gen. 218 (2005) that the agenda may be posted on a touch screen electronic kiosk, in lieu of a paper copy on a bulletin board, as long as the kiosk is accessible without charge to the public 24 hours a day, seven days a week.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's web site. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)

Note: Pursuant to Government Code 54957.5, the agenda must list any address where the public can inspect agenda materials that are distributed to Board members less than 72 hours before a regular meeting; see BB 9322 - Agenda/Meeting Materials. In addition, pursuant to the California Public Records Act (Government Code 6252-6270), agenda materials related to an open session of a Board's regular meeting are "public records" and are subject to the inspection of any member of the public. For a list of documents subject to disclosure by the district, see BP/AR 1340 - Access to District Records.

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose **at the time the materials are distributed to all or a majority of the Board.** (Government Code 54957.5)

(cf. 1340 - Access to District Records)

Special Meetings

Note: Education Code 35144 and Government Code 54956 allow the Board to hold special meetings to address any matter that requires timely action. For example, the Board may hold a special meeting to discuss the need for an emergency state apportionment when the district is in financial distress; see **BP** 3460 - Financial Reports and Accountability. However, pursuant to Government Code 54956, certain specified matters, as described below, may not be addressed in a special meeting.

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

(cf. 2121 - Superintendent's Contract)

MEETINGS AND NOTICES (continued)

Note: Pursuant to Government Code 54956, written notice of a special meeting may be delivered personally or by other means, including email or fax. Government Code 54956 requires any district that has its own web site to also post the notice on its web site. Any district that does not have its own web site should delete reference to it in the following paragraph.

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (**Education Code 35144**; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

Note: Government Code 54956.5 authorizes a closed session during emergency meetings, as long as two-thirds of the members present at the meeting agree on the need for the closed session or, if less than two-thirds of the members are present, by unanimous vote of the members present. See BB 9321 - Closed Session and E(1) 9323.2 - Actions by the Board.

In the case of an *emergency situation* for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An *emergency situation* means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

MEETINGS AND NOTICES (continued)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and place and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

Note: The following section is optional and may be revised to reflect district practice. Pursuant to Government Code 54954.2, the Board must still comply with the public notice requirements when holding a study session, retreat, public forum or other such meeting.

MEETINGS AND NOTICES (continued)

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 - Concepts and Roles)

(cf. 2111 - Superintendent Governance Standards)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9400 - Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

MEETINGS AND NOTICES (continued)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

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

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques

MEETINGS AND NOTICES (continued)

9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

Note: In 84 <u>Ops.Cal.Att'y.Gen.</u> 181 (2001), the Attorney General opined that a city is not required under the ADA to provide, as an accommodation for city council member with disabilities who was unable to attend a regularly scheduled meeting, a teleconference connection to the member's house where the public would not be permitted to be present. According to the Attorney General, Government Code 54953 requires that members of the public be permitted to be present at any teleconference location.
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All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

MEETINGS AND NOTICES (continued)**Teleconferencing During a Proclaimed State of Emergency**

Note: Pursuant to Government Code 54953, as amended by AB 361 (Ch. 165, Statutes of 2021), boards are authorized, until January 1, 2024, to conduct board meetings by teleconference as specified below when holding a board meeting during a proclaimed state of emergency pursuant to Government Code 8625-8629 when any of the following circumstance exist: (1) state or local officials have imposed or recommended measures to promote social distancing; (2) to determine whether, as a result of an emergency, meeting in person would present imminent risks to the health or safety of attendees; or (3) when it has been determined, as a result of an emergency, that meeting in person would impose such risks.

While a resolution is not required by law to make findings required by Government Code 54953, as amended by AB 361, CSBA offers sample resolutions available on its web site for (1) recognizing a state of emergency and authorizing teleconferenced meetings and (2) recognizing a state of emergency and re-authorizing teleconferenced meetings. CSBA recommends that if resolutions are not utilized, the motion and findings to authorize or reauthorize emergency teleconferenced meetings are included in the meeting minutes.

The Board may conduct Board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the Board directly at each teleconference location, and ensuring that at least a quorum of the Board participate from locations within district boundaries, during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. State or local officials have imposed or recommended measures to promote social distancing
2. For the purpose of determining, by majority vote, whether as the result of the emergency meeting in person would present imminent risks to the health or safety of attendees
3. When it has been determined, by majority vote as described in Item #2 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes the following requirements shall be satisfied: (Government Code 54953)

1. The notice and agenda shall be given and posted as otherwise required by the Brown Act

MEETINGS AND NOTICES (continued)

2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the Board.

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the Board directly pursuant to Government Code 54954.3

4. Members of the public shall not be required to submit public comments in advance of a Board meeting and shall be provided an opportunity to address the Board and offer comments in real time

5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed

6. If during a Board meeting a disruption occurs which prevents the district from broadcasting the meeting to members of the public or for members of the public to offer public comments, the Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

(cf. 9323.2 - Actions by the Board)

The district may, in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)

The Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either: (Government Code 54953)

1. The state of emergency continues to directly impact the ability of the Board to meet safely in person
2. State or local officials continue to impose or recommend measures to promote social distancing

MEETINGS AND NOTICES (continued)

Legal Reference:

EDUCATION CODE

- 35140 Time and place of meetings
- 35143 Annual organizational meeting, date, and notice
- 35144 Special meeting
- 35145 Public meetings
- 35145.5 Agenda; public participation; regulations
- 35146 Closed sessions in connection with a student
- 35147 Open meeting law exceptions and applications

GOVERNMENT CODE

- 3511.1 Local agency executives
- 6252-6270 California Public Records Act**
- 8625-8629 California Emergency Services Act**
- 11135 State programs and activities; prohibition of discrimination
- 54950-54963 The Ralph M. Brown Act, especially:
- 54953 Meetings to be open and public; attendance; **teleconference**
- 54954 Time and place of regular meetings
- 54954.2 Agenda posting requirements, board actions
- 54956 Special meetings; call; notice
- 54956.5 Emergency meetings

UNITED STATES CODE, TITLE 42

- 12101-12213 Americans with Disabilities Act
- CODE OF FEDERAL REGULATIONS, TITLE 28
- 35.160 Effective communications for individuals with disabilities
- 36.303 Auxiliary aids and services for individuals with disabilities

COURT DECISIONS

Garnier v. Poway Unified School District, **(S.D. Cal. September 26, 2019)** No. 17-cv-2215-W (JLB), 2019 WL 4736208

Knight First Amendment Institute at Columbia University v. Trump, **(2019)** 928 F.3d 226 **(2019)**

Wolfe v. City of Fremont, (2006) 144 Cal.App. 4th **533 54433**

ATTORNEY GENERAL OPINIONS

- 88 Ops.Cal.Atty.Gen. 218 (2005)
- 84 Ops.Cal.Atty.Gen. 181 (2001)
- 84 Ops.Cal.Atty.Gen. 30 (2001)
- 79 Ops.Cal.Atty.Gen. 69 (1996)
- 78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources: (see next page)

MEETINGS AND NOTICES (continued)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2019

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

The ABCs of Open Government Laws

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public V: A Guide to the Ralph M. Brown Act, 2016

WEB SITES

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

CSBA, GAMUT Meetings:

<http://www.csba.org/ProductsAndServices/AllServices/GamutMeetingsPolicy>

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

Institute for Local Government: <http://www.ca-ilg.org>

League of California Cities: <http://www.cacities.org>

(11/11 12/20) 12/21

Policy Reference UPDATE Service

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Current

Board Policy Manual South San Francisco Unified School District

Bylaw 9320: Meetings And Notices
Original Adopted Date: 04/28/2016

Status:
ADOPTED

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

A Board meeting exists whenever a majority of Board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

(cf. 9012 - Board Member Electronic Communications)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

Regular Meetings

The Board shall hold two regular meeting(s) each month. Regular meetings shall be held at 7:00 p.m. on the second and fourth Thursdays at the Baden High School Gymnasium.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated

for that purpose. (Government Code 54957.5) (cf. 1340 - Access to District Records)
Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the

Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

(cf. 2121 - Superintendent's Contract)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's Internet web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the

Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and

shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

A majority vote by the Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 - Concepts and Roles)

(cf. 2111 - Superintendent Governance Standards)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9400 - Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, including, but not limited to, religion, sex, or sexual orientation. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

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

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced.

The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

PROPOSED

CSBA Sample Board Policy

Students

BP 5148(a)

CHILD CARE AND DEVELOPMENT

The Governing Board desires to provide child care and development services which meet the developmental needs of children and offer a convenient child care alternative for parents/guardians in the community.

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6175 - Migrant Education Program)

The Board shall enter into a contract with the California Department of Social Services (CDSS) for the provision of child care and development services by the district.

(cf. 3312 - Contracts)

Note: The following **optional** paragraph may be revised to reflect district practice. **Welfare and Institutions Code 10480-10487, as amended and renumbered by AB 131**, establish county-level child care and development planning councils, with members selected by the County Board of Supervisors and County Superintendent of Schools, to identify local priorities for child care and to develop policies to meet identified needs.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

The Board shall approve for the district's child care and development program a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

When a district child care program is physically closed by local or state public health order due to the COVID-19 pandemic, the district shall provide distance learning when required to do so as a condition of funding or when required by law.

CHILD CARE AND DEVELOPMENT (continued)**Eligibility and Enrollment**

Child care admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the child care center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and health examination requirements. (5 CCR 18105; 22 CCR 101218)

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

(cf. 3540 - Transportation)

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

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

The Superintendent or designee shall ensure that subsidized child care is provided to eligible families to the extent that state and/or federal funding is available and in accordance with enrollment priorities **specified** in **Welfare and Institutions Code 10271** and 5 CCR 18106.

To the extent that space is available after the enrollment of children who are eligible for subsidized services, priority for admissions shall be given to district students, children of district students, and children of district employees.

A child's eligibility for transitional kindergarten enrollment shall not impact family eligibility for a childcare or preschool program. (Education Code 48000)

(cf. 5111.1 - District Residency)

(cf. 5146 - Married/Pregnant/Parenting Students)

Staffing

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications and have satisfied all legal requirements.

(cf. 1240 - Volunteer Assistance)

(cf. 4112.2 - Certification)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

CHILD CARE AND DEVELOPMENT (continued)

Facilities

Upon recommendation of the Superintendent or designee, the Board may approve any of the following for the provision of child care and development services:

1. The use of existing district facilities that have capacity
2. Renovation or improvement of district facilities to make them suitable for such services
3. Purchase of relocatable child care facilities
4. Inclusion of child care facilities in any new construction
5. Agreement with a public agency or community organization for the use of community facilities

(cf. 1330.1 - Joint Use Agreements)

(cf. 7110 - Facilities Master Plan)

The Superintendent or designee shall ensure that facilities used for child care services meet all applicable health and safety standards. (5 CCR 18020; 22 CCR 101238-101239.2)

Complaints

For a licensed child care center, any complaint alleging health and safety violations shall be referred to CDSS. (5 CCR 4611)

Any other alleged violation of state or federal laws governing child care and development programs shall be investigated and resolved using the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Program Evaluation

The Superintendent or designee shall annually conduct an evaluation of the district's child care and development services in accordance with state requirements. The results of the evaluation shall be used to develop an action plan which establishes program goals and objectives for the coming year and addresses any areas identified as needing improvement. (5 CCR 18279-18281)

(cf. 0500 - Accountability)

Legal Reference: (see next page)

CHILD CARE AND DEVELOPMENT (continued)

Legal Reference:

EDUCATION CODE

8200-8340 California State Preschool Program, especially:

8207 Administration; operation of programs; services

8482-8484.65 After-school education and safety program

8484.7-**8484.9** 21st Century community learning centers

48000 Transitional kindergarten

49540-49546 Child care food program

49570 National School Lunch program

56244 Staff development funding

HEALTH AND SAFETY CODE

1596.70-1596.895 California Child Day Care Act

1596.90-1597.21 Day care centers

120325-120380 Immunization requirements

WELFARE AND INSTITUTIONS CODE

10200-10206 Early Childhood Development Act of 2020

10207-10490 Child Care and Development Services Act, especially:

10207-10215 General provisions

10217-10224.5 Resource and referral programs

10225-10234 Alternative payment programs

10235-10238 Migrant child care and development programs

10240-10243 General child care and development programs

10250-10252 Family child care home education networks

10260-10263 Child care and development services for children with special needs

10271 Eligibility, enrollment and priority of services; physical examinations; rules and regulations

10271.5 Income eligibility

10272.5 Order of disenrollment

Legal Reference continued: (see next page)

CHILD CARE AND DEVELOPMENT (continued)

Legal Reference: (continued)

WELFARE AND INSTITUTIONS CODE (continued)

10273 Preferred placement for otherwise eligible children ages 11 or 12

10290 Fee schedule for families using preschool and child care and development services

10291 Families exempt from family fees

10315 Transfer of information to public schools

10322 Children residing in another district; use of facilities and personnel

10480-10487 Local planning councils

CODE OF REGULATIONS, TITLE 5

4610-4687 Uniform complaint procedures

18000-18434 Child care and development programs, especially:

18012-18122 General requirements

18180-18192 Federal and state migrant programs

18210-18213 Severely handicapped program

18220-18231 Alternative payment program

18240-18248 Resource and referral program

18270-18281 Program quality, accountability

18290-18292 Staffing ratios

18295 Waiver of qualifications for site supervisor

18300-18308 Appeals and dispute resolution

80105-80125 Commission on Teacher Credentialing, child care and development permits

CODE OF REGULATIONS, TITLE 22

101151-101239.2 General requirements, licensed child care centers, especially:

101151-101163 Licensing and application procedures

101212-101231 Continuing requirements

101237-101239.2 Facilities and equipment

UNITED STATES CODE, TITLE 42

1751-1769j National School Lunch Programs

9831-9852 Head Start programs

9858-9858q Child care and development block grant

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch program

CODE OF FEDERAL REGULATIONS, TITLE 45

98.2-98.93 Child care and development fund

COURT DECISIONS

CBS Inc. v. The Superior Court of Los Angeles County, State Department of Social Services, (2001) 91 Cal.App.4th 892

Management Resources: (see next page)

CHILD CARE AND DEVELOPMENT (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES PUBLICATIONS

COVID-19 Licensed Child Care Facilities and Providers (FAQs)

Child Care & Development Division FAQ

Child Care Transition: The Early Childhood Development Act of 2020

WEB SITES

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

California Association for the Education of Young Children: <http://www.caeyc.org>

California Child Development Administrators Association: <http://www.ccdaa.org>

California Department of Education, Early Education and Support Division: <http://www.cde.ca.gov/sp/cd>

California Department of Education, Early Education Management Bulletins:

<http://www.cde.ca.gov/sp/cd/ci/allmbs.asp>

California Department of Social Services: <https://www.cdss.ca.gov>

California Head Start Association: <http://caheadstart.org>

California School-Age Consortium: <http://calsac.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National Association for the Education of Young Children: <http://www.naeyc.org>

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

(7/15 6/21) 12/21

Policy Reference UPDATE Service

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Policy 5148: Child Care And Development

Original Adopted Date: 04/28/2016

The Governing Board desires to provide child care and development services which meet the developmental needs of children and offer a convenient child care alternative for parents/guardians in the community.

