SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
A G E N D A A N D O R D E R O F B U S I N E S S – REGULAR MEETING
Thursday, February 13, 2025

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 February 13)

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

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

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

OPEN SESSION — 6:00 p.m.

A. CALL TO ORDER

CLOSED SESSION – 6:00 p.m.

1. Conference with Legal Counsel – Existing Litigation (Government Code § 54956.9(d)(1))
   - Jane Doe v. South San Francisco USD (Case No. 22-CIV-0526)
2. Public Employee Discipline/Dismissal/Release (Government Code § 54957)
3. Conference with Labor Negotiators (Government Code § 54957.6)
   - Agency Designated Representative: Assistant Superintendent of Human Resources and Student Services
   - Employee Organization: South San Francisco Classroom Teachers Association

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

B. ROLL CALL

C. PLEDGE OF ALLEGIANCE will be led by Monte Verde Elementary School 5th grade student Bianca Lapus.

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 student Trustee Josephine Harsana

b. Resource Allocation & Strategic Staffing

c. SSFHS 6-Year WASC Accreditation

d. Superintendent Symposium Update

e. Other

L. STUDENT TRUSTEE REPORTS

1. Josephine Harsana, Spring Student Trustee and ASB President SSFHS
2. Jamie Wong, Fall 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/BoardMeeting02132025 beginning at 3:00 p.m. on Monday, February 10, until 3:00 p.m. on Thursday, February 13. These comments will be read by all Board members and posted on the District website's 2024-25 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: Monte Verde Elementary School

Principal Deborah Mirt will present the educational priorities and programs at Monte Verde Elementary School.

b. Performance Management - Multilingual Learner

Dr. Marcos Garcia, Director of Special Projects, Categorical & English Learner Programs, will provide an overview of the services and support available to Multilingual Learner students, highlighting the use of performance management as a tool for analysis and continuous improvement.

O. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

1. ADMINISTRATION

a. Strategic Staffing Plan: Aligning Resources with Priorities

Superintendent Shawnterra Moore will present the Strategic Staffing Plan to the Board for implementation in the 2025-26 school year.

ACTION

PAGE

ADMINISTRATION

a. Approval of the Strategic Staffing Plan 1 - 2

Staff recommends the approval of the Strategic Staffing Plan, 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.

		PAGE
1. ADMINISTRATION		
a.	Minutes of the December 12, 2024 Regular Board meeting.	3 – 46
b.	Minutes of the December 18, 2024 Special Board meeting.	47 – 54
c.	Minutes of the January 24, 2025 Special Board meeting.	55 – 56
2. EDUCATIONAL SERVICES		
a.	Permission for El Camino High School staff to attend the CADA conference in San Diego, CA from February 26 – March 1, 2025.	57 – 58
b.	Permission for South San Francisco High School Earth Club students to travel to Big Sur, CA, from March 21 – 23, 2025.	59 – 60
c.	Permission for staff to attend the CABE conference in Long Beach, CA, from March 25 – 29, 2025.	61 – 62
d.	Permission for South San Francisco High School Folklórico students to travel to Disneyland in Anaheim, CA, from March 27 – 31, 2025.	63
e.	Permission for South San Francisco High School students to attend the Junior/Senior Prom at the Fox Theater in Redwood City, CA, on April 26, 2025.	64
f.	Permission for El Camino High School Music students to travel to the Los Angeles and Orange County areas to participate in workshop clinics from April 24 – 27, 2025.	65
g.	Permission for El Camino High School staff to attend the MTSS certification training in Austin, TX, from March 25 – 27, 2025.	66
3. HUMAN RESOURCES		
a.	Certificated Personnel Assignment Order.	67
b.	Classified Personnel Assignment Order.	68
c.	Permission for staff to enroll in the virtual CSPCA Merit Academy training sessions from March to July 2025.	69

PAGE

4. BUSINESS SERVICES

a. Gifts to the District, January 2025. 70 – 71

b. Fundraising events for the 2024-25 school year. 72

c. Professional services agreements under $25,000. 73

INFORMATION/DISCUSSION

1. BUSINESS SERVICES

a. Update on Governor's 2025-26 Budget Proposal 74

Staff will share, with the Board, information on Governor Newsom's proposed State budget for the upcoming fiscal year as well as any potential implications to the District.

ACTION ***(continued)***

1. ADMINISTRATION

b. Approval of District's Updated Board Bylaws and Policies 75 – 107

Staff recommends the approval of the following updated District's Board Bylaw and Policies and waive a second reading, as presented to the Board.

1. BP 1260 - Educational Foundation
2. BP 2121 - Superintendent's Contract
3. BP 4121 - Temporary/Substitute Personnel
4. BP 4161 - Leaves
5. BP 4261 - Leaves
6. BP 4361 - Leaves
7. BP 4218.1 - Dismissal/Suspension/Disciplinary Action (Merit System)
8. BP 5113 - Absences and Excuses
9. BP 6000 - Concepts And Roles
10. BB 9220 - Governing Board Elections

PAGE

2. EDUCATIONAL SERVICES

a. Approval of Agreement with Document Tracking Services (DTS) for 2025 – 2026 108 – 115

Staff recommends the approval of the renewal agreement with Document Tracking Services for March 2025 to March 2026.

b. Approval of the MOU with Silicon Valley Education Foundation (SVEF) for 2025 116 – 127

Staff recommends the approval of the MOU between SVEF and SSFUSD to provide the Elevate Math program designed for 3rd to 9th grade students, effective June 1 to August 1, 2025.

c. Approval of the Service Proposal with Young Audiences of Northern California (YANC) for 2025 128 – 134

Staff recommends the approval of the service proposal with Young Audiences of Northern California, effective March 1 to September 1, 2025.

d. Approval of the Work Experience Education (WEE) District Plan for the 2025-26 School Year 135 – 142

Staff recommends the approval of the Work Experience Education (WEE) District Plan for the 2025-2026 school year.

e. Approval of the Career Technical Education Work Experience Education (CTWEE) Course Proposal for the 2025-26 School Year 143 – 156

Staff recommends the approval of the Career Technical Work Experience Education (CTWEE) course proposal for the 2025-2026 school year.

f. Approval of the MOU with the Exploratorium for the 2024-25 School Year 157 – 160

Staff recommends the approval of the MOU between the Exploratorium and SSFUSD to support the evaluation and development of instructional resources as part of the Elementary Science Instructional Innovators Cohort initiative for the 2024-25 school year.

PAGE

3. HUMAN RESOURCES

a. Approval of the MOU with the Classified School Employees Association Chapter 197 for the Paraeducator Recruitment and Retention Strategy for the 2024-25 School Year 161 – 166

Staff recommends the approval of the Memorandum of Understanding with the Classified School Employees Association Chapter 197 paraeducator recruitment and retention strategy for the 2024-2025 school year.

b. Approval of the MOU with the South San Francisco Classroom Teachers Association (SSFCTA) for the Early Notification Retirement Incentive for the 2024-25 School Year 167 – 169

Staff recommends the approval of the Memorandum of Understanding with the South San Francisco Classroom Teachers Association for the early notification retirement incentive for the 2024-2025 school year.

c. Approval of the Assistant Superintendent of Teaching and Learning Job Description for the 2025-26 School Year 170 – 177

Staff recommends the approval of the job description for the Assistant Superintendent of Teaching and Learning, effective for the 2025-2026 school year.

d. Approval of the Director of Data, Educational Technology, and Accountability Job Description for the 2025-26 School Year 178 – 184

Staff recommends the approval of the job description for the Director of Data, Educational Technology, and Accountability, effective for the 2025-2026 school year.

e. Approval of the Director of School Leadership Job Description for the 2025-26 School Year 185 – 192

Staff recommends the approval of the job description for the Director of School Leadership, effective for the 2025-2026 school year.