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6175 - Migrant Education Program)

The Board shall enter into a contract with the California Department of Education (CDE) for the provision of child care and development services by the district.

(cf. 3312 - Contracts)

The district shall work cooperatively with the Department of Education, Department of Social Services, Community Care Licensing, local child care and development planning council, public and private agencies, parents/guardians, and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback on program quality, and supply information about child care options.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

The Board shall approve for the district's child care and development program a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in Title 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

Eligibility and Enrollment

Child care admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the child care center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and health examination requirements. According to Title V and Community Care Licensing. (5 CCR 18105; 22 CCR 101218)

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

(cf. 3540 - Transportation)

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

(cf. 5141.22 - Infectious
Diseases) (cf. 5141.3 -
Health Examinations)

(cf. 5141.31 - Immunizations)

The Superintendent or designee shall ensure that subsidized child care is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8263 and 5 CCR 18106.

To the extent that space is available after the enrollment of children who are eligible for subsidized services, priority for admissions shall be given to district students, children of district students, and children of district employees.

(cf. 5111.1 - District Residency)

(cf. 5146 - Married/Pregnant/Parenting Students)

Staffing

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications and have satisfied all legal requirements. According to Title V and Community Care Licensing.

(cf. 1240 - Volunteer Assistance)

(cf. 4112.2 - Certification)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

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

(cf. 4131 - Staff

Development) (cf.

4231 - Staff

Development) (cf.

4331 - Staff

Development)

Facilities

Upon recommendation of the Superintendent or designee, the Board may approve any of the following for the provision of child care and development services:

1. The use of existing district facilities that have capacity
2. Renovation or improvement of district facilities to make them suitable for such services
3. Purchase of relocatable child care facilities
4. Inclusion of child care facilities in any new construction
5. Agreement with a public agency or community organization for the use of community facilities

(cf. 1330.1 - Joint Use Agreements)

(cf. 7110 - Facilities Master Plan)

The Superintendent or designee shall ensure that facilities used for child care services meet all applicable health and safety standards. (5 CCR 18020; 22 CCR 101238-101239.2)

Complaints

For a licensed child care center, any complaint alleging health and safety violations shall be referred to the California

Department of Social Services. For a license-exempt facility, such complaints shall be referred to the appropriate Child Development regional administrator. Any other alleged violation of state or federal laws governing child care and development programs shall be investigated and resolved using the district's procedures in BP/AR 1312.3 Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Program Evaluation

The Superintendent or designee shall annually conduct an evaluation of the district's child care and development services in accordance with state requirements. The evaluation report shall be submitted to the Board and the CDE along with an action plan which establishes program goals and objectives for the coming year and addresses any areas identified as needing improvement.

(5 CCR 18279-18281)

(cf. 0500 - Accountability)

**NEW
PROPOSED**

CSBA Sample Board Policy

Students

BP 5148.2(a)

BEFORE/AFTER SCHOOL PROGRAMS

The Governing Board desires to provide before-school and/or after-school enrichment programs that support the regular education program in a supervised environment. In order to increase academic achievement of participating students, the content of such programs shall be coordinated with the district's vision and goals for student learning, local control and accountability plan, curriculum, and academic standards.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0470 - COVID-19 Mitigation Plan)

(cf. 5147 - Dropout Prevention)

(cf. 5148 - Child Care and Development)

(cf. 6011 - Academic Standards)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

The district's program shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422, 8482.5, **46120**)

To the extent feasible, the district shall give priority to establishing before-school and/or after-school programs in low-performing schools and/or programs that serve low-income and other at-risk students.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 6020 - Parent Involvement)

Any **After School Education and Safety Program (ASES), 21st Century Community Learning Center Program (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs), or other program** to be established **pursuant to Education Code 8421, 8482.3 or 8484.75** shall be approved by the Board, Superintendent or designee and the principal of each participating school.

BEFORE/AFTER SCHOOL PROGRAMS (continued)

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's before-school and/or after-school program possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

(cf. 1240 - Volunteer Assistance)
 (cf. 4131 - Staff Development)
 (cf. 4222 - Teacher Aides/Paraprofessionals)
 (cf. 4231 - Staff Development)
 (cf. 4331 - Staff Development)

Each program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, each program may include support services that reinforce the educational component and promote student health and well-being.

(cf. 0450 - Comprehensive Safety Plan)
 (cf. 3550 - Food Service/Child Nutrition Program)
 (cf. 5030 - Student Wellness)
 (cf. 5131.6 - Alcohol and Other Drugs)
 (cf. 6142.7 - Physical Education and Activity)

Note: Education Code 8482.6 (applicable to ASES, 21st CCLC, and ELO programs) and Education Code 8422 (applicable to ASSETs programs), authorize the district to charge fees to participating families with certain exceptions as described below..

Option 1 below is for use by districts that choose not to charge family fees. Option 2 is for use by districts that will charge a permissible family fee to cover unfunded costs of the program.

A family fee may be charged to participating families based on the actual cost of services.

However, for the ASSETs program, a family fee shall be waived or reduced for families with students who are eligible for free or reduced-price meals. (Education Code 8422)

For ASES, 21st CCLC, and/or Expanded Learning Opportunities programs, no fee shall be charged for a student who is eligible for free or reduced-price meals, or a student who the district knows is a homeless youth or in foster care. In addition, family fees shall be calculated on a sliding scale that considers family income and ability to pay. (Education Code 8482.6, 46120)

(cf. 3260 - Fees and Charges)
 (cf. 3553 - Free and Reduced Price Meals)
 (cf. 6173 - Education for Homeless Children)
 (cf. 6173.1 - Education for Foster Youth)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

Note: The remainder of this policy is for use by districts that selected either Option 1 or 2 above.

The following **optional** paragraph is for use by districts with programs serving students ages 11-12 years. **Welfare and Institutions Code 10273, as renumbered by AB 131 (Ch. 116, Statutes of 2021)**, provides that the preferred placement for students ages 11-12 years is in a before-school or after-school program rather than in subsidized child care and development services. When subsidized child care services are also available, students ages 11-12 years will be eligible for subsidized child care services only for the portion of care that is not available in a before-school or after-school program. See AR 5148 - Child Care and Development.

Eligible students **who are 11 or 12 years of age** shall be placed in a before-school or after-school program, if and when available, rather than subsidized child care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child care and development services in accordance with the enrollment priorities established in AR 5148 - Child Care and Development. **(Welfare and Institutions Code 10273)**

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observations of program activities.

(cf. 0500 - Accountability)

Every three years, the Superintendent or designee shall review the after-school program plan, including, but not limited to, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years.

(cf. 3580 - District Records)

Legal Reference: (see next page)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

Legal Reference:

EDUCATION CODE

8281.5 California Prekindergarten Planning and Implementation Grant Program

8295-8305 Child development program personnel qualifications

8420-8428 21st Century After-School Program for Teens

8482-8484.65 After School Education and Safety Program

8484.7-8484.9 21st Century Community Learning Centers

17264 New construction; accommodation of before- and after-school programs

35021.3 After-school physical recreation instructors

45125 Criminal record check

45330 Paraprofessionals; instructional aides

45340-45349 Paraprofessionals; instructional aides

46120 Expanded Learning Opportunities Program

49024 Criminal background check; Activity Supervisor Clearance Certificate

49430-49434 Nutrition standards

49540-49546 Child Care Food Program

49553 Free or reduced-price meals

69430-69460 Cal Grant program

WELFARE AND INSTITUTIONS CODE

10207-10490 Child Care and Development Services Act, especially:

10273 Preferred placement for otherwise eligible children ages 11 or 12

UNITED STATES CODE, TITLE 20

6311 State plans

6314 Title I schoolwide programs

7171-7176 21st Century Community Learning Centers

UNITED STATES CODE, TITLE 42

1766-1766a Child and Adult Care Food Program

11434a Education for homeless children and youths

CODE OF FEDERAL REGULATIONS, TITLE 7

226.17 Child care center nutrition standards

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Expanded Learning Opportunities Program FAQs, October 2021

Request for Applications: 21st Century Community Learning Centers Elementary/Middle Schools, September 2020

Request for Applications: 21st Century High School After School Safety and Enrichment for Teens, September 2020

21st CCLC and ASSETs FAQs, September 2020

Quality Program Improvement Plan Instructions: Instructions for Completing a Quality Program Improvement Plan for Expanded Learning Programs in California, August 2020

A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014

Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, 2014

California After School Physical Activity Guidelines, 2009

Management Resources continued: (see next page)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

Management Resources continued:

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

21st Century Community Learning Centers, Nonregulatory Guidance, February 2003

WEB SITES

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

California Department of Education, **Expanded Learning:** <https://www.cde.ca.gov/ls/ex>

California Healthy Kids Survey: <https://chks.wested.org>

California School-Age Consortium: <http://calsac.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Partnership for Children and Youth: <http://partnerforchildren.org>

U.S. Department of Agriculture: <http://www.fns.usda.gov/cnd/care/afterschool.htm>

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

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PROPOSED

CSBA Sample Board Policy

Instruction

BP 6112(a)

SCHOOL DAY

The Governing Board shall fix the length of the school day **in accordance with** law. (Education Code 46100)

(cf. 6111 - School Calendar)

At each school, the length of the school day shall **be the same for all students, except as otherwise permitted by law. For any student with a disability, the length of the school day shall be as** specified in the student's individualized education program or Section 504 plan.

(cf. 6158 - Independent Study)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

The **daily** schedule for elementary schools shall include at least one period of recess of at least 20 minutes, **during which** students **shall be provided** supervised **opportunities to engage in unstructured** physical activity.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

In establishing the daily instructional schedule for each secondary school, the Superintendent or designee shall give consideration to course requirements and curricular demands, availability of school facilities, and applicable legal requirements.

The Board encourages flexibility in scheduling so as to provide longer time blocks or class periods when appropriate and desirable to support student learning, provide more intensive study of core academic subjects or extended exploration of complex topics, and reduce transition time between classes.

Prior to implementing a block **or alternative** schedule **that will allow** secondary students **to attend school** for fewer school days **than the total number of school days for which the school is in session**, the Board shall consult in **good faith, in an** effort to reach agreement **with the certificated and classified employees of the school**, parents/guardians of the students who would be affected by the change, and the community at large. Such consultation shall include at least one public hearing for which the Board **shall give** adequate notice to the employees and to the parents/guardians of affected students. (Education Code 46162)

(cf. 9320 - Meetings and Notices)

Legal Reference: (see next page)

SCHOOL DAY (continued)

Legal Reference:

EDUCATION CODE

8970-8974 Early primary program, including extended-day kindergarten

37202 Equal time in all schools

37670 Year-round schools

46010 Total days of attendance

46100 Length of school day

46110-46119 Kindergarten and elementary schools, day of attendance

46120 Kindergarten and elementary schools, expanded learning opportunity program

46140-46147 Junior high school and high school, day of attendance

46148 School day for middle and high school

46160-46162 Alternative schedule - junior high and high school

46170 Continuation schools, minimum day

46180 Opportunity schools, minimum day

46190-46192 Adult education classes, day of attendance

46200-46206 Minimum instructional time

48200 Compulsory attendance for minimum school day

48663 Community day school, minimum school day

48800-48802 Concurrent enrollment in community college

51222 Physical education, instructional minutes

51760-51769.5 Work experience education

52325 Regional occupational center, minimum day

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2021-22 AA & IT Independent Study FAQs, 2021

Clarifications for Student Learning in Quarantine, 2021

Conducting Individualized Determinations of Need, 2021

NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION POSITION STATEMENTS

Recess for Elementary School Students, 2006

STATE BOARD OF EDUCATION POLICY STATEMENTS

99-03 Physical Education (PE) Requirements for Block Schedules, July 2006

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Extending Learning Time for Disadvantaged Students, August 1995

WEST ED PUBLICATIONS

Full-Day Kindergarten: Expanding Learning Opportunities, Policy Brief, April 2005

WEB SITES

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

National Association for Sport and Physical Education: <http://www.aahperd.org/naspe>

State Board of Education: <http://www.cde.ca.gov/re/lr/wr/waiverpolicies.asp>

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

WestEd: <http://www.wested.org>

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Current

Board Policy Manual South San Francisco Unified School District

Policy 6112: School Day
Original Adopted Date:
08/14/2014

Status:
ADOPTED

The Governing Board shall fix the length of the school day subject to the provisions of law.

(Education Code 46100) (cf. 6111 - School Calendar)

The length of the school day shall apply equally to students with disabilities unless otherwise specified in the student's individualized education program or Section 504 plan.

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

The schedule for elementary schools shall include at least one daily period of recess of at least 20 minutes in length in order to provide students with unstructured but supervised opportunities for physical activity.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

In establishing the daily instructional schedule for each secondary school, the Superintendent or designee shall give consideration to course requirements and curricular demands, availability of school facilities, and applicable legal requirements.

The Board encourages flexibility in scheduling so as to provide longer time blocks or class periods when appropriate and desirable to support student learning, provide more intensive study of core academic subjects or extended exploration of complex topics, and reduce transition time between classes.

Prior to implementing a block schedule program in which secondary students attend class for fewer school days, the Board shall consult with the certificated and classified employees of the school in a good faith effort to reach agreement and shall also consult with parents/guardians of the students who would be affected by the change and the community at large. Such consultation shall include at least one public hearing for which the Board has given adequate notice to the employees and to the parents/guardians of affected students. (Education Code 46162) (cf. 9320 - Meetings and Notices)

PROPOSED

CSBA Sample

Board Policy

Instruction

BP 6143(a)

COURSES OF STUDY

The Governing Board recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, the Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

The district shall not provide any course separately **or require or refuse participation by any student** on the basis of **the student's actual or perceived** sex, sexual orientation, gender, **gender expression, gender identity**, ethnic group identification, **immigration status**, race, ancestry, national origin, religion, color, **or mental or physical disability, or any other characteristic listed in Education Code 200 and 220, Government Code 11135, or Penal Code 422.55, or the student's association with a person or group with one or more of such actual or perceived characteristics. (Education Code 200, 220; Government Code 11135; Penal Code 422.55; 5 CCR 4940)**

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

Elementary Grades

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary course of study.

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

COURSES OF STUDY (continued)**Secondary Grades**

The district shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. **The district's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares all students for high school graduation and career entry.** (Education Code 51228)

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

(cf. 6141.5 - Advanced Placement)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6178 - Career Technical Education)

In addition, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation. (Education Code 51224, 51228)

The Superintendent or designee shall develop a process by which courses that meet California college admission criteria (referred to as "a-g" course requirements) are submitted to the University of California for review and certification. The Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and shall make updated lists readily available. (Education Code 51229, 66204)

Legal Reference: (see next page)

COURSES OF STUDY (continued)

Legal Reference:

EDUCATION CODE

200 Educational equity

220 Prohibition of discrimination

234.1 Categorical program monitoring and prohibition of discrimination, harassment, intimidation, and bullying

234.7 Student protections relating to immigration and citizenship status

33319.3 Driver education; CDE materials on road rage

33540 Government and civics instruction in interaction with government agencies

48980 Parental notifications

49060-49079 Student records

51202 Instruction in personal and public health and safety

51203 Instruction on alcohol, narcotics and restricted dangerous drugs

51204 Course of study designed for student's needs

51204.5 Social science instruction; history of California; contributions of various groups

51210-51212 Course of study for grades 1-6

51220-**51230** Course of study for grades 7-12

51241 Exemption from physical education

51911-51921 Comprehensive health education

51930-51939 **California Healthy Youth Act** 51940 Curriculum for brain and spinal cord injury prevention

60040-60052 Requirements for instructional materials

66204 Certification of high school courses as meeting university admission criteria

GOVERNMENT CODE

7282-7282.5 Standards for responding to U.S. Immigration and Customs enforcement holds

7283-7283.2 Standards for participation in U.S. Immigration and Customs enforcement programs

7284-7284.12 Cooperation with immigration authorities

11135 Discrimination

HEALTH AND SAFETY CODE

11032 Definitions of dangerous drugs

PENAL CODE

422.55 Hate crime

CODE OF REGULATIONS, TITLE 5

430-438 Student Records

4940 Nondiscrimination; course access

10020-10043 Automobile driver education and training

10060 Physical education program

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

COURSES OF STUDY (continued)

Management Resources:

WEB SITES

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

American **Heart** Association: <https://www.heart.org>

American Red Cross, Hands-Only CPR: <https://www.redcross.org/take-a-class>

California Career Resource Network: <http://www.californiacareers.info>

California Colleges.edu: <http://www.californiacolleges.edu>

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

California State University, Admission Requirements: http://www.csumentor.edu/planning/high_school

California Student Aid Commission: <https://www.csac.ca.gov>

Federal Student Aid: <https://studentaid.gov>

University of California, a-g Course Submissions:

<https://hs-articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses>

University of California, List of Approved a-g Courses: <https://hs-articulation.ucop.edu/agcourselist>

U.S. Department of Education: <https://www.ed.gov>

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Policy Reference UPDATE Service

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Policy 6143: Courses Of Study

Original Adopted Date: 02/24/2016

The Governing Board recognizes that a well-aligned sequence of courses fosters academic progress and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school, college, and the workplace.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, he/she also shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

Elementary Grades

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary course of study.

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

Secondary Grades

The district shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. (Education Code 51228) (cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6141.5 - Advanced Placement)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6178 - Career Technical Education)

In addition, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years before graduation, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities. (Education Code 51224, 51228)

The Superintendent or designee shall develop a process by which courses that meet college admission criteria

(referred to as "a-g" course requirements) are submitted to the University of California for review and certification. He/she shall maintain an accurate list of all current high school courses that have

been so certified, shall ensure that the list is provided annually to each student in grades 9-12, and shall make updated lists readily available. (Education Code 51229, 66204)

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D, Superintendent

THRU: Eric Claybon, Child Development Program Coordinator

DATE: September 7, 2023

RE: Approval of an Educational Team Agreement for the 2023-24 school year.

BACKGROUND:

The SSFUSD Child Development Program is requesting approval of an agreement with The Education Team. The service provides qualified Before and After School teachers and paraprofessionals with the proper education and knowledge to substitute upon arrangement at the District's three DEDAP sites.

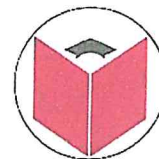
FISCAL IMPLICATIONS

The agreement, in the amount of \$50,000, will be paid using the Child Development Program, fund 12.

RECOMMENDATION

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Educational Team Contract Agreement for the fiscal year of 2023-24.

Service Agreement



THE EDUCATION
TEAM

NOTE: SIGNING THIS AGREEMENT DOES NOT OBLIGATE YOU TO USE OUR SERVICES.

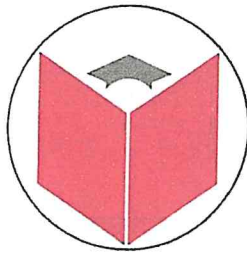
This agreement is entered into by and between **ChildCare Careers, LLC dba The Education Team** (hereafter "TET") and "Customer" (named below). TET and Customer agree as follows:

1. A four (4) hour minimum service commitment each day is required for each employee requested from TET. Customer will pay for services under four (4) hours at the four (4) hour minimum fee.
2. Customer will pay the four (4) hour minimum if a request for service from TET is cancelled within the 24 hours prior to the designated time of service. Any request for cancellation will be effective only if communicated to **The Education Team office**. Notice to the temporary personnel is not adequate.
3. Customer will verify and approve the daily hours worked by means of an authorized signature if using a paper timecard or by use of a password if using online timecards. TET will invoice Customer based on the verified and approved time worked and Customer agrees to pay said invoices.
4. Customer will promptly pay all invoices for services rendered according to the then current TET fee schedule as billed on a weekly basis. Overtime will be billed and paid at time and a half. If an invoice is not paid within 30 days of the invoice date then Customer will pay a late payment fee of 5% of the invoice amount plus a finance charge equal to the lesser of 1.5% per month or the maximum legal rate.
5. Customer will instruct and supervise the TET employee with respect to his/her responsibilities and compliance with the procedures and policies of Customer. Customer will not ask or authorize TET employee to operate any motor vehicles or administer any medication. Customer represents, warrants and agrees that Customer is, and at all times during the term of this agreement will be, in compliance with all governmental laws, rules, ordinances and regulations applicable to Customer and its business.
6. Customer acknowledges that TET has incurred considerable expense in the recruitment, screening, and training of its employees and suffers a material economic loss when they are no longer available for assignments. Should Customer hire, or in any way utilize the services of (except through TET), a current or former TET employee introduced to Customer by TET (a "Candidate") within one (1) year of the Candidate's last assignment at any Customer location, then Customer will pay TET a placement fee according to TET's then current fee schedule. Customer will notify TET in writing and pay the placement fee prior to hiring a Candidate or utilizing a Candidate's services in any way except through TET. Customer agrees that the placement fee shall be doubled if Customer fails to provide written notice prior to hiring. An employee's resignation from TET does not relieve Customer of the obligation to pay the placement fee. Placement fees are non-refundable regardless of the duration of Candidate's employment with Customer.
7. In any action or proceeding involving a dispute between TET and Customer arising out of this Agreement, the prevailing party shall be entitled to recover its costs and attorneys fees. This agreement shall be binding on the successors and assigns of the parties. This agreement may be amended only by a written agreement signed by the parties. This agreement constitutes the entire agreement between the parties with respect to the subject matter hereof. The terms of this agreement shall be deemed accepted by TET, and a binding agreement created between TET and Customer on the terms set forth herein, upon TET providing its employees to Customer.

Customer Name: South San Francisco Unified School District - Child Development Programs
Full Legal Name of Entity

By: [Signature] Title: Program Coordinator
Signature

Print Name: ERIC CLAYTON Date: 7/31/2023
Authorized Representative of Customer (Print Name)



THE EDUCATION TEAM

3440 Wilshire Blvd, Suite 1111 • Los Angeles • CA • 90010 • (855) 898-2929

Customer Billing Information

Welcome to **The Education Team**! We look forward to serving you. If you have any questions regarding our invoices please contact our billing department at 650-243-2572. Our invoices are generated timesheets are submitted by the substitute and are mailed/emailed out once per week. Invoices are due upon receipt.

Legal Business Name : SSFUSD
Street Address : 398 B St
City, State and Zip : SSF CA 94080
Federal Tax ID : 94-3083861
Date Established : _____ State of Formation: CA

Type of Entity: ☒ Public School District ☐ Charter School
(Check one) ☐ Non-Profit Independent School ☐ For-Profit Independent School
☐ Other: _____

Name of Authorized Officer: Eric Clayton
Title of Person Named Above: Program Coordinator
Approximate Total Enrollment (All Sites): 1168

Have you, any affiliates, or any entity of which you were or are an owner or an officer, ever used our services before? ☒ Yes. ☐ No.

If yes, under what name? SSFUSD - Buri Buri Child Dev. Program

ACCOUNTS PAYABLE CONTACT

Name: Garzetta Billingslea Title: _____
Phone: 650. 877. 8625 Fax: _____
Email Address: _____

FINANCE MANAGER CONTACT

Name: Ted D Title: Asst. Sup. - Bus. Services
Phone: 650. 877. 8707 Fax: _____
Email Address: td@ssfusd

INVOICE MAILING ADDRESS

Attention : _____
Company Name : SSFUSD
Street Address : 398 B St
City, State and Zip : SSF CA 94080
Would you like invoices to be sent by email? ☐ Yes ☒ No
Email Address: _____

ANY SPECIAL BILLING INSTRUCTIONS

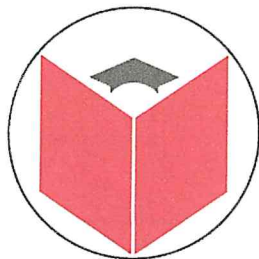
Purchase Order will be generated for payment

Signed by: Eric Clayton Title: Program Coordinator
(Print Name)
Signature: [Signature] Date: 7/31/2023

***** OFFICE USE ONLY *****

Credit Approved? ☐ Yes. ☐ No.

Approved / Denied By: _____
September 7, 2023 (Signature)



THE EDUCATION TEAM

Corporate Office: 3440 Wilshire Blvd, Suite 1111 • Los Angeles, CA • 90010
Orders: (855) 898-2929 • Inquiries: (213) 986-4718

Peninsula & South Bay Price List

***** Effective July 1, 2023 *****

Employee Category	Minimum Qualifications	Hourly Rate
• After School Teacher	• 48 semester units in any courses OR • AA Degree in any subject	36.95
• Non-Credentialed K-12 Teacher	• Bachelor's Degree in any subject OR • BA degree and CBEST or CSET OR • 30-Day Substitute Teacher Permit	43.95
• Multi-Subject Credential	• CTC issued Multiple Subject Credential	45.95
• Single-Subject Credential	• CTC issued Single Subject Credential	47.95
• Special Education Credential	• CTC issued Special Education Credential	65.95

Long-term assignments over one week in duration involving lesson planning or grading will incur a \$25 per day surcharge on each day commencing with day six.

NOTE: Prices include all payroll taxes, workers' compensation costs, benefits costs, liability insurance costs (including general, professional, employment practices and sexual misconduct liability), recruitment costs, and HR/administrative costs. There are no additional fees or taxes of any kind.