PAGE

f. Approval of the Director of Curriculum, Instruction, and Assessment Job Description for the 2025-26 School Year 193 – 199

Staff recommends the approval of the job description for the Director of Curriculum, Instruction, and Assessment, effective for the 2025-2026 school year.

g. Approval of the Coaching Coordinator Job Description for the 2025-26 School Year 200 - 205

Staff recommends the approval of the job description for the Coaching Coordinator, effective for the 2025-2026 school year.

4. BUSINESS SERVICES

a. Approval of Agreement with Eide Bailly for Auditing Services for 3-Years 206 – 218

Staff recommends the approval of agreement with Eide Bailly for auditing services for fiscal years 2024-2025, 2025-2026, and 2026-2027.

b. Approval of Resolution No. 25-03 Supporting the Award of the Lease-Leaseback and Agreement with Alten Construction, LLC for the ECHS Central Kitchen and Cafeteria Project 219 – 224

Staff recommends the approval of Resolution #25-03, supporting the award of the Lease-Leaseback (Site Lease and Facilities Lease) Agreements for the El Camino High School Central Kitchen and Cafeteria Project, and authorizing District staff to enter into these agreements with Alten Construction, LLC, in the amount of $410,000.

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

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

February 27, 2025

- Presentation teaching and learning - Martin ES
- Presentation on Performance Management - Special Education
- Resolution for Women's History Month (March)
- Resolution for Red Cross Month (March)
- Approval of declaration of need for fully qualified educators, 2025-26

March 13, 2025

- Presentation teaching and learning – South San Francisco HS
- Presentation on Counseling
- Presentation on Structured Literacy Block
- Presentation and approval of Second interim budget report "positive certification"
- Approval of recommended dates for 2025-26 LCAP and budget hearings and adoptions

March 27, 2025

- Presentation teaching and learning – Ponderosa ES
- Presentation on Nutrition Services
- Presentation on Induction
- Resolution for Child Abuse Prevention Awareness Month (April)
- Resolution for Autism Awareness Month (April)
- Approval of LCFF supplemental funded positions
- Resolutions for retirees

April 10, 2025

- Presentation teaching and learning – Alta Loma MS
- Presentation - Performance Management, NGSS/Genentech
- Williams report for 3rd quarter ending 3/31/25
- Resolution for Earth Day (April 22)
- Approval of LCFF supplemental funded positions
- Approval of Skyline Middle College MOU for 2025-26
- Approval of EL Master Plan
- Resolution for Day of the Teacher (5/7)
- Resolution for Classified School Employee Week (5/12-5/14)

April 24, 2025

- Presentation teaching and learning – Sunshine Gardens ES
- Presentation – Climate Literacy
- Approval of designated representatives to CIF (California Interscholastic Federation)
- Approval of SPSAs
- Resolution honoring Asian Pacific American Heritage Month (May)

May 8, 2025

- Recognition for outgoing Student Trustee Harsana
- Presentation teaching and learning – Spruce ES
- Approval of the Board meeting calendar for the 2025-26 school year
- Approval for 5th graders to attend SMCOE Outdoor Education
- Approval of Graduates and Certificates of Completion - Baden HS, ECHS, SSFHS, and Adult Education
- Resolution for Fund 11 and Fund 14 account balances

- Approval of All City agreement for crossing guards for 2025-26
- Approval of MOU with Legarza Sports for 2025-26

May 10, 2025 – Special Meeting/Board Workshop (*District Office*)

- Good Beginnings Board Workshop

May 22, 2025

- Presentation teaching and learning - Baden HS/ Adult Education
- Presentation on the Facilities Department
- Approval of the Children's Center Program annual self-evaluation reports
- Approval of SPSAs
- Approval for destruction of Disposable Class 3 records
- Approval of updated Board Governance Handbook
- Approval of the agreement with Remind for the 2025-26 school year
- Approval of the agreement with Newsela for the 2025-26 school year
- Approval of the agreement with BeGlad for the 2025-26 school year
- Approval of the agreement with SMCOE for Center for Learning Data Sharing
- Information on May revision of the Governor's 2025-26 budget
- Approval of Bill Saving Facilities Consulting agreement for 2025-26
- Resolution in support of LGBTQ+ Pride Month (June)

SUMMARY OF BOARD DIRECTIVES

GOOD AND WELFARE

- Comments from Board Members and Superintendent

ADJOURNMENT

Pursuant to Government Code 54954.2, Individuals who need special assistance or a disability-related modification or accommodation (including auxiliary aids or services) to participate in this meeting, should contact Joanna Marcelino, 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 and can be found via YouTube at: https://www.youtube.com/@ssfusdmeetings

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: February 13, 2025

RE: Approval of Strategic Staffing Plan: Aligning Resources with Priorities

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ALIGNMENT WITH STRATEGIC PLAN:

☐ **Goal 1:** Exceptional Instruction
☐ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☒ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

As part of SSFUSD's student and equity-centered Strategic Plan, SSFUSD launched the implementation of various Strategic Plan initiatives this fall. One key initiative is strategic staffing, which directly aligns with Strategic Priority #5 – Equity-Centered Systems. This priority emphasizes that our decisions, actions, and resources must reflect SSFUSD's commitment to equity.

At the core of the strategic staffing initiative is a critical question:
How can we better align our resources with our priorities?

While this question may seem straightforward, the work behind it is complex. SSFUSD is a dynamic and multifaceted organization with long-standing traditions, important responsibilities, ongoing initiatives, and a diverse group of stakeholders including students, families, and staff. We recognize that change can be challenging, but it is essential to ensuring we meet the needs of our community.

Our Approach

To begin this process, we took several key steps:

- **Examining Financials**: We conducted a thorough review of current spending and revenue.

- **Developing a Long-Term Forecast**: We partnered with Education Resource Strategies to create a multi-year financial forecast, allowing us to assess how much we could invest in new initiatives.

- **Engaging Stakeholders**: We gathered extensive feedback from students, families, staff, school principals, district office leaders, and union representatives. This included revisiting past conversations and conducting additional discussions to ensure all perspectives were considered.

Through this process, we identified several key themes that will be highlighted in our presentation. These themes helped shape critical, high-level actions designed to align our resources with our strategic plan. These steps will support our efforts to fulfill the promises we have made to our students and community and move us closer to our vision for an equity-centered school district.

FISCAL IMPLICATIONS:

Given the new investments and anticipated reductions, staff estimates that the total cost of this proposed plan over the next two years will be approximately $2 million, with a strategy in place to gradually reduce expenses each year.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Resource Allocation and Strategic Staffing Proposal to support the district's long-term priorities and commitment to equity.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of December 12, 2024

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

OPEN SESSION — 6:30 p.m.

A. CALL TO ORDER

CLOSED SESSION – 6:30 p.m.

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

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

B. ROLL CALL

Board Members:	Ms. Amanda Anthony - Present Dr. Chialin Hsieh - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Jamie Wong, Student Board Member - 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 was led by Parkway Heights Middle School 8th grade student and ASB President, Bella Casillas. Principal Nguyen highlighted Bella's impressive accomplishments, describing her as "amazing" and sharing that Bella runs her own crochet business. Bella regularly participates as a vendor at community pop-up events and consistently sells out her products.

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 – Nothing to report

F. REVIEW OF AGENDA - Assistant Superintendent, Mr. O requested to pull item 4.F from the Business Services action items for further discussion.

G. PTA COUNCIL REMARKS – Lauren Kitchen, PTA Council President, thanked PTA leaders, principals, and Mr. O for attending the recent holiday party and announced a $7,500 grant from Synopsis to fund Science Festival assemblies at all nine elementary schools. She acknowledged Jennifer Rossi for her support in securing the grant and aiding STEM events. She highlighted various PTA activities, including holiday bazaars, staff lunches, and student holiday shops. Schools like Alta Loma and Ponderosa treated students and staff with ice cream, self-care items, and teacher reimbursements. Santa visits, winter performances, and community festivals are planned at several schools, including Junipero Serra, Martin, Skyline, and Spruce, celebrating the season with food, crafts, and family fun.

Nalani Crivello, PTA President at Parkway Heights Middle School, shared her experience as a fourth-year PTA volunteer and first-year president. She expressed gratitude to Parkway PTA members, parent volunteers, and students. She highlighted recent accomplishments, including a $1,200 grant for a vaping and tobacco use presentation, a partnership with the South San Francisco Library to share resources, and an upcoming event focused on connecting Latinx students and families to mental health and academic support resources. The PTA provided pastries for staff, supported ASB students' fundraisers, and organized a successful membership drive.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – President Elizabeth Bales-Stutes, addressed the board, cabinet, and community, noting how exciting it was to see so many happy faces in the room. She mentioned how quickly the semester has flown by, with just one week left to go, and shared updates about the Adult Education program. She talked about the team's hard work preparing for their upcoming WASC accreditation process. While the visit is not until 2026, she emphasized how much work goes into getting ready and how important it is to start

early. She also gave a shout-out to the students and staff for all their dedication this semester. Ms. Bales-Stutes brought up the CTA's Sunshine Proposal on the agenda and respectfully urged the board to consider it carefully and support it if possible. Lastly, she honored Cynthia Villar, who is retiring next Friday after an incredible 35 years of service. Cynthia has been a vital part of the Adult Education program, handling everything from payroll to her previous role as CTI, always making sure things ran smoothly. Ms. Bales-Stutes shared that they celebrated Cynthia with a lunch before Thanksgiving and said it is hard to imagine the program without her. She thanked Cynthia for her dedication and wished her a happy and well-earned retirement.

South San Francisco Classroom Teachers Association – President Shari Giusti addressed the Board, cabinet, and community to discuss the upcoming Sunshine Proposal for 2025-2026 contract negotiations. She emphasized the importance of educators in shaping the future and SSFUSD's goal of having 90% of teachers satisfied by 2029. However, she noted the growing trend of teachers leaving the profession, mainly due to inadequate compensation. Ms. Giusti emphasized that raising salaries is essential for retaining teachers, attracting new talent, and helping educators afford to live and work in South San Francisco. She also highlighted the need for respect, professional development, and a supportive work environment to ensure educators feel valued. She pointed out that while SSFUSD has seen significant property tax growth, salaries have not kept pace. Ms. Giusti encouraged the district to prioritize educators and take a "leap of faith" to address salary stagnation, class size, and other issues. She concluded by emphasizing that investing in educators is an investment in students and urged the board to make SSFUSD a district where teachers feel supported and valued. She wished everyone happy holidays.

California School Employees Association Chapter 197 – President Jolene Malfatti expressed her full support for teachers and stated that she would assist in any way possible to help attract more teachers and para-educators. She thanked everyone for their participation in the annual toy drive, which was held the previous night. She expressed gratitude for the kindness and generosity shown, as they were able to collect enough toys to fill two long tables and raise $240 for gift cards for teenagers. She shared that the local fire department staff were amazed by the outpouring of support from the school district. Ms. Malfatti also thanked Superintendent Dr. Moore, Trustee Anthony, Trustee Murray, Assistant Superintendent Mr. O, Director Jennifer Smith, Personnel Commissioner Mike Glines, and the district's classified colleagues for attending the event. She highlighted the heartwarming impact the toy drive will have on children this Christmas and wished everyone a happy holiday season.

I. **PERSONNEL COMMISSION –** Assistant Superintendent Jason Marwan Hannon reported that the next Personnel Commission meeting would take place on January 13, 2025 in the District Office Boardroom.

J. ITEMS FROM THE BOARD

Trustee Hsieh shared two main points during her comments. First, she talked about the valuable lessons the board members and Dr. Moore gained from the recent CSBA Conference. She mentioned how it confirmed the district's strategic plan is really strong, standing out because it is thorough, forward-thinking, and includes a lot of input from the community. She said the plan does a great job of focusing on the district's mission and goals while preparing for future opportunities. Second, she thanked Dr. Moore for adding a new section to the board packet that shows how each item connects to the strategic plan. She said this change makes it easier to see how things align with the district's goals and helps the board stay on track.

Trustee Richardson echoed Trustee Hsieh's praise for the updates to the meeting agendas and minutes, noting they provide a clear and helpful glimpse into the board's work. She specifically highlighted the new addition showing how items align with the district's strategic plan, saying it is a big help for the community to better understand their efforts. She also gave kudos to the board's new secretary for ensuring the minutes are accurate and visually appealing with pictures and graphs, making them even better than before. Lastly, she invited the community to join the Golden Gate National Cemetery on Saturday, December 14 at 8:45 AM to help place wreaths on the graves of fallen soldiers. She encouraged participation rain or shine.

Trustee Anthony shared a reminder about Wednesday evening's event to celebrate President Daina Lujan's service and welcome a new board member, Amy Lam. She mentioned it will start at 7:00 PM.

K. SUPERINTENDENT'S REPORT

a. **CSBA Annual conference update -** Dr. Moore shared insights from attending the California School Boards Association Conference alongside the school board trustees. She expressed gratitude for the opportunity to connect with other leaders and learn from a wide range of sessions. Topics included digital transformation in education, fiscal strategies during budget uncertainties, mental health and student safety, school board governance, literacy, gender identity, and partnerships with families and communities.

   Dr. Moore highlighted a keynote speaker who provided strategies to reduce stress and increase happiness, which she plans to bring back to benefit the community. The conference emphasized the importance of staying focused on priorities, particularly leveraging the district's strategic plan to achieve the Portrait of a Graduate vision. She also shared the importance of "keeping the main thing the main thing" to serve the district's students effectively.

b. **Holiday greetings -** Dr. Moore shared a warm holiday message, thanking students, teachers, staff, and administrators for their hard work this year. She highlighted how the district's efforts, like the strategic plan and Portrait of a Graduate, are helping students learn, grow, and succeed. She also mentioned progress in areas like equity-focused teaching, math education, and wellness programs that support students and families.

As the year wraps up, Dr. Moore expressed gratitude for the strength and dedication of the SSFUSD community and wished everyone a happy holiday season filled with love and time with loved ones. She also took a moment to recognize President Daina Lujan. Dr. Moore praised her for always putting students first, promoting equity, and building strong relationships. She thanked President Lujan for her years of thoughtful and calm leadership, saying she will be greatly missed.

L. STUDENT TRUSTEE REPORTS

1. Jamie Wong, Fall Student Trustee and ASB President of ECHS provided updates on recent school events. She praised the fall musical *Legally Blonde*, highlighting the hard work and legacy of the senior students involved. She also mentioned Winter Spirit Week and the Winter Rally, where fall sports teams were recognized, and Colt Awards were presented to outstanding athletes. Jamie shared details about the "Cocoa and Cram" event before finals, where a free hot chocolate station was set up for students. She invited everyone to attend *Music for the Holidays*, a concert featuring performances by the symphonic band, concert band, and jazz combos, taking place tomorrow night at 7:00 p.m. in the Little Theater. Additionally, Jamie announced an upcoming event on March 8th to honor Jim Cresta, a beloved educator, with a car show that will benefit the Jim Cresta Scholarship Fund for ECHS graduates. She concluded by thanking the board for the opportunity to serve as Student Trustee and wished everyone a joyful holiday season and a prosperous New Year.