September 7, 2023

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Action

NEW CUSTOMER INFORMATION

School Name (doing business as): Buri Buri DEDAP

Full Legal Name of Entity: SSFUSD - DEDAP

Admin Address: 398 B St

City, State, Zip: SSF CA 94080

Phone: _____ Fax: _____

Type of Entity: ☒ Public School District ☐ Charter School
(Check one) ☐ Non-Profit Independent School ☐ For-Profit Independent School
☐ Other: _____

Grades Served: K-5 Total Enrollment: _____

Requirements for a substitute: After School Teacher or Higher

Requirements for a LONG-TERM substitute: Non-Cred. Teacher

Dress Code: Professional

Primary Order Contact

Name: Eric Claydon Title: Program Coordinator

Phone: 650-827-8400 Fax: 650-827-5232

Email Address: ecaydon@ssfusd.org

School Site Information

Site (Campus) Name: Buri Buri ES

Street: 325 Del Monte Ave

City, State, Zip: SSF CA 94080

Phone: 650-827-8402 Fax: 650-827-5232

Site Contact (If different than primary contact): Judy Nazzari

Title: Sr. Office Asst. Email Address: jnazzari@ssfusd.org

Directions and Parking Tips: _____

(Please attach a separate sheet for additional school sites)

***** OFFICE USE ONLY *****

Marketing Specialist Name: _____

Number of Sites: _____ Centralized Ordering: ☐ Yes ☐ No ☐ Primarily After School Program

Billing Status: ☐ Invoice (Credit/Billing Info attached) ☐ Prepay (CC Info attached) ☐ Prepay (Collect at time of order)

New vs. Existing: ☐ New Customer ☐ Dormant Existing Customer (Signed New Contract)

Notes for Placement: _____

NEW CUSTOMER INFORMATION

School Name (doing business as): SSFUSD Junipero Serra NEDAP

Full Legal Name of Entity: _____

Admin Address: 398 B St.

City, State, Zip: SSF CA 94080

Phone: _____ Fax: _____

Type of Entity: ☒ Public School District ☐ Charter School
(Check one) ☐ Non-Profit Independent School ☐ For-Profit Independent School
☐ Other: _____

Grades Served: K-12 Total Enrollment: _____

Requirements for a substitute: After School Teacher or higher

Requirements for a LONG-TERM substitute: S/A

Dress Code: Professional

Primary Order Contact

Name: Eric Claybon Title: Program Coordinator

Phone: 650. 827. 8400 Fax: 650. 877. 5232

Email Address: ecaybon@ssfusd.org

School Site Information

Site (Campus) Name: Junipero Serra ES

Street: 151 Victoria St

City, State, Zip: Daly City CA 94015

Phone: 650. 827. 8402 Fax: 650. 877. 5232

Site Contact (If different than primary contact): Judy Nazzari

Title: Sr. Office Asst. Email Address: jnazzari@ssfusd.org

Directions and Parking Tips: Street Parking

(Please attach a separate sheet for additional school sites)

***** OFFICE USE ONLY *****

Marketing Specialist Name: _____

Number of Sites: _____ Centralized Ordering: ☐ Yes ☐ No ☐ Primarily After School Program

Billing Status: ☐ Invoice (Credit/Billing Info attached) ☐ Prepay (CC Info attached) ☐ Prepay (Collect at time of order)

New vs. Existing: ☐ New Customer ☐ Dormant Existing Customer (Signed New Contract)

Notes for Placement: _____

NEW CUSTOMER INFORMATION

School Name (doing business as): SSEUSD, Skyline DEAP

Full Legal Name of Entity: _____

Admin Address: 398 B Street

City, State, Zip: SSE, CA, 94080

Phone: _____ Fax: _____

Type of Entity: ☒ Public School District ☐ Charter School
(Check one) ☐ Non-Profit Independent School ☐ For-Profit Independent School
☐ Other: _____

Grades Served: K-12 Total Enrollment: 50

Requirements for a substitute: After School Teacher or higher

Requirements for a LONG-TERM substitute: S/A

Dress Code: Professional

Primary Order Contact

Name: Eric Clayben Title: Program Coordinator

Phone: 650. 827. 8400 Fax: 650. 827. 877. 5232

Email Address: cclayben@ssfsd

School Site Information

Site (Campus) Name: Skyline 29

Street: 55 Christen Ave

City, State, Zip: Daly City CA 94015

Phone: _____ Fax: _____

Site Contact (If different than primary contact): Judy Nazzari

Title: Sr. Office Asst. Email Address: jnazzari@ssfsd.org

Directions and Parking Tips: Street Parking or designated
Child Care Staff parking space

(Please attach a separate sheet for additional school sites)

***** OFFICE USE ONLY *****

Marketing Specialist Name: _____

Number of Sites: _____ Centralized Ordering: ☐ Yes ☐ No ☐ Primarily After School Program

Billing Status: ☐ Invoice (Credit/Billing Info attached) ☐ Prepay (CC Info attached) ☐ Prepay (Collect at time of order)

New vs. Existing: ☐ New Customer ☐ Dormant Existing Customer (Signed New Contract)

Notes for Placement: _____

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: September 7, 2023

RE: Approval of the Modified 2023-24 SSFUSD Local Control Accountability Plan (LCAP)

BACKGROUND:

The Local Control Accountability Plan (LCAP) is used by school districts to provide information to all stakeholders regarding the Local Education Agency (LEA) actions, services, and expenditures in order to support student outcomes and support overall achievement. At the June 8, 2023 Board of Trustees meeting, the District Office administration provided a brief overview of the proposed LCAP goals, actions, services, and a public hearing was conducted. After receiving feedback from staff, parents, students, and community members and the San Mateo County Office of Education, modifications were made to the SSFUSD LCAP. These modifications were completed in the summer of 2023 and this 2023-24 LCAP is being brought to the SSFUSD Board of Trustees for approval at the September 7, 2023 Board meeting.

FISCAL IMPLICATIONS:

In the 2023-24 school year, SSFUSD will spend its estimated \$7,699,000 LCFF Supplemental funds on actions and services principally directed toward unduplicated student groups, by offering a variety of programs and support for English learners, low income students, and foster youth. The funds will be expended in both District-wide initiatives and site allocations beyond the LCFF-Base to support academic, behavioral, and social emotional needs of the unduplicated pupils.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the modified SSFUSD 2023-24 LCAP as presented.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: September 7, 2023

RE: Approval of Renaissance Learning Program Renewal for the 2023-24 School Year.

BACKGROUND:

SSFUSD has utilized the services of Renaissance Learning, Inc. in order to offer students online instructional support with reading and math. Our elementary sites provide this support to students in order to build their academic skills. Principals have expressed the need to continue with this program. Teachers have successfully utilized this program for over four years as an instructional resource for our students. The focus on math and reading contribute to our goal of giving our students opportunities to enhance content exposure that is both engaging and standards driven. Renewing the contract with Renaissance Learning Inc. will ensure the continuity of instructional support for our students.

FISCAL IMPLICATIONS:

Renaissance Learning Inc. will provide SSFUSD with online access to accelerated math, reading, STAR Reading, STAR Math, and Math Facts in a Flash. The subscription will be renewed and activated for the 2023-24 school year with an expiration date of September 30, 2024.

The cost for this service is \$37,487.17. Elementary sites and District general funds will be used cover the cost for services.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the renewal of Renaissance Learning Inc. in the amount of

\$37,487.17 to provide online instructional support in the areas of reading and math for the 2023-24 school year.

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

South San Francisco Unified School Dist - 732384

Reference ID: 625266

398 B St

South San Francisco, CA 94080-4423

Contact: Ted O -

Email: tedo@ssfusd.org**Quote Summary**

School Count: 7

Renaissance Products & Services Total	\$38,064.50
Applied Discounts	\$(577.33)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$37,487.17

This quote includes: Renaissance Accelerated Reader, Renaissance Accelerated Reader 360, Renaissance Star Math and Renaissance Star Reading.

To receive applicable discounts, all orders included on this quote must be received at the same time.

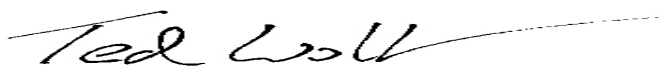
By signing below, Customer:

- acknowledges that the Person signing this Quote is authorized to do so;
- agrees that this Quote, any other quotes issued to Customer during the Subscription Period and Customer and its Authorized Users access to and use of the Products and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R62416.pdf> which are incorporated herein by reference;
- acknowledges receipt of the Notice of Renaissance's Practices Relating to Children's Online Privacy <https://docs.renaissance.com/R63870> directed to you as the school official responsible for authorizing the use of the Renaissance Products and Services in the educational context; and,
- consents on behalf of parents/legal guardians to the collection, use, and disclosure of the personal information of children under the age of 13 with respect to use of the Renaissance Products and Services, as described in Renaissance's Children's Online Privacy Notice <https://docs.renaissance.com/R63871>

To accept this offer and place an order, [please sign and return this Quote.](#)

Renaissance will issue an invoice for this Quote on the earlier of (a) the date You specify below or (b) the day before Your Subscription Period starts (Invoice Date). If You require a purchase order, You agree to provide one to Renaissance at least 15 days before the Invoice Date. You also agree to pay the invoice within 30 days of the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	South San Francisco Unified School Dist - 732384
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 8/24/2023	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Bill To:

September 7, 2023

If changes are necessary, or additional information is required, please contact your account executive Matt McGary at (559) 397-0875, Thank You.

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Action

Use your Prop 98 funding to lock in multi-year discounts on the solutions you need.

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax (TPT). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Quote Details					
South San Francisco Unified School Dist - 732384					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Data Integration Services					
Custom Data Integration Level 4 Maintenance	10/01/2023 - 09/30/2024	1	\$3,125.00	\$0.00	\$3,125.00
South San Francisco Unified School Dist Total				\$0.00	\$3,125.00

Buri Buri Elementary School - 886655					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription	10/01/2023 - 09/30/2024	214	\$10.35	\$0.00	\$2,214.90
Star Math Subscription	10/01/2023 - 09/30/2024	210	\$5.20	\$0.00	\$1,092.00
Star Reading Subscription	10/01/2023 - 09/30/2024	210	\$5.20	\$(33.60)	\$1,058.40
Platform Services					
Annual All Product Renaissance Platform	10/01/2023 - 09/30/2024	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Buri Buri Elementary School Total				\$(33.60)	\$5,115.30

Martin Elementary School - 279103					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	10/01/2023 - 09/30/2024	385	\$7.70	\$(88.55)	\$2,875.95
Star Math Subscription	10/01/2023 - 09/30/2024	385	\$5.20	\$0.00	\$2,002.00
Star Reading Subscription	10/01/2023 - 09/30/2024	313	\$5.20	\$(50.08)	\$1,577.52
Platform Services					
Annual All Product Renaissance Platform	10/01/2023 - 09/30/2024	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Martin Elementary School Total				\$(138.63)	\$7,205.47

Monte Verde Elementary School - 279031					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	10/01/2023 - 09/30/2024	460	\$7.70	\$(105.80)	\$3,436.20
Star Math Subscription	10/01/2023 - 09/30/2024	370	\$5.20	\$0.00	\$1,924.00
Star Reading Subscription	10/01/2023 - 09/30/2024	460	\$5.20	\$(73.60)	\$2,318.40
Platform Services					
Annual All Product Renaissance Platform	10/01/2023 - 09/30/2024	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Monte Verde Elementary School Total				\$(179.40)	\$8,428.60

Ponderosa Elementary School - 384082					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	10/01/2023 - 09/30/2024	290	\$7.70	\$(66.70)	\$2,166.30
Star Reading Subscription	10/01/2023 - 09/30/2024	290	\$5.20	\$(46.40)	\$1,461.60
Platform Services					
Annual All Product Renaissance Platform	10/01/2023 - 09/30/2024	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Ponderosa Elementary School Total				\$(113.10)	\$4,377.90

Skyline Elementary School - 384083					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	10/01/2023 - 09/30/2024	100	\$7.70	\$(23.00)	\$747.00
Star Reading Subscription	10/01/2023 - 09/30/2024	230	\$5.20	\$(36.80)	\$1,159.20
Platform Services					
Annual All Product Renaissance Platform	10/01/2023 - 09/30/2024	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Skyline Elementary School Total				\$(59.80)	\$2,656.20

Spruce Elementary School - 279107					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription	10/01/2023 - 09/30/2024	200	\$10.35	\$0.00	\$2,070.00
Star Reading Subscription	10/01/2023 - 09/30/2024	200	\$5.20	\$(32.00)	\$1,008.00
Platform Services					
Annual All Product Renaissance Platform	10/01/2023 - 09/30/2024	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Spruce Elementary School Total				\$(32.00)	\$3,828.00

Sunshine Gardens Elementary School - 279110					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription	10/01/2023 - 09/30/2024	130	\$10.35	\$0.00	\$1,345.50
Star Reading Subscription	10/01/2023 - 09/30/2024	130	\$5.20	\$(20.80)	\$655.20
Platform Services					
Annual All Product Renaissance Platform	10/01/2023 - 09/30/2024	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Sunshine Gardens Elementary School Total				\$(20.80)	\$2,750.70

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SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: September 7, 2023

RE: Approval of a Three-Year Collaboration Agreement between SSFUSD and Genentech for the 2023-24 through 2025-26 School Years

BACKGROUND:

Over the past decade, Genentech and SSFUSD have forged a fruitful partnership, dedicated to providing rigorous and relevant science learning opportunities to students' District-wide. In place of the previous annual Memorandum of Understanding (MOU), this collaboration agreement has been extended to ensure a sustained and impactful engagement spanning three years. Notable shifts in the collaboration agreement include:

1. **Reframing as a Collaboration:** The agreement now emphasizes a collaborative effort rather than mere consulting services.
2. **Extended Duration:** The agreement's extension to three years allows for a more substantial and lasting impact on science education.
3. **Streamlined Focus:** Irrelevant sections, such as Intellectual Property considerations, have been removed to concentrate on the core educational goals.
4. **Consolidated Responsibilities:** Both organizations have unified their responsibilities, optimizing efforts to achieve shared objectives.