2. Josephine Harsana, Spring Student Trustee and ASB President SSFHS provided an update on recent events. She shared that South City ASB celebrated the winter season by caroling around the school, serenading various classes with holiday songs like Ariana Grande's "Santa Tell Me", Wham's "Last Christmas" and "Mele Kalikimaka." ASB also sold Christmas Grams, which included personalized photos, chocolates, and candy canes. Josephine also mentioned a trip to Union City for an ASB leadership conference, where her team had the opportunity to lead a workshop on budgeting and maximizing resources, engaging with over 100 students from various schools across California. She emphasized the importance of empowering young leaders to engage with their communities. She shared several upcoming events, including the Winter Ball on January 25th with the theme "Starry Night," and the Winter Spirit Week, which will feature themed

spirit days leading up to the Winter Rally. Auditions for the spring musical *Mamma Mia* were held, with performances scheduled for April 10th to 12th. She also noted the success of the Winter Concert, with the music program already preparing for their spring concert. Josephine concluded by sharing updates on winter sports, with wrestling having already started their season, and both the girls' and boys' soccer teams performing well. She wished all athletes a successful and safe season and ended her report by wishing everyone a happy holiday season.

M. PUBLIC COMMENTS

Megan Connery, a math teacher at El Camino High School, expressed her gratitude to the board for the opportunity to attend the CMC North Conference. She shared that the experience was highly enriching, providing practical strategies and innovative approaches that she is eager to implement in her classroom. Ms. Connery thanked the board for supporting professional development opportunities, which enhance teaching and reflect the district's commitment to academic excellence. While at the conference, Ms. Connery spoke with representatives from Carnegie, the second curriculum her class piloted last year. She explained how much she valued their blended learning curriculum, which includes whole class activities and independent online components. Ms. Connery highlighted that Carnegie's approach encourages mathematical discourse and helps students learn through mistakes, correcting misconceptions in real time. She also noted the benefits of the online component in preparing students for the CAASPP state testing, which is conducted online. Ms. Connery concluded by thanking the board once again for investing in her professional growth as an educator and for their continued dedication to the district and staff.

Otilio Maurezzutt, a teacher from El Camino High School addressed the board to inform them about the absence of updated textbooks and workbooks for world language courses for the 2024-2025 school year. The school's world language department has expanded, adding courses such as Spanish for Native Speakers 1 and 2, AP Spanish Language and Culture, and AP French Language and Culture. However, the absence of updated textbooks and workbooks has made it difficult for teachers to effectively teach these courses. They are requesting the newest editions of textbooks and workbooks that align with online materials. Mr. Maurezzutt emphasized the need for a prompt decision, ideally before February 15, 2025, to ensure that the necessary materials are in place for the start of the school year.

Alicia Mendez-Durfee, a Spanish teacher at El Camino High School, addressed the board, highlighting the absence of textbooks and workbooks for multiple language courses. She read a list of affected classes, including Spanish 1, 2, 3, AP Spanish Language and Culture, Spanish for Native Speakers 1 and 2, and

French 1, 2, and AP French and Culture. Ms. Mendez-Durfee shared how challenging it has been for her and her colleagues to teach without updated resources and urged the board to consider providing textbooks and workbooks for the department. She also suggested the creation of a Teacher on Special Assignment (TOSA) position for world language departments to oversee curriculum development, implement effective teaching strategies, and offer professional development across the district's high schools. She concluded by thanking the board for their attention.

President Lujan thanked Alicia Mendez-Durfee for her comments. She acknowledged that the items discussed were not on the agenda, so the board would not respond immediately. However, she mentioned that staff had been taking notes and assured her that someone would follow up on the issues raised.

Amy Lam introduced herself as the incoming Board Trustee for Area B and noted that she would be stepping in for outgoing Trustee and Board President, Daina Lujan, at the upcoming Board Reorganization Meeting on Wednesday, December 18. Ms. Lam encouraged attendees to join or watch the meeting online. She expressed her gratitude and appreciation for President Lujan's nine years of service as Trustee for the Westborough and South City communities. She also highlighted the significance of President Lujan's contributions and stated that she would share more detailed words of praise at the next meeting.

N. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Parkway Heights Middle School

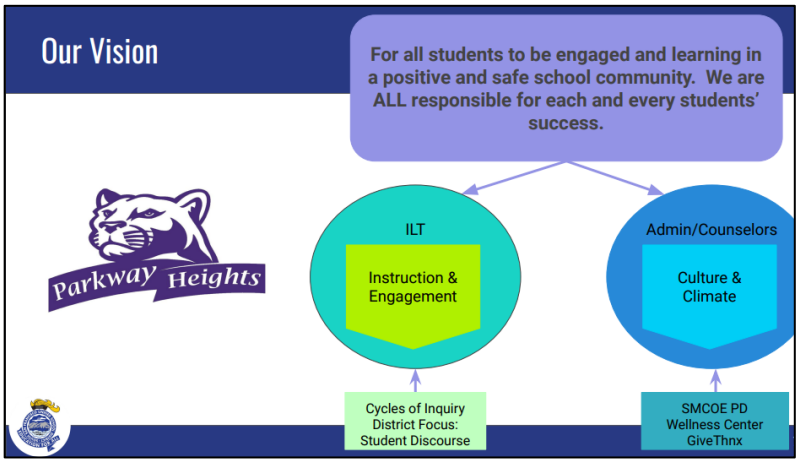
Principal Kathie Nguyen presented the educational priorities and programs at Parkway Heights Middle School. She began by sharing information on the District's Portrait of a Graduate (PoG) as a vision and promise to students. She explained that the PoG is a commitment to providing students with opportunities to develop key characteristics that align with the district's graduate aims. The goal is for all students to graduate meeting these aims, which include learning continuously, navigating their futures with purpose, and positively impacting their communities.

She highlighted that Parkway Heights embodies the district's core value, "Community is Our Strength," by fostering collaboration among students, families, and staff. By valuing everyone's voice, the school empowers the entire community to work together toward shared goals.

Principal Nguyen outlined the district's strategic plan, which supports the Portrait of a Graduate vision through five priorities: ensuring exceptional instruction, engaging all students, fostering purposeful partnerships, empowering educators, and centering systems on equity.

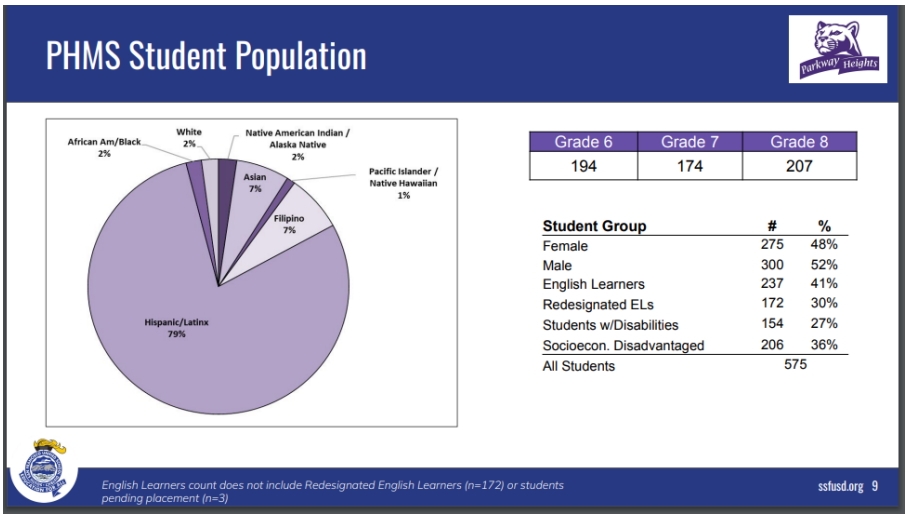
Vision

Principal Nguyen shared Parkway Heights Middle School's 2024 vision to engage all students in a positive and safe learning environment, emphasizing collective responsibility for student success. The school is focusing on enhancing instructional engagement through leadership teams using cycles of inquiry and improving school culture with initiatives like the "GiveThnx" program and an on-site wellness center to support student well-being.