Under this partnership, Genentech and SSFUSD jointly contribute to the "Program," comprising initiatives like Gene Academy (GA), Helix Cup (HC), Science Garage (SG), Job Shadow Day, Futurelab Scholarships, and In-Kind Donations.

With shared responsibilities, their "Shared Goals" encompass providing financial and material resources to support equitable science and engineering instruction, delivering premier K-12 science and engineering programming, and empowering participants to excel in science learning, literacy, and careers.

This collaborative endeavor demonstrates the unwavering commitment of Genentech and SSFUSD to enrich the learning experience, nurture scientific curiosity, and empower students in their pursuit of science and beyond. Through their combined efforts, they exemplify the power of collaboration in advancing science education and creating a brighter future for all students involved.

FISCAL IMPLICATIONS:

There are no fiscal implications for the District.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the three-year collaboration agreement for the District to continue working with Genentech for the 2023-24 through the 2025-26 school years.

COLLABORATION AGREEMENT

between

South San Francisco Unified School District

398 B Street, South San Francisco, California 94080

(hereinafter referred to as "SSFUSD")

and

Genentech USA, Inc. and its parent, Genentech, Inc., both members of the Roche Group

1 DNA Way, South San Francisco, California 94080, U.S.A.

(hereinafter collectively referred to as "Genentech")

This COLLABORATION AGREEMENT, effective as of August 8, 2023 (the "Effective Date") and terminating on June 30, 2026 (the "Termination Date"), sets forth the terms and conditions under which SSFUSD and Genentech will present and facilitate the Futurelab program (the "Agreement"). Genentech and SSFUSD are each hereafter referred to individually as a "Party" and together as the "Parties".

1. Services

SSFUSD and Genentech shall perform the activities as set forth in Appendix 1 (defined as the "Program"), attached hereto and incorporated herein by this reference.

2. Compensation

2.1 Genentech will compensate SSFUSD to the extent and in the manner set forth in Appendix 1 to this Agreement.

2.2 Indemnification:

SSFUSD agrees to indemnify, defend and hold harmless Genentech, Genentech's affiliates, directors, officers, employees and agents (the "Genentech Indemnitees") from and against any and all bodily injury, suits, claims, actions, demands, liabilities, expenses or loss resulting directly or indirectly from SSFUSD's actions under this Agreement, in each case except to the extent that such bodily injury, suits, claims, actions, demands, liabilities, expenses or loss result solely from the negligence or willful misconduct of the Genentech Indemnitees.

Genentech agrees to indemnify, defend and hold harmless SSFUSD, and SSFUSD's trustees, officers, employees and agents (the "SSFUSD Indemnitees") from and against any and all bodily injury, suits, claims, actions, demands, liabilities, expenses or loss resulting directly or indirectly from Genentech's actions under this Agreement, in each case except to the extent that such bodily injury, suits, claims, actions, demands, liabilities, expenses or loss result from the negligence or willful misconduct of the SSFUSD Indemnitees.

3. Confidentiality

3.1 Definitions:

"Genentech Confidential Information" means any information (i) disclosed by or on behalf of Genentech or its affiliates to SSFUSD, either in writing or orally, (ii) about Genentech or its affiliates and obtained by SSFUSD from a third party under an obligation not to disclose such information, (iii) created by SSFUSD for Genentech or its affiliates, or (iv) observed by SSFUSD in connection with this Agreement.

3.2 Obligations:

SSFUSD shall take precautions, to secure and protect Genentech Confidential Information from unauthorized use or disclosure. SSFUSD agrees not to use Genentech Confidential Information for any purpose. SSFUSD's obligations under this Section shall survive for a period of ten years after the termination or expiration of this Agreement. Upon any termination or

expiration of this Agreement, or if earlier requested by Genentech, SSFUSD shall either return to Genentech or destroy all copies of Genentech Confidential Information in SSFUSD's possession or control and, upon request of Genentech, confirm the destruction of such information in writing.

3.3 Publicity and Publications:

SSFUSD shall not use the name, logo or trademark of Genentech or an affiliate, or otherwise refer to Genentech, or any of its affiliates, in publicity or advertising without Genentech's prior written consent. Any proposed publication written by SSFUSD that relates to the Program must be reviewed and approved in writing by Genentech prior to submission for publication.

3.4 Privacy:

(a) In addition to the confidentiality obligations set forth in the preceding paragraphs, in the event that, as part of the Program, SSFUSD receives, observes or otherwise comes into possession of information that is protected by any applicable privacy laws, including without limitation, the Health Insurance Portability & Accountability Act of 1996 (HIPAA) in the US, the General Data Protection Regulation ("GDPR") (EU) 2016/679, the Personal Information Protection and Electronic Documents Act (PIPEDA) in Canada, and any other applicable data protection laws, SSFUSD agrees to fully comply with such laws, as they may be applicable to SSFUSD based on the Program, including without limitation, maintaining the confidentiality of any protected information, and that, whether or not such laws apply to SSFUSD based on the Program, SSFUSD will not (i) use such information other than as necessary to deliver the Program or as otherwise directed by Genentech or (ii) disclose such information to any third party, unless otherwise permitted by Genentech.

(b) SSFUSD acknowledges that Genentech intends to maintain data resulting from the Program in an internal database. By signing this Agreement, SSFUSD acknowledges Genentech's intent to maintain and process these data and thereby gives consent to the maintenance and processing of these data.

4. Representations and Warranties

4.1 SSFUSD represents and warrants to Genentech that, during the term of this Agreement:

(a) SSFUSD shall perform its activities hereunder in accordance with the appropriate professional standards and guidelines, comply with any applicable laws in connection with the Program, and shall have all rights, licenses, permits and consents necessary to deliver the Program.

(b) Neither SSFUSD nor any of its employees have been debarred, sanctioned, suspended, excluded, or otherwise declared ineligible from any state or federal agency or program or by any applicable regulatory authority. In addition, SSFUSD agrees that during the term of this Agreement, SSFUSD shall promptly notify Genentech if SSFUSD or any of its employees: (i) becomes debarred, sanctioned, suspended, excluded, or otherwise declared ineligible from any State or Federal agency or program, whether for mandatory or permissive exclusion reasons, or (ii) SSFUSD becomes the subject of a Federal or State investigation for any reason, and that, if (i) or (ii) occurs, Genentech shall have the right, but not the obligation, to terminate this Agreement immediately or at a future date determined by Genentech.

(c) The Program, and its delivery thereof, will comply with all applicable federal, state and local laws, requirements and regulations including, but not limited to, the PhRMA Code on Interactions with Healthcare Professionals, HIPAA, federal and state anti-kickback statutes and applicable FDA promotional regulations in the US, or the local equivalent where applicable.

(d) The Program will not infringe, misappropriate or otherwise violate the intellectual property or other proprietary rights of any third party.

(e) The execution and performance of this Agreement during the term will not violate the terms and conditions of any other agreement between SSFUSD and a third party or any applicable law.

5. Term and Termination

5.1 Term:

The term of this Agreement shall commence on the Effective Date and shall terminate on the Termination Date. Either Party may terminate this Agreement for any reason or no reason at all at the end of an academic school year. Either party may terminate this Agreement immediately on written notice to the other Party, if (a) the facilitation of the Program by either party would be in violation of any federal, state, provincial, or local law, (b) if any of the provisions of this Agreement are held to be illegal, invalid or unenforceable, or (c) in the event of any actual or potential conflict of interest arises. Either Party may terminate this Agreement for any material breach of this Agreement or such by the other Party, if such breach is not cured within 30 days after the non-breaching Party delivers notice of such breach to the breaching Party.

5.2 Survival:

Sections 2.2, 3, 4, 5.2 and 7 shall survive the termination of this Agreement.

6. Miscellaneous

6.1 Assignments:

This Agreement and the Program contemplated hereunder are personal to SSFUSD and shall not be assigned, delegated, transferred or subcontracted by SSFUSD without the prior written consent of Genentech and subject to applicable local laws. Any assignment, delegation, transfer, or subcontracting of this Agreement or the Program in violation of the foregoing shall be null and void. The Parties to this Agreement are independent contractors, and nothing contained in this Agreement shall be deemed or construed to create a partnership, joint venture, employment, franchise, agency or fiduciary relationship between the Parties. Except as otherwise expressly provided in this Agreement, no amendment to this Agreement shall be effective unless made in writing and executed by an authorized representative of each Party. If any of the provisions of this Agreement are held to be illegal, invalid or unenforceable, such illegal, invalid or unenforceable provisions shall be replaced by legal, valid and enforceable provisions that will achieve to the maximum extent possible the intent of the Parties, and the other provisions of this Agreement shall remain in full force and effect.

6.2 Governing Law:

This Agreement, including without limitation any provisions relating to ownership of intellectual property, shall be governed by and construed under the laws of the State of California, without regard to conflict of laws principles. The Parties hereby exclude from this Agreement the application of the United Nations Convention on Contracts for the International Sale of Goods.

6.3 Entire Agreement:

This Agreement contains the entire understanding between the Parties with respect to the Program and supersedes and terminates all prior agreements, understandings and arrangements Program the Parties with respect to such subject matter, whether written or oral. In no event shall any terms and conditions set forth in any subsequent writing or document issued by SSFUSD in connection with the Program (including terms and condition of sale) have any effect unless both Parties have agreed in writing.

6.4 Counterparts and eSignature:

This Agreement may be executed by the Parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts shall together constitute one and the same Agreement. The Parties agree that execution of this Agreement exchanging facsimile, PDF, or e-Signature (as defined below) signatures shall have the same legal force and effect as the exchange of original signatures.

Pursuant to this Agreement, e-Signatures shall mean a signature that consists of one or more letters, characters, numbers or other symbols in digital form incorporated in, attached to or associated with the electronic document, that (i) is unique to the person making the signature; (ii) the technology or process used to make the signature is under the sole control of the person making the signature; (iii) the technology or process can be used to identify the person using the technology or process; and (iv) the electronic signature can be linked with an electronic document in such a way that it can be used to determine whether the electronic document has been changed since the electronic signature was incorporated in, attached to or associated with the electronic document. The written form shall be required to make changes to this clause as well.

7. IN WITNESS WHEREOF, the Parties have caused this Agreement to be duly executed by their respective duly authorized representatives.

GENENTECH USA, INC.

South San Francisco Unified School District

By:			By:		
Name:			Name:		
Title:			Title:		
Date:			Date:		

APPENDIX 1

1. Description of the Services

SSFUSD shall work with Genentech on Gene Academy, Helix Cup, Science Garage, Job Shadow Day, Futurelab Scholarships, and In-Kind Donations (collectively, the “Program”).

Gene Academy (GA): Designed to excite elementary school students in science through an afterschool mentoring program.

Helix Cup (HC): Designed to build middle school students’ confidence in doing hands-on science.

Science Garage (SG): Designed to equip high school students with the skills they need to explore biotechnology and ignite a passion for future careers in STEM.

Job Shadow Day: Designed to expose high school students to what it’s like to work at Genentech and get excited about potential career pathways in biotechnology.

Futurelab Scholarships: Designed to remove financial barriers for graduating seniors pursuing STEM majors in college.

In-Kind Donations: Designed to support SSFUSD with technology and general supply donations.

RESPONSIBILITIES:

SSFUSD and Genentech will:

- The Parties will meet regularly and work together to achieve agreed on “Shared Goals” including:
 - Futurelab provides financial and material resources to support high-quality, equitable science & engineering instruction in SSFUSD
 - Futurelab provides premiere K-12 science & engineering programming
 - Futurelab equips all participants with the skills, knowledge, and mindset to thrive in science learning, literacy, and careers

Genentech will:

- Support SSFUSD on Program alignment with education standards (e.g. NGSS) and SSFUSD’s K-12 science curriculum.
- Create and/or purchase, and support SSFUSD to develop the content, supplies, and materials for the Program.
- Provide promotional, application/enrollment, and orientation materials, and support SSFUSD to recruit eligible students for the Program.
- Manage the selection and administration of scholarships to graduating seniors.
- Recruit, train, and manage Genentech volunteers for the Program.

- Provide Genentech facilities to host the Program.
- Fund transportation for students and teachers from their respective school sites to the Genentech campus and back to their respective schools for the Program.
- Fund snacks for all attending students for the Program.
- Support SSFUSD with teacher training and classroom preparation for the Program.
- Fund and manage the Program evaluation of participating students, teachers, and volunteers.
- Fund the fully-weighted cost of salaries and benefits, at the rates set forth in the collective bargaining agreement between SSFUSD and its certificated staff, for time spent attending Genentech-hosted events and meetings related to the Program, and/or for the time that teacher chaperones spend attending and chaperoning students to the Program, if such time is set outside contractual hours.
- Fund the fully-weighted cost of salary and benefits for a full time Teacher On Special Assignment (**TOSA**) focused on building out the biotech pathway and secondary NGSS implementation.
- Offer in-kind donations to SSFUSD of equipment and supplies as they become available, and coordinate required documentation for transfer of ownership.