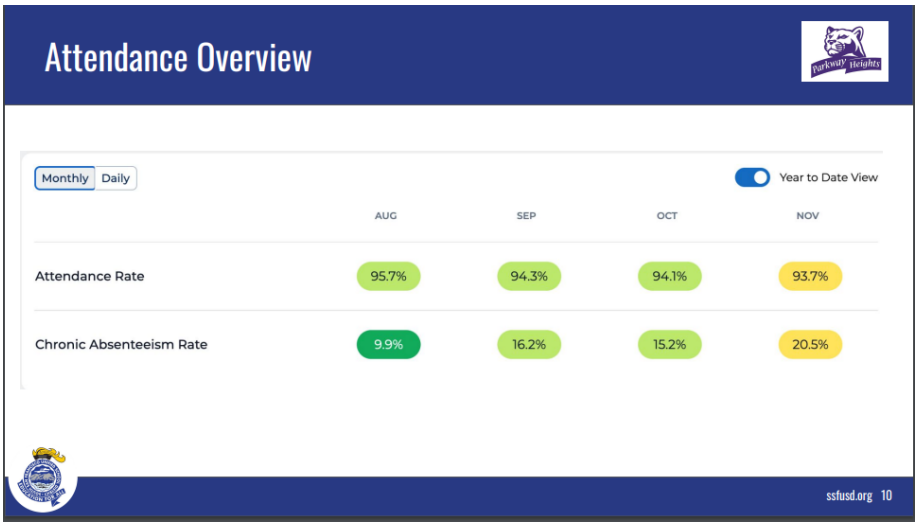
Student Population

Principal Nguyen reported that Parkway Heights Middle School has an enrollment of 575 students, with the largest student group being Hispanic/Latinx. 36% of students come from socioeconomically disadvantaged backgrounds, and more than 40% are multilingual learners.

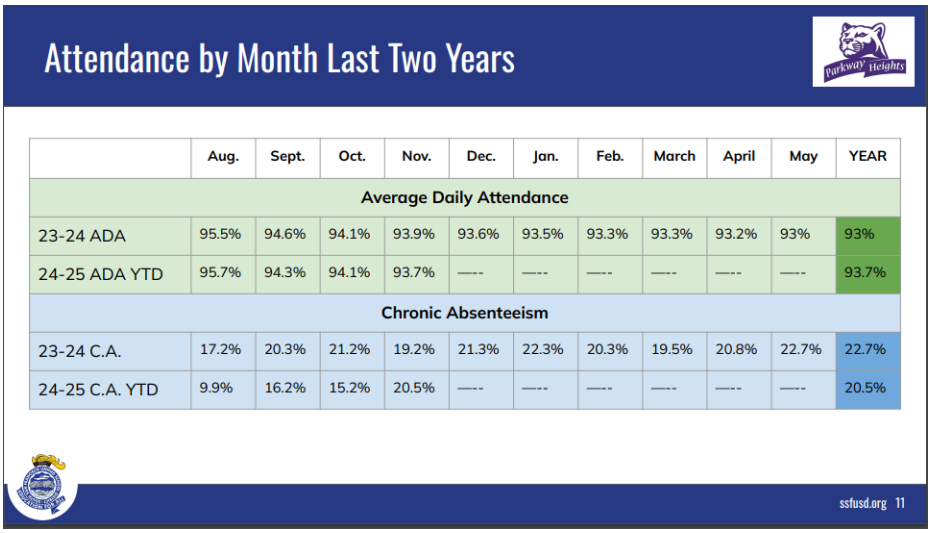


Attendance

Principal Nguyen presented Parkway Heights Middle School's attendance data, noting that monthly attendance rates are in the mid-90s. Efforts are ongoing to reduce chronic absenteeism. In November 2024, research revealed that 115 students were absent on the Monday and Tuesday before Thanksgiving break.



She shared a year-over-year comparison of attendance data, indicating that Parkway Heights Middle School is on track with slight improvements in both attendance rates and chronic absenteeism rates compared to the 2023-2024 school year.

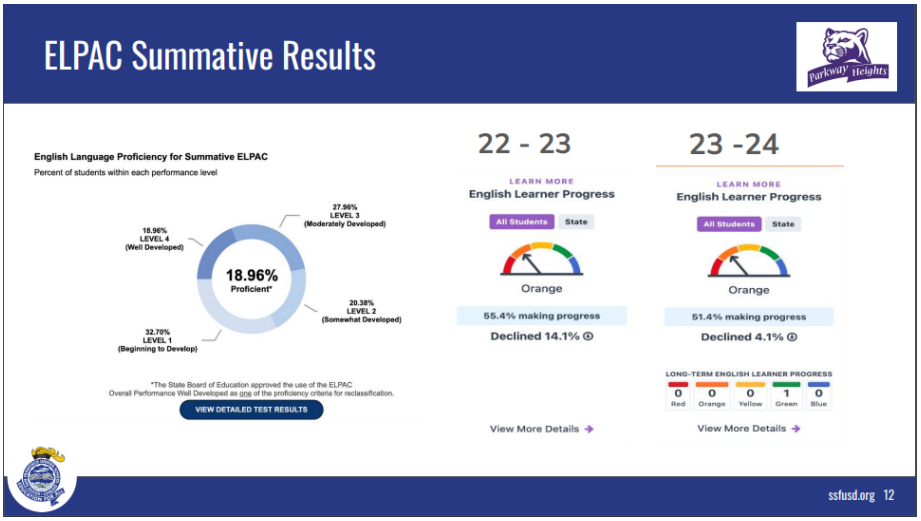


	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	YEAR
Average Daily Attendance											
23-24 ADA	95.5%	94.6%	94.1%	93.9%	93.6%	93.5%	93.3%	93.3%	93.2%	93%	93%
24-25 ADA YTD	95.7%	94.3%	94.1%	93.7%	—--	—--	—--	—--	—--	—--	93.7%
Chronic Absenteeism											
23-24 C.A.	17.2%	20.3%	21.2%	19.2%	21.3%	22.3%	20.3%	19.5%	20.8%	22.7%	22.7%
24-25 C.A. YTD	9.9%	16.2%	15.2%	20.5%	—--	—--	—--	—--	—--	—--	20.5%

<u>English Language Proficiency Assessments for California (ELPAC)</u>

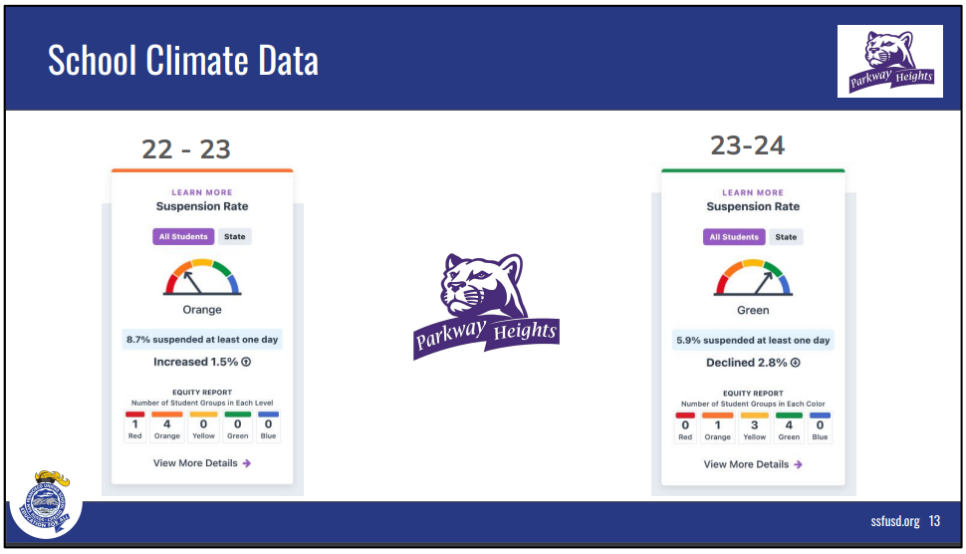
Principal Nguyen presented the summative ELPAC results, highlighting areas for growth. In the 2022-2023 school year, 26.9% of students were proficient, compared to 18.96% in the 2023-2024 school year, reflecting a 7% decrease.