SSFUSD will:

- Collaborate with Genentech to ensure all Futurelab program content aligns with Next Generation Science Standards (NGSS) and SSFUSD's K-12 science vision.
- Identify qualified staff members to provide support for the Programs, including student recruitment, attendance management, and overall program coordination.
- Identify and enroll students in Futurelab programs, ensuring their involvement and engagement in the various activities and opportunities provided.
- Support Genentech's preferred evaluator in pulling district-level data to track progress against Futurelab goals, adhering to privacy laws and regulations.
- Foster collaboration with Genentech by hosting volunteers in the classroom as needed to support Program activities, while maintaining regular communication to ensure seamless coordination of volunteer scheduling and effective implementation of the program.
- Take reasonable steps to ensure at least 80% of Program related students and teachers complete any requested program evaluation activities. (e.g. complete surveys, participate in focus groups, engage in 1:1 interviews, etc.)

- Maintain regular communication and collaboration with Genentech for scheduling and implementation of all Futurelab programs.
- Collaborate with Genentech on volunteer scheduling and implementation of all Futurelab programs.
- Support strategic partnerships, such as with Skyline College, to increase student college preparedness.
- Promote Futurelab Scholarships to students and participate in the selection process for scholarship recipients by providing committee members, vetting applicants, and coordinating finalist interviews.
- Execute donation documentation and ensure equitable distribution of technology and general supply donations throughout the district.
- Manage the distribution and collection of release forms from all participants of Futurelab programs.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: September 7, 2023

RE: Approval to Continue with Air Tutors for Tutoring Students with Disabilities in the 2023-24 School Year

BACKGROUND:

SSFUSD has been working with Air Tutors to provide high dosage tutoring for students with IEP's since June 5, 2023. This board memo is to request continuance of services for those students as well as to add more to our listing in efforts to pilot this learning recovery program. We are looking to service 135 students in the elementary grade levels, 50 for middle school and 30 in our secondary schools, totaling 215 spots for students to access tutoring services.

With Air Tutors, students are given a specific tutor where they can schedule their tutoring sessions and develop a relationship with the tutor. Air Tutors does not provide on demand tutoring but instead schedules tutoring sessions at a specific time that works for the student and tutor. The Air Tutors program has designed their platform to ensure accessibility of students with learning disabilities and who are learning English as well as built a program that centers on relationships which addresses that parent need. Air Tutors believe that if they start with this basis, then all students can access this service and learn.

FISCAL IMPLICATIONS:

The fiscal impact is approximately \$450,000 and will be paid via Local Control Accountability Plan (LCAP) Supplemental funds and/or the Learning Recovery Emergency Block grant.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the expenditure of \$450,000 to provide students with disabilities in high dosage tutoring with Air Tutors.



Tutoring for Today's Student

K-12 online tutoring expertise & personalized learning opportunities by your side, 24/7.



Your Partner in Academic Achievement

July 19, 2023

South San Francisco Unified
398 B St.
South San Francisco, CA 94080

Sabrina Yacoub

Keith Irish

Please note: This is only a proposal. Once you email your acceptance of this proposal. Air Tutors' will then provide you with a contract for signature and implementation.



<https://airtutors.org> - hello@airtutors.org



The base rate on the attached quote is summative and includes wrap-around support, such as:

- * Implementation support for district and families
- * Engagement / Attendance campaigns
- * Ongoing technical support for families and administration
- * Gathering necessary data on student achievement and academic needs
- * Tutor preparation time and post-session feedback
- * Regular reporting on student participation and achievement measures
- * Ongoing feedback and communication with all stakeholders

Service Implementation

Launching AirTutors within a school or district is easy and efficient. We are educational strategists with our partners, providing full implementation support, accountability metrics, and a tailored alignment to your curriculum and programs.



Our educator to student ratio ranges from 1:1 to 1:5. After gathering initial information, we place students in 1:1 or small group programs among peers with similar skill sets to maximize our impact.



Groupings are determined based on proficiencies (including by not limited to diagnostic testing scores, academic grades, teacher feedback), personalities, and needs. Embedded into our fully encrypted platform are adaptive-based assessments, which, combined with educator feedback, guide our student placement, and allow us to combine real-time efficacy data with targeted instruction.



Tutoring dosage (session length and frequency) is determined by district needs, availability, and budget. Our programs take place before, during (Push-In intervention), and after school hours, as well as on the weekends.

We have tutors available **seven days a week**, and while most of our tutoring sessions are scheduled, all participating students can schedule on-demand sessions as well.

Most sessions are 60 minutes in length but can be scheduled in shorter 15-minute intervals. (For example, hourly sessions can be provided in two 30-minute sessions, as sometimes deemed more effective for students' attention spans and knowledge retention particularly in early elementary grade levels.)

We engage in transparent communication throughout our work together. Reports on student usage rates and achievement are provided to the district in a metric and cadence that suits your needs.



Summary of Services

Air Tutors is your district's online partner in academic achievement. Our interactive experience developed long before the pandemic and, within the prestigious private school and boarding school arena, we polished a research-driven tutoring and mentoring service with the goal of helping all students reach their full potential with high-quality, personalized instruction.

Beyond their academic brilliance, our educators have personalities that shine through the web. We utilize novel teaching techniques that make lectures come alive for students, captivating their engagement and attention.



Delivered by tutors that are:

- ★ Carefully and intentionally matched with students
- ★ Bilingual in multiple languages
- ★ Experts with higher education degrees in the focus area
- ★ Experienced educators averaging 10 years of teaching experience
- ★ Background checked

And is delivered with:

- ★ 1:1 and/or small group tutoring instruction (up to 5 students)
- ★ Scheduling flexibility with before, during, and after school programming
- ★ Alignment to school/district curriculum and state standards
- ★ Engagement campaigns that boost attendance
- ★ Accountability reports and feedback for guardians, teachers, and administrators
- ★ Simple to launch 3-step process to implement service
- ★ An easy, intuitive, and engaging digital platform

Number of Students	135
Students per Session	2
Sessions per Week	2
Number of Weeks	30
Length of Sessions	30 Minutes
Term of Agreement	1 Year(s)

Agreement Not to Exceed \$204,000

Typically, our agreements are written with a “do not exceed” amount, as the length of sessions and number of groups are subject to change. You only pay for sessions used. Prepaid agreements are also tracked by session, so unused balances can be credited to the next agreement.



Summary of Services

Air Tutors is your district's online partner in academic achievement. Our interactive experience developed long before the pandemic and, within the prestigious private school and boarding school arena, we polished a research-driven tutoring and mentoring service with the goal of helping all students reach their full potential with high-quality, personalized instruction.

Beyond their academic brilliance, our educators have personalities that shine through the web. We utilize novel teaching techniques that make lectures come alive for students, captivating their engagement and attention.

An Air Tutors partnership provides K-12 online tutoring expertise and supplemental learning opportunities -



Delivered by tutors that are:

- ★ *Carefully and intentionally matched with students*
- ★ *Bilingual in multiple languages*
- ★ *Experts with higher education degrees in the focus area*
- ★ *Experienced educators averaging 10 years of teaching experience*
- ★ *Background checked*

And is delivered with:

- ★ *1:1 and/or small group tutoring instruction (up to 5 students)*
- ★ *Scheduling flexibility with before, during, and after school programming*
- ★ *Alignment to school/district curriculum and state standards*
- ★ *Engagement campaigns that boost attendance*
- ★ *Accountability reports and feedback for guardians, teachers, and administrators*
- ★ *Simple to launch 3-step process to implement service*
- ★ *An easy, intuitive, and engaging digital platform*

Number of Students	50
Students per Session	2
Sessions per Week	2
Number of Weeks	30
Length of Sessions	45 Minutes
Term of Agreement	1 Year(s)

Agreement Not to Exceed \$112,500

Typically, our agreements are written with a "do not exceed" amount, as the length of sessions and number of groups are subject to change. You only pay for sessions used. Prepaid agreements are also tracked by session, so unused balances can be credited to the next agreement.



Summary of Services

Air Tutors is your district's online partner in academic achievement. Our interactive experience developed long before the pandemic and, within the prestigious private school and boarding school arena, we polished a research-driven tutoring and mentoring service with the goal of helping all students reach their full potential with high-quality, personalized instruction.

Beyond their academic brilliance, our educators have personalities that shine through the web. We utilize novel teaching techniques that make lectures come alive for students, captivating their engagement and attention.

An Air Tutors partnership provides K-12 online tutoring expertise and supplemental learning opportunities -



Delivered by tutors that are:

- ★ Carefully and intentionally matched with students
- ★ Bilingual in multiple languages
- ★ Experts with higher education degrees in the focus area
- ★ Experienced educators averaging 10 years of teaching experience
- ★ Background checked

And is delivered with:

- ★ 1:1 and/or small group tutoring instruction (up to 5 students)
- ★ Scheduling flexibility with before, during, and after school programming
- ★ Alignment to school/district curriculum and state standards
- ★ Engagement campaigns that boost attendance
- ★ Accountability reports and feedback for guardians, teachers, and administrators
- ★ Simple to launch 3-step process to implement service
- ★ An easy, intuitive, and engaging digital platform

Number of Students	30
Students per Session	2
Sessions per Week	1
Number of Weeks	30
Length of Sessions	60 Minutes
Term of Agreement	1 Year(s)

Agreement Not to Exceed \$45,000

Typically, our agreements are written with a “do not exceed” amount, as the length of sessions and number of groups are subject to change. You only pay for sessions used. Prepaid agreements are also tracked by session, so unused balances can be credited to the next agreement.



AIR TUTORS CONTRACT FOR SERVICES AGREEMENT

This Air Tutors Contract for Services Agreement (the “Agreement”) made this August 2023 (“Effective Date”), by and between Air Tutors, LLC (“Air Tutors”), South San Francisco Unified School District (the “District”), (collectively “the Parties”).

(1) Statement of Services

(a) Scope of Agreement.

This Agreement contains the entire agreement and understanding with respect to the subject matter hereof and supersedes all prior agreements, proposals, negotiations, letters of intent, or other correspondence, whether written or oral, relating to the provision of Air Tutors’ services.

(b) Scope of Work.

i) Accelerated Learning Outcomes

Subject to the following terms and conditions, Air Tutors shall provide scheduled and on-demand tutoring services to students of the District (the “Services”).

Air Tutors will create small online learning communities throughout the District that are designed to reinforce current classroom topics through highly innovative small-group acceleration programs. Regardless of what school a student is enrolled in, Air Tutors will provide students with a dedicated educator focused on advancing their personal skill sets. Groups will be meticulously tailored by placing students located district-wide together based on proficiencies, personalities, and needs. As much as possible, students will be grouped together based on their enrolled school site, teacher, and academic subject for curriculum alignment.

The District will choose which school sites and academic subjects to focus on, and Air Tutors will provide special attention to English Learning students. Reclassified Fluent English Proficient and English Learning students will be grouped together with educators that can speak their native language and that have academic expertise in the subject area of focus. Students with special needs and learning differences will be placed with educators that have a track record of boosting outcomes with their unique needs.

Teachers, Counselors, and site administrators will help increase awareness about the Air Tutors program to students and parents while also specifically recommending those that would benefit most. Air Tutors will bolster their efforts through parent and student outreach with engagement occurring in each student’s native language. Air Tutors will get to know each student’s unique needs, create groupings, and provide wrap-around support for parents, teachers, and administrators. Text messages, emails, and

September 7, 2023

phone calls will increase student participation, and session reminders will encourage students to submit assignments to their tutors before their session starts.

Air Tutors staff will provide the Services for the District's entire course catalogue in, but not limited to, the following areas of study: Elementary school math, elementary school reading and fluency, executive functioning, Middle School Core Courses, Pre-Algebra, Algebra 1, Geometry, Algebra 2, Algebra 2 Honors, Financial Algebra, Pre-Calculus, Trigonometry, Probability and Statistics, AP Statistics, Astrophysics, Biology, Chemistry Honors, Chemistry, AP Chemistry, Earth and Space Science, Earth Science Honors, Marine Science, Physics, Honors Physics, AP Physics C, Physiology, Economics, Human Geography, Modern World History, Honors Modern World History, Introduction to Psychology, U.S. History, Creative Writing, English K-12.

The District is responsible for providing a list of students, the subject(s) they require tutoring in, as well as the necessary contact information when available for Air Tutors.

In addition to one-on-one tutoring, Air Tutors will provide Services to small groups of students (with no student group exceeding 5 students) when feasible per the students' and Air Tutors' time restraints. If the Services are to be rendered during the school day, to the extent to which it is possible, the District will exercise its reasonable abilities in providing as many days and timeframes for the Services for Air Tutors staffing needs as possible. If twenty (20) or more tutors are required at the same exact day and time for the Services, the District will provide Air Tutors the available days and times for the Services in a mutually beneficial timeline.

Air Tutors will align with the District's curriculum, schedule, and, as much as possible, English Learning students will be matched with tutors that speak the students' native languages.

Air Tutors will provide one (1) tutor to provide the Services per tutoring session.

(c) Staff Responsibility.

Air Tutors shall assume sole responsibility for the supervision and qualification of its staff.

(d) Staff Replacement.

If the District requests replacement of a tutor, Air Tutors will assign a new tutor to the student or small group assignment with a tutor of substantially equivalent qualifications.

(2) Payment/Consideration

(a) Budget.

i) Accelerated Learning Outcomes

The Services performed by Air Tutors shall be billed in accordance with the unit cost below.

- 1 hour of Services = \$100.00

The total budget for Services rendered pursuant to this contract is not to exceed \$292,500.00.

If this agreement is terminated by either party, the District shall pay for the value of all services rendered up through the date of termination.

(b) Billable time and Pricing.

i) Accelerated Learning Outcomes

The District agrees to pay for the Services on a biweekly basis as the Services are rendered. Purchase order total will be deducted from the biweekly payments and tracked throughout the program.

(c) Invoices.

Invoices will be generated and submitted by Air Tutors in accordance with the aforementioned timelines.

(3) Proprietary Rights

(a) Air Tutors Property.

Any ideas, concepts, know-how, techniques, sequence, or organization relating to data processing developed during the course of this Agreement by Air Tutors, or jointly by Air Tutors and the District, shall be the exclusive property of Air Tutors.

(b) Competitive Software.

Except as aforesaid, nothing in this Agreement shall be construed so as to preclude Air Tutors from developing, using, or marketing programs or other materials that may be similar and/or competitive with that prepared for the District hereunder, irrespective of whether such programs are similar or related to the programs developed under this Agreement.

(4) Warranty of Performance

(a) Standard of Performance.

Air Tutors shall exercise its reasonable efforts to provide tutors at the times and with the subject matter expertise sought by the District on an “on-demand” basis. In the event that a tutor is not available at the time or with the particular subject matter expertise desired, Air Tutors will provide such a tutor as soon as one becomes available.

(b) Disclaimer of Implied Warranties.

THE FOREGOING WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

(5) Termination

(a) Termination Rights.

Either party may terminate this Agreement upon not less than 30 business days prior written notice. Termination of this Agreement shall constitute termination of all scheduled Service Hours.

(b) Scheduled Termination.

This Agreement shall expire and self-terminate on June 30, 2024. No renewal of this contract shall be given effect absent the written consent of Air Tutors' CEO, Hasan Ali, and District representative Sabrina Yacoub.

(6) Independent Contractors

In the performance of this Agreement, Air Tutors, together with its staff, is acting as an independent contractor and not as an employee or agent of the District.

(7) Liability

(a) Limitation of Liability.

IN NO EVENT WILL AIR TUTORS BE LIABLE TO DISTRICT OR TO ANY THIRD PARTY FOR LOST PROFITS, LOST SAVINGS, OR OTHER CONSEQUENTIAL OR INCIDENTAL DAMAGES ARISING OUT OF THE DISTRICT'S USE OR INABILITY TO USE THE SERVICES RENDERED HEREUNDER, EVEN IF AIR TUTORS HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

(b) Time Limitation.

NO ACTION, REGARDLESS OF FORM, ARISING OUT OF THE TRANSACTIONS UNDER THIS AGREEMENT, MAY BE BROUGHT BY EITHER PARTY MORE THAN TWO (2) YEARS AFTER THE CAUSE OF ACTION HAS OCCURRED, EXCEPT THAT AN ACTION FOR NON-PAYMENT MAY BE BROUGHT WITHIN TWO (2) YEARS OF THE DATE OF LAST PAYMENT.

(8) General Provisions

(a) Discrimination.

Air Tutors will not knowingly discriminate against any employees or applicants for employment in connection with the Services because of race, creed, color, natural origin, sex, or age.

(b) Exclusive Remedies.

District's remedies in this Agreement are exclusive.

(c) Entire Agreement/Assignment.

This Agreement: (i) is the complete and exclusive statement of the agreement between the parties which supersedes all proposal oral or written and all other communications between the parties relating to the subject of this Agreement; and (ii) may not be assigned, sublicensed, or otherwise transferred by District

without the prior written consent of Air Tutors, but its terms and conditions shall extend to and bind any permitted successor or assign.

(d) Governing Law.

This Agreement shall be governed by the laws of the State of California.

(e) Severability.

The failure by either party at any time to require performance of the other party of any provision of this Agreement shall in no way affect the right of such party thereafter to enforce the same provision, nor shall the waiver by either party of any breach of any provision hereof be taken or held to be a waiver of any succeeding breach of such provision, or as a waiver of the provision itself. Should any portion of this agreement be found to be unenforceable, the remainder of the Agreement shall remain in force and interpreted as omitting the portion deemed unenforceable.

(g) Titles.

The section headings in this Agreement are for convenient reference only and shall be given no substantive or interpretive effect.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement by their duly authorized representatives.

AIR TUTORS, LLC

DATED 08/02/2023



By: Hasan Ali, CEO

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

DATED _____

By: Ted O, Assistant Superintendent of Business Services

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: September 7, 2023

RE: Approval of SSFUSD Health, Science, and Social Studies Courses in Alignment with **AB 181** - A New Diploma Option for Students with Disabilities

BACKGROUND:

As part of the 2022 California Education Budget Trailer Bill (AB 181) and effective June 30, 2022, Section 51225.31 was added to the Education Code which established a new high school diploma pathway exclusively for students with significant cognitive disabilities in alignment with the federal Every Student Succeeds Act ("ESSA") (20 U.S.C. § 7801(23)(A)(ii)(I)(bb)). Now, qualifying students who currently do not have a pathway to a diploma and who take the California Alternate Assessments ("CAA"), may obtain a diploma of graduation from high school if they meet the State's minimum coursework requirements (based on the alternate achievement standards). As set forth in Section 51225.31, please note that LEAs must accordingly exempt qualifying students from any additional local diploma requirements.

This new Section 51225.31 diploma is not the same as a regular high school diploma. As such, its award does not change an LEA's obligation to provide a Free Appropriate Public Education (FAPE) to eligible students and does not constitute a change in placement like the award of a regular high school diploma would. Students awarded a Section 51225.31 diploma must be permitted to participate in graduation ceremonies and activities with peers of similar age but such participation does not end their right to a FAPE.

In order to ensure compliance with this new law, before a student commences grade 10, the student's IEP team must determine and notify the student's parent or guardian whether the student may be eligible to graduate with a high school

diploma under Section 51225.31. In order to be eligible for a Section 51225.31 diploma, the student's IEP must accordingly provide that:

- a) The pupil is required to take the CAA in grade 11; and
- b) The pupil is required to complete state standards-aligned coursework meeting the California statewide minimum coursework requirements specified in Section 51225.3.

As enacted, it is important to remember that this new diploma pathway will only apply to a narrow subgroup of students with significant cognitive disabilities who take the CAA, and who have taken or plan to take the Statewide coursework minimum requirements for graduation (modified to alternative achievement standards). SSFUSD utilizes the CDE's Alternate Assessment IEP Team Guidance to assist in appropriately identifying students for alternate assessments, a preliminary requirement to a Section 51225.31 diploma. This can be found here: <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>. By example, according to CDE's Alternate Assessment IEP Team Guidance, an IEP team's determination that a student has a specific learning disability will rule out the student for consideration as being identified as cognitively impaired for purposes of the CAA. Accordingly, such students would not be eligible for a Section 51225.31 diploma.

Additional considerations for LEAs include adherence to the ESSA's 1% cap for students taking the CAA, as those exceeding this threshold may be subject to enhanced monitoring, and recognition that even if a student does take the CAA, if they take a functional curriculum rather than courses meeting Statewide minimum requirements, they will not qualify for a Section 51225.31 diploma.

This memo is to adopt Social Studies and Science courses under AB 181 to meet the requirements for a diploma for students in classes adapted to meet the needs of those who would traditionally be on a certificate of completion path and take the CA alternative assessments. These course proposals are listed on the following page. These adoptions would complete the course pathway as documented below, in order to meet the requirements under AB 181 for students to receive a diploma.

FISCAL IMPLICATIONS:

No fiscal implications. Curriculum, materials, and staffing already in place.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve these course proposals to meet the requirements under AB 181 for a Special Education diploma for eligible students.

Min requirements for State Diploma (130 credits)	Adapted Courses aligned to meet requirements of AB181 being requested for board adoption
Three courses in English	Board approved on (date)
Two courses in mathematics, including one year of Algebra I (<i>EC</i> Section 51224.5)	Board approved on (date)
Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics	<u>Foundations of World History</u> <u>Foundations of US History</u> <u>Foundations of US Govt / Foundations of Econ 1</u>
Two courses in science, including biological and physical sciences	<u>Foundations of Biology</u> <u>Foundations of Biology 2</u> (elective) <u>Foundations of Earth Science</u> <u>Foundations of Earth Science 2</u> (elective)
Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of <i>EC</i> Section 51241	Students are mainstreamed for PE
One course in visual or performing arts, world language, or commencing with the 2012-13 school year, career technical education.	Students are mainstreamed for this requirement

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: J. Marwan Hannon, Assistant Superintendent, Human Resources
and Student Services
Ted O, Assistant Superintendent – Business Services

DATE: September 7, 2023

RE: Approval of Updated Salary Schedules for Bond Accounting
Manager and Bond Construction Project Manager

BACKGROUND:

At the November 8, 2022 election, South San Francisco Unified School District successfully passed a \$436 million General Obligation Bond (Measure T). In order to implement this large and important bond program, the District needs to hire qualified staff to manage these funds and to provide good oversight of the numerous construction projects to ensure the funds are used efficiently and effectively. A Bond Accounting Manager and a Bond Construction Project Manager are needed. These are temporary positions that will be paid from the bond funds and will be discontinued once the bond program is completed, or the bond funds are depleted.

In order to get the most qualified staff for these positions, SSFUSD needs to update the salary schedules for the Bond Accounting Manager and Bond Construction Project Manager positions. Staff have reviewed similar positions in other districts to determine the current competitive salary amounts.

On August 21, 2023, the District's Personnel Commission approved the following updated salary schedules for these two positions.

FISCAL IMPLICATIONS:

The salary ranges for the bond positions are as follows:

Bond Program Accounting Manager

Step	1	2	3	4	5
Salary	\$104,422.50	\$109,063.50	\$114,075.00	\$119,223.00	\$124,605.00

Bond Construction Project Manager

Step	1	2	3	4	5
Salary	\$130,006.50	\$135,856.50	\$141,979.50	\$148,356.00	\$155,044.50

These are temporary positions and will be paid for by the Bond Funds (Fund 21).

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the updated salary schedules of the Bond Program Accounting Manager and the Bond Construction Project Manager as presented.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: J. Marwan Hannon, Assistant Superintendent, Human Resources
and Student Services
Ted O, Assistant Superintendent – Business Services

DATE: September 7, 2023

RE: Approval of New Garbage Hauler/Custodian Position and Job Description.

BACKGROUND:

To help reduce harmful greenhouse gas emissions that contribute to climate change, California passed Senate Bill (SB) 1383. This new law went into effect beginning January 1, 2022 and requires schools to keep compostable and recyclable material out of the landfills. Due to the pandemic, districts have until January 1, 2024 to be in compliance with the law or face fines by local governments.

Staff in the Facilities Department has been working with the San Mateo County Office of Education Environmental Literacy and Sustainability Initiative to implement a district-wide recycling program to be in compliance with this new law. In order to implement this program, the District needed to create a new position called Garbage Hauler/Custodian.

Staff have prepared a job description for this new position and shared it with CSEA. The District and SSFUSD CSEA Chapter 197 has agreed on the creation of this new classification and signed a MOU dated August 25, 2023. Staff will be taking this to the Personnel Commission for approval after the Board approves.

FISCAL IMPLICATIONS:

The salary range for this position is 36, which is the same as Custodian II, Pool Maintenance Technician, and Warehouse Worker/Delivery Driver. The hourly rates are as follows:

Range	Classification		1	2	3	4	5
36	Custodian II Pool Maintenance Technician Warehouse Worker/Delivery Driver	A	\$25.76	\$27.08	\$28.39	\$29.84	\$31.31
		B	\$27.11	\$28.45	\$29.87	\$31.36	\$32.93

This position will be paid for from the Facilities Department funds.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the new classified Garbage Hauler/Custodian position and job description to implement a District-wide recycling program and be in compliance with a new law which requires schools to keep compostable and recyclable material out of the landfills

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

CLASS TITLE: GARBAGE HAULER/CUSTODIAN

BASIC FUNCTION:

Under the direction of the Custodial Supervisor, the Garbage Hauler/Custodian performs a variety of tasks in the collection of garbage, recycle and compostable waste from facilities owned by the district and assists with custodial activities as needed to assure a clean, healthy, and safe environment for students, staff and visitors. Responsibilities also include planning, scheduling, and heavy equipment operation, including driving and operating a refuse collection vehicle.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- Drives refuse collection vehicle, collecting refuse along an assigned route and emptying contents of trash cans and/or collection bins.
- Schedules and completes garbage routes and transports garbage and other recycling materials to a landfill site.
- Maintain refuse collection vehicle by regular cleaning and washing, including inspecting for mechanical or other operating problems, report mechanical or related problems for maintenance.
- Perform routine custodial duties at an assign site or facility, including sweep, scrub, mop, strip, wax and polish floors, vacuum rugs and carpets in classrooms, offices and other work areas, spot clean and shampoo rugs.
- Clean and disinfect drinking fountains and restrooms facilities, including sinks, toilets, and urinals; stock dispensers with towels, soap, toilet paper and other items; clean mirrors, tile and windows, unclog drains and toilets.
- Replace screws, light bulbs and tubes; clean chalkboards, chalk trays and erasers; prepare and clean tables, chairs when required.
- Lock and unlock doors, gates and windows as appropriate, turn lights on and off as needed; maintain security of assigned areas according to established guidelines; set alarms as appropriate.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Materials, tools and equipment used in modern custodial work.
Basic methods of cleaning floors, carpets, blackboards, walls and fixtures.
Proper methods of storing equipment, materials, and supplies.
Requirements of maintaining District buildings in a safe, clean and orderly condition.
Appropriate safety precautions and procedures.
Proper lifting techniques.

ABILITY TO:

Learn refuse collection techniques and to operate refuse collection vehicles and equipment.
Perform routine custodial activities at an assigned District facility.
Maintain District buildings and adjacent grounds in a clean, orderly, and secure condition.
Use cleaning materials and equipment in a safe and efficient condition.
Move and arrange furniture and equipment as needed.
Observe and report safety hazards and need for maintenance and repair.
Perform minor non-technical repairs.