Additionally, the percentage of multilingual learners making progress toward proficiency or maintaining the highest level declined to 51.4% in the 2023-2024 school year, a decrease of 4.1% from the previous year. These findings provide valuable insights for focusing efforts on better supporting multilingual learners and improving their progress toward proficiency.



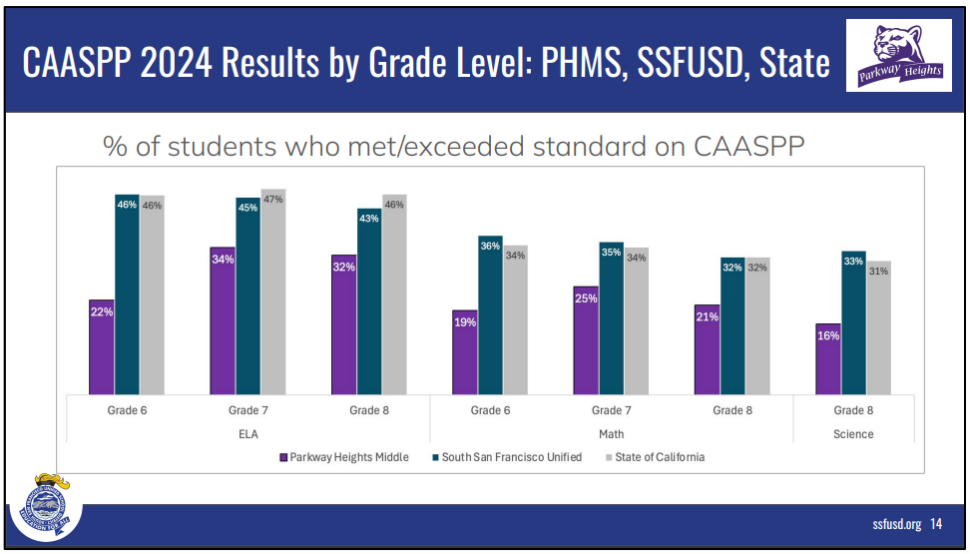
School Climate Data

Principal Nguyen shared the school climate data, noting improvements in suspension rates. In the 2022-2023 school year, 8.7% of students were suspended at least one day, compared to 5.9% in the 2023-2024 school year, reflecting a 2.8% decline. To support students and reduce suspensions, Parkway implemented several interventions, including the district's alternative-to-suspension programs such as counseling support and brief intervention for substance education. The school also partnered with Youth Services Bureau (YSB) to facilitate small counseling groups and individual counseling. Additionally, Parkway initiated weekly student meetings to evaluate outcome data and provide tailored supports, as well as conducting home visits to strengthen engagement.

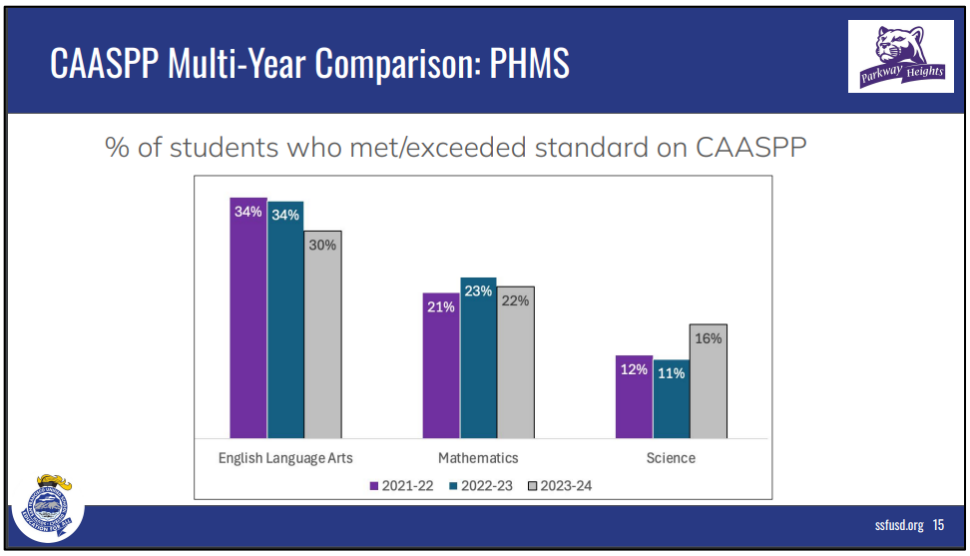


California Assessment of Student Performance and Progress (CAASPP)

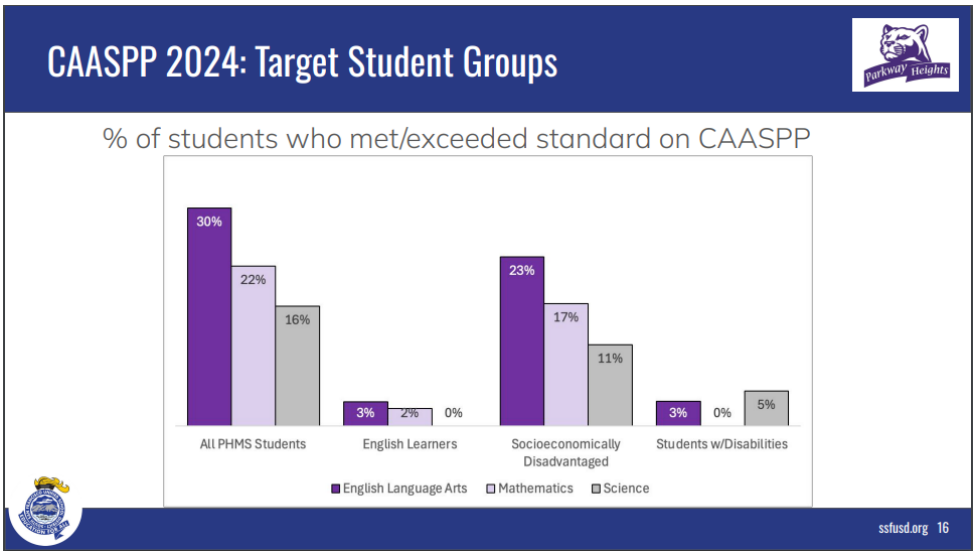
Principal Nguyen presented the 2024 CAASPP results, breaking them down by grade level and comparing them to district and state averages. The data indicates that PHMS performance is below both district and state averages in English Language Arts, Mathematics, and Science.



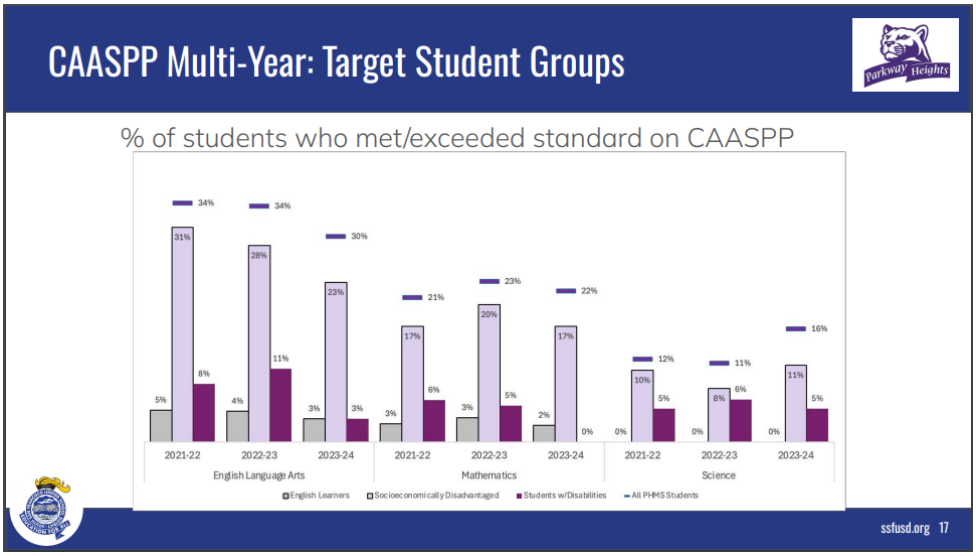
Principal Nguyen reviewed the 2024 CAASPP results in English Language Arts, Mathematics, and Science over a three-year period. The percentage of students scoring in the "Standard Met" category in ELA showed a 4% decrease. Mathematics scores remained constant, while Science scores demonstrated a 4% increase. These trends provide valuable insights for focusing on subject-specific support and growth strategies.