Observe health and safety regulations.
Meet schedules and timelines.
Communicate clearly and concisely, both orally and in writing.
Establish and maintain effective working relationships with those contacted in the course of work.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Sufficient training and experience to demonstrate the know and abilities listed above.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license and proof of current California auto liability insurance at time of appointment, and throughout employment in this classification.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and outdoor work environment.
Regular exposure to fumes, dust, and odors.

PHYSICAL DEMANDS:

Sit, stand, lift, and walk for extended periods of time.
Carrying, lifting, pushing, or pulling moderately heavy objects.
Bending at the waist, kneeling, or crouching.
Reaching overhead, above shoulders and horizontally.
Climbing ladders and working from heights to replace light bulbs, dusk assigned areas, etc.
Ability to lift up to 70 pounds.
Must have clarity of vision, three-dimensional vision, precise hand-eye coordination, and ability to identify and distinguish colors.

HAZARDS:

Exposure to various cleaning agents and chemicals. Working on ladders.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: September 7, 2023

RE: Adoption of Resolution No. 23-52, Certifying the Actual Gann Limit for 2022-23 and Estimated Gann Limit for 2023-24

BACKGROUND:

Education Code Section 42132 requires that, on or before September 15 of each year, the governing board of each school district adopt a resolution to identify the estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal. This resolution must be adopted at a regular or special meeting of the governing board.

The Gann Limit (named for Paul Gann, the author of Proposition 4, which amended the State Constitution to establish this limit) is intended to constrain the growth in state and local government spending by linking year-to-year changes in expenditures to changes in inflation (represented by per capita personal income) and population (represented by average daily attendance (ADA) for schools). Established in 1979 following the enactment of Proposition 13 and subsequently amended by Proposition 111, the Gann Limit has become a largely pro forma calculation that no longer constrains governmental expenditures. This is because the limit has grown significantly faster than appropriations subject to the limit.

The state's Standardized Account Code Structure (SACS) software includes the Gann Limit calculation. The software includes the statewide factor for per capita personal income change, but each district will have to enter the workload factor, which is the change in ADA from prior year to current year. The combination of these factors yields the change in the district's Gann Limit.

Perhaps the easiest way to understand this calculation is to envision the dollar amount of the district's Gann Limit as a box. For example, if the current year Gann Limit is \$50 million, picture a box that can hold \$50 million. First, put into

this box local property taxes that count toward the Local Control Funding Formula (LCFF) sources, as well as an appropriate portion of the district's interest income. Next, pour all of the district's unrestricted state aid into this box. Under state law, the amount of state aid that fills up the box counts toward the district's Gann Limit, which the amount that overflows the box counts toward the state's Gann Limit (Government Code Section (G.C.) 7906). In addition, all state aid for categorical programs always counts toward the state Gann Limit.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees adopt Resolution No. 23-52, certifying the actual Gann Limit for 2022-23 and the estimated Gann Limit for 2023-24.

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Action

California Dept of Education
SACS Financial Reporting Software - SACS V6.1
File: GANN_District, Version 3

Unaudited Actuals
Fiscal Year 2022-23
School District Appropriations Limit Calculations

South San Francisco Unified
San Mateo County

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
9. Penalties and Int. from Delinquent Taxes (Object 8046)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	33,890,555.51		33,890,555.51	27,500,000.00		27,500,000.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	121,699,016.23	0.00	121,699,016.23	117,878,321.29	0.00	117,878,321.29
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	121,699,016.23	0.00	121,699,016.23	117,878,321.29	0.00	117,878,321.29
EXCLUDED APPROPRIATIONS						
19a. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			0.00			0.00
19b. Qualified Capital Outlay Projects						
19c. Routine Restricted Maintenance Account (Fund 01, Resource 8150, Objects 8900-8999)	4,383,300.00		4,383,300.00	4,585,545.00		4,585,545.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)	4,383,300.00		4,383,300.00	4,585,545.00		4,585,545.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LOFF - CY (objects 8011 and 8012)	4,911,754.00		4,911,754.00	5,794,465.00		5,794,465.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	280.00		280.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	4,912,034.00	0.00	4,912,034.00	5,794,465.00	0.00	5,794,465.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	167,683,222.65		167,683,222.65	150,274,079.46		150,274,079.46
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	(713,583.23)		(713,583.23)	944,075.60		944,075.60

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
D. APPROPRIATIONS LIMIT CALCULATIONS PRELIMINARY APPROPRIATIONS LIMIT 1. Revised Prior Year Program Limit (Lines A1 plus A6) 2. Inflation Adjustment 3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places) 4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3) APPROPRIATIONS SUBJECT TO THE LIMIT 5. Local Revenues Excluding Interest (Line C18) 6. Preliminary State Aid Calculation Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero) a. than Line C26 or less than zero b. Maximum State Aid in Local Limit (Lesser of Line C28 or Lines D4 minus D5 plus C23; but not less than zero) c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b) 7. Local Revenues in Proceeds of Taxes Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c]) a. plus D6c) b. Total Local Proceeds of Taxes (Lines D5 plus D7a) 8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero) 9. Total Appropriations Subject to the Limit a. Local Revenues (Line D7b) b. State Subventions (Line D6) c. Less: Excluded Appropriations (Line C23) d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c) 10. Adjustments to the Limit Per Government Code Section 7902.1 (Lines D9d minus D4) SUMMARY 11. Adjusted Appropriations Limit (Lines D4 plus D10) 12. Appropriations Subject to the Limit (Lines D9d)	2022-23 Actual			2023-24 Budget		
			102,530,968.14			117,469,586.60
			1.0755			1.0444
			0.9797			0.9801
			108,033,533.49			120,243,800.04
			121,699,016.23			117,878,321.29
			867,453.60			850,174.80
			0.00			5,794,465.00
			867,453.60			5,794,465.00
			(713,583.23)			781,868.73
			120,985,433.00			118,660,190.02
			867,453.60			5,794,465.00
			4,383,300.00			
			117,469,586.60			
			9,436,053.11			
			117,469,586.60			120,243,800.04
			117,469,586.60			

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Action

RESOLUTION FOR ADOPTING THE “GANN” LIMIT
#23-52
South San Francisco Unified School District

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called “Gann Limits,” for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2022-23 fiscal year and a projected Gann Limit for the 2023-24 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law; and,

WHEREAS, Government Code Section 7902.1 provides that school districts may increase their Gann Limits under specified circumstances;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2022-23 and 2023-24 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2022-23 and 2023-24 fiscal years include an increase of \$9,406,246.81 to the 2022-23 Gann Limit pursuant to the provisions of Government Code Section 7902.1;

AND BE IT FURTHER RESOLVED that the Superintendent notifies the Director of the State Department of Finance of the increase to the 2022-23 Gann Limit;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2022-23 and 2023-24 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

REGULARLY passed and adopted this 7th day of September, 2023.

AYES _____ NOES _____ ABSENT _____ ABSTAINED _____

Secretary

President

Date Approved/Filed

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: September 7, 2023

RE: Approval of Cost Accounting & Tracking Program Services with Key Analytics, a Division of California Financial Services, Inc.

BACKGROUND:

One of the most important elements of the new Measure T Bond Program is to set up and use a comprehensive multi-year, multi-fund, cost accounting and expenditure tracking system for the bond funds.

The District issued an RFQP for Cost Accounting & Tracking Program services on June 22, 2023. The RFQP contained the scope of services requested, timing of services, and evaluation criteria for the best value selection. It was circulated to three major firms providing these services for school districts in California. Colbi Technologies, Capital Program Management, and Key Analytics submitted Statements of Qualifications and Proposals on July 6, 2023. Interviews and a demonstration were held on August 25, 2023 with the two firms which provided services most consistent with the District's requirements.

After the interview and demonstration, the Key Analytics system is being recommended as the best value selection for the District. The capabilities for direct data migration from the District accounting system and seamless reconciliation were critical in this selection. In addition, Key Analytics system was a much more cost-effective solution.

The proposed award amount is for one year and includes: full program support for budgeting, cost accounting and tracking; additional reporting for preparation of Bond Oversight Committee reports and Annual Report; and integrated document routing with an e-signature platform.

FISCAL IMPLICATIONS:

By this action: **\$55,500** will be paid through the Measure T Bond (Fund 21).

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve a one-year Cost Accounting and Tracking Program services contract with Key Analytics, a Division of California Financial Services, Inc., in the amount of \$55,500.

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
William Savidge - Facilities Management Consultant

DATE: September 7, 2023

RE: Approval of Change Order #1 to the Raposo Engineering, Inc. Agreement for the Hillside Parking and Drop-Off Project

BACKGROUND:

Hillside Elementary is a closed District site. The major portion of the site is leased by Mills Montessori School. One classroom wing at the Hillside site is utilized to house the District's Special Education Pre-School. In addition, there are some portables which are used by District Special Education staff. The shared site creates difficulties with drop-off and parking for the Special Education Pre-School and Special Education staff. The Facilities Department initiated planning on the project which eventually came to include: creation of a new drive-aisle and parking area dedicated for the Special Education Pre-School; new parking adjacent to the wing, with traffic access gate; removal and reconstruction of the trash enclosure; new paving and sidewalks for ADA compliance; new striping and signage; and new landscaping.

After a public bid process, the Board awarded a contract for construction of the improvements to Raposo Engineering, Inc. on May 25, 2023. The work is progressing well, concrete sidewalks and curbs are poured, and asphalt paving is set to begin. The project is anticipated to be completed by the end of September. Unfortunately, during the subgrade preparation work the contractor encountered "soft" soils that they were unable to compact in multiple locations. The Geotechnical Engineer required removal of these soils and replacement with a compactable base. Change Order #1 is attached, and the price includes soils off-haul and disposal, bringing in a new base, geo fabric installation, and full compaction to subgrade.

FISCAL IMPLICATIONS:

By this action: **\$64,724.96** will be paid from Facilities Fund 40.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve Change Order #1 to the Raposo Engineering, Inc. agreement for unforeseen soils conditions at the Hillside Parking and Drop-off Project in the amount of \$64,724.96.

CHANGE ORDER FORM

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

CHANGE ORDER NO.:

001

CHANGE ORDER

Project: Hillside Parking and Drop-Off Project
Bid No.: #17-23

Date: 08/28/2023
DSA File No.: n/a
DSA Appl. No.: n/a

The following parties agree to the terms of this Change Order:

Owner:

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

Contractor:

Raposo Engineering

Architect:

Hohbach-Lewin, Inc.

Project Inspector:

n/a

Reference	Description	Cost	Days Ext.
PCO #001 Requested by: Mark Performed by: H&C Trucking Reason: Unforeseen Condition	Saturated soil off-haul per RFI #007 response and Ninyo & Moore Report	\$ 64,724.96	15

The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price specified for each item, and as to the extension of time allowed, if any, for completion of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq.

This change order is subject to approval by the governing board of this District and must be signed by the District. Until such time as this change order is approved by the District's governing board and executed by a duly authorized District representative, this change order is not effective and not binding.

It is expressly understood that the compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Contractor waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and expenses, and its subcontractors, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project including without limitation, cumulative impacts. Any costs, expenses, damages or time extensions not included are deemed waived.

South San Francisco USD

**CHANGE ORDER FORM
 DOCUMENT 00 63 63-1**

Signatures:

District:

Reviewed by Cumming



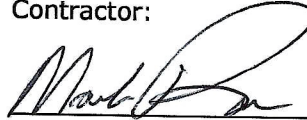
Babatunde J. Olayomi

[Name]

08/28/2023

Date

Contractor:



[Name]

8/28/2023

Date

Architect:

[Name]

Date

Project Inspector:

[Name]

Date

END OF DOCUMENT

South San Francisco USD

**CHANGE ORDER FORM
DOCUMENT 00 63 63-2**

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 – Bond Director
William Savidge - Facilities Management Consultant

DATE: September 7, 2023

RE: Approval of Award of Contract with EF Brett & Company for the Heating Ventilating and Air Conditioning (HVAC) Project Package A at Monte Verde ES, Ponderosa ES, Sunshine Gardens ES, Westborough MS, and ECHS

BACKGROUND:

The District's Facilities teams completed assessments of the age, condition, and operational characteristics of the Heating Ventilating Air Conditioning (HVAC) systems in all of the classrooms, administration areas, and support facilities at the District's sites. Working with our Mechanical Engineering consultants the Facilities team prioritized:

- 1) HVAC Units without mechanical ventilation, or without outside air ventilation, or without dampers to control ventilation and outside air to spaces;
- 2) Oldest, lowest performing HVAC Units in the District—focus on units 30 years & older;
- 3) Deteriorated, non-functioning HVAC Units.

This is the second group of high-priority HVAC Replacement projects being brought forward. Hamilton + Aitken Architects has completed plans and specifications for the projects and the plans have been approved by the Division of State Architect.

The District conducted a public bid process for the project. Bids were opened on

August 29, 2023. Five Contractors submitted bids. They are as follows:

Dowdle Mechanical	\$3,647,000	
Rodan Builders	\$3,993,600	
CWS Construction Group	\$3,575,000	
EF Brett	\$3,230,000	
~~S&H Construction~~	~~\$2,298,600~~	<i>Withdrawn citing math error.</i>

The lowest responsive, responsible bidder is EF Brett at \$3,230,000.

HVAC upgrades are an identified high priority in the Measure T Bond Program and is appropriate at this time to fund the Construction using bond funds.

FISCAL IMPLICATIONS:

By this action: **\$3,230,000**. This will be paid from Fund 21.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees award a contract to the lowest responsive, responsible bidder, EF Brett & Company, for the HVAC Project Package A, in the amount of \$3,230,000.