She emphasized that Parkway needs to focus on supporting multilingual learners and students with disabilities, as their performance on state assessments lags behind all other student groups.



Principal Nguyen shared a three-year comparison of the percentage of multilingual learners, socio-economic disadvantaged students, and students with disabilities who scored at the “Met” or “Exceeded” standard on the CAASPP assessment.



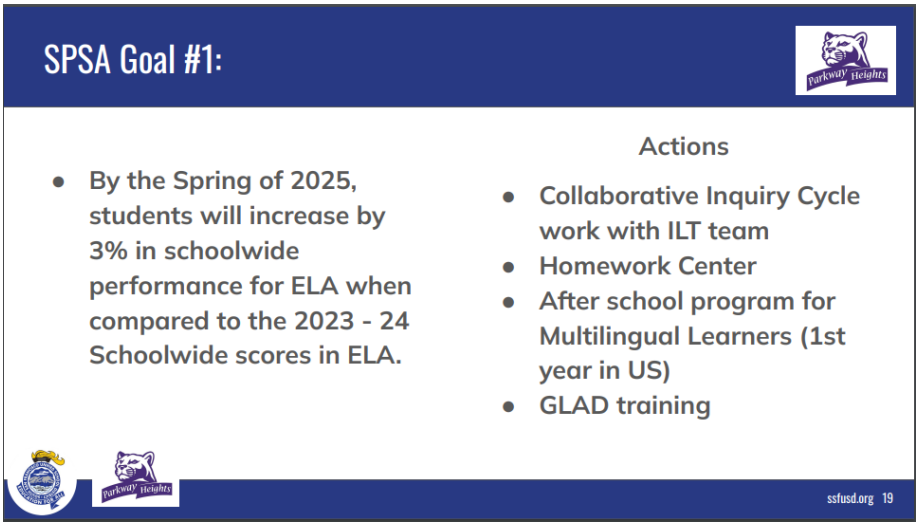
<u>Single Plan for Student Achievement (SPSA) Goals & Action Plans</u>

Principal Nguyen introduced the SPSA goals and action plans for the 2024-2025 school year. She explained that SPSA Goals 1 and 2 are similar, with the only difference being the subject area of focus.

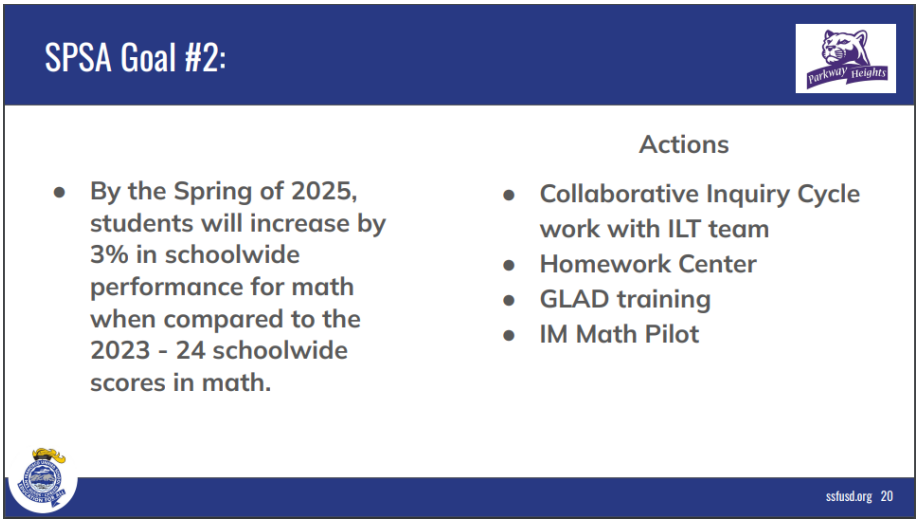
Additionally, she mentioned SPSA Goal 3, which addresses

the achievement of multilingual learners. She clarified that the actions and services to accomplish the goals are the same and would only be shared once over the next three slides.

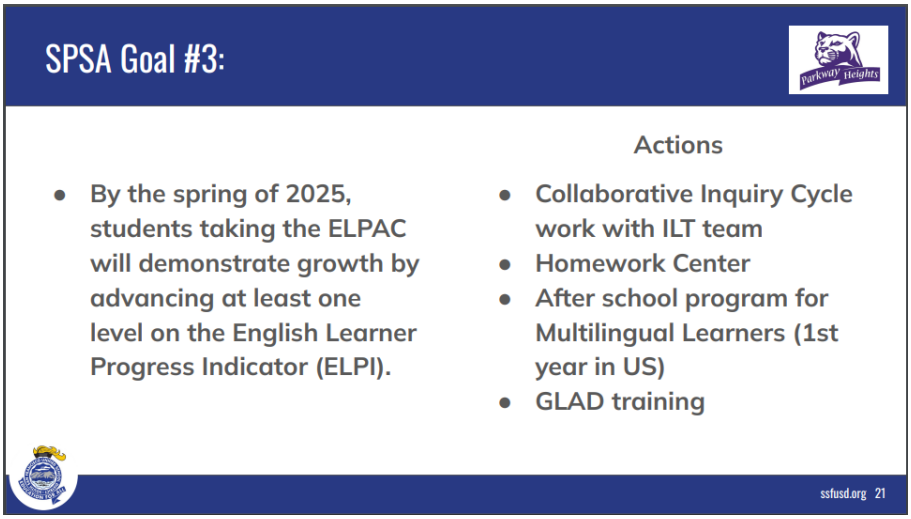
Principal Nguyen outlined the first goal for the 2024-2025 school year, which is for students to increase by 3% in school-wide performance for English Language Arts (ELA) by the spring of 2025, compared to the school-wide scores from the 2023-2024 school year.



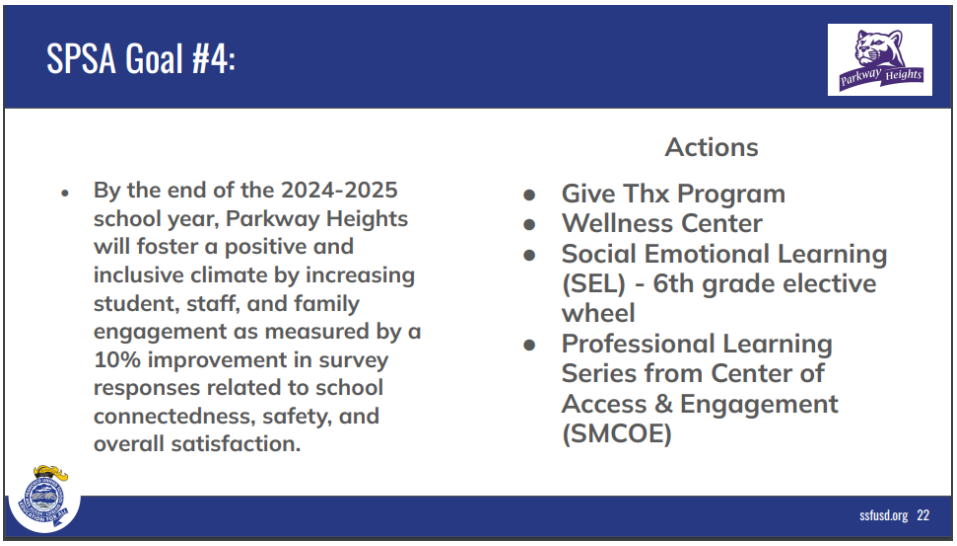
The second goal is to increase students' performance by 3% in Math SBAC scores compared to the 2023-2024 school year.



Goal three aims for multilingual learners to demonstrate growth by advancing at least one grade level on the English Learner Progress Indicator (ELPAC assessment). To support this goal, several actions are being taken, including a collaborative inquiry cycle with instructional leaders within the ILT team, supported by Partners in School Innovation. Additionally, a homework center after school is available for students to receive teacher support or work on assignments. An after-school enrichment program has been implemented for first-year multilingual newcomers. Some teachers have also been trained in Guiding Language Acquisition Design (GLAD) strategies, and English Language Development (ELD) TOSA coaching is available to support ELA and ELD teachers. Furthermore, a majority of math teachers are piloting the IM Math program.



Principal Nguyen discussed goal four to foster a positive and inclusive school climate by increasing engagement among students, staff, and families. She shared that several initiatives have been implemented this year to support school culture and climate. These include the GiveThx program, the Wellness Center, social emotional learning (SEL) programs for incoming sixth graders, and a professional learning series provided by the Center of Access and Engagement through the San Mateo County Office of Education (SMCOE).



School Culture & Climate

Principal Nguyen provided an overview of initiatives aimed at fostering a positive school climate. She highlighted the GiveThx program, which promotes gratitude practices to enhance well-being among both staff and students. This curriculum builds essential skills, reinforces positive behaviors, and supports students' mental health, peer connections, and academic success. Additionally, a social-emotional elective, Character Strong, was introduced into the sixth-grade wheel. This class, co-taught by a teacher and the wellness counselor, serves a majority of sixth-grade students.

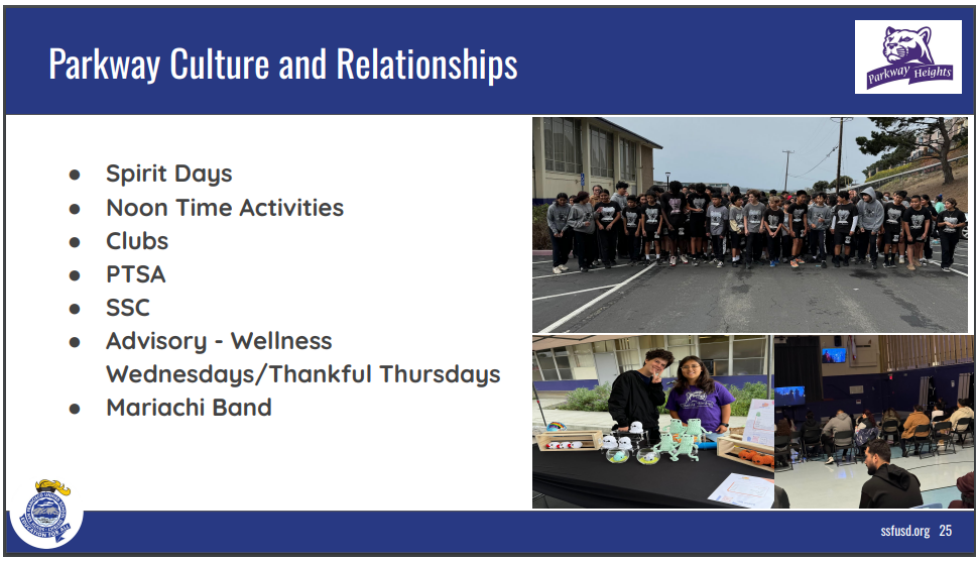
The Wellness Center, piloted with support from the Student Behavioral Incentive Program (SBHIP) grant, offers students a safe space for Social Emotional Learning (SEL) breaks or counselor check-ins. Open before school and during lunch, the Wellness Center prioritizes students needing social-emotional support or a quiet environment. It is also utilized by wellness and YSB counselors for small counseling groups, ensuring targeted support for students.



Culture & Relationships

Principal Nguyen outlined numerous activities and events at Parkway designed to foster a positive culture and strengthen relationships within the school community. These include Spirit Days, noontime activities, student clubs, PTSA, School Site Council, Wellness Wednesday, Thankful Thursday advisory lessons, and performances by the Mariachi Band.

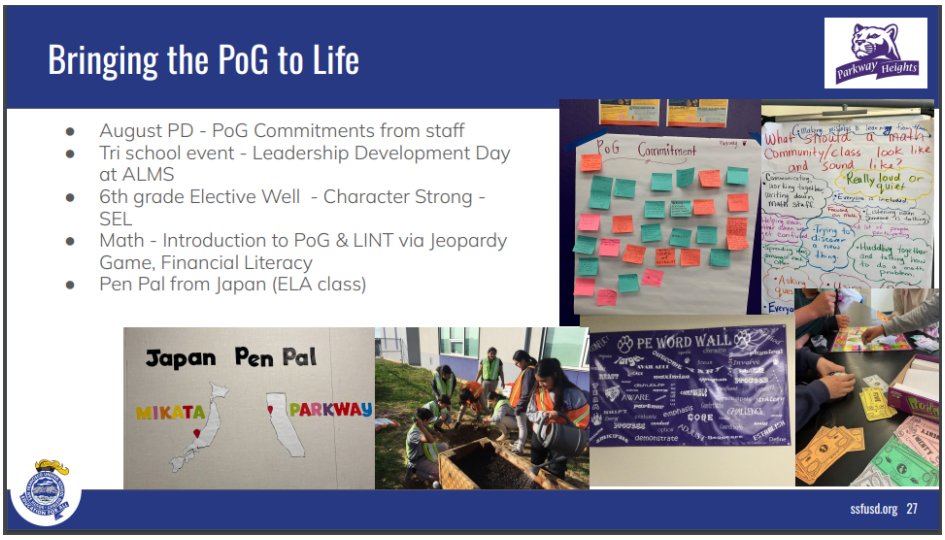
Additional events highlighted were STEM and Math Night, Humanities Night, Ruby Bridges Day, the Community Car Pop-Up, the Turkey Trot, Intercession, the Scholastic Book Fair, Movie Night, and Career Day.



Bringing the Portrait of a Graduate (POG) to Life

Principal Nguyen shared how Parkway is bringing the Portrait of a Graduate (POG) framework to life through various initiatives. At the start of the school year, staff collaborated during professional development to align their commitments to POG work. A tri-school event with leadership students at Alta Loma Middle School encouraged students to positively impact their community through collaboration. Sixth graders are supported in their social-emotional learning through the addition of the Character Strong elective class, which helps them develop as individuals.

A math teacher on the POG Guiding Coalition created a Jeopardy game around POG and LINT (Learn, Impact, Navigate, Thrive) and is integrating POG concepts into financial literacy lessons, equipping students to navigate their futures with purpose. Additionally, an ELA teacher implemented a pen pal program with students in Japan, fostering global connections, cultural awareness, and meaningful communication skills among Parkway students.



Volunteers

Principal Nguyen thanked the volunteers, PTSA parents, and supporters for their contributions to school events, field trips, and fundraising efforts. She expressed appreciation for their continued support and invited Alma Ruiz Soto, Amanda Parker-Govea, Nalani Crivello, and Ivette Gomez.

Partners in School Innovation (PSI)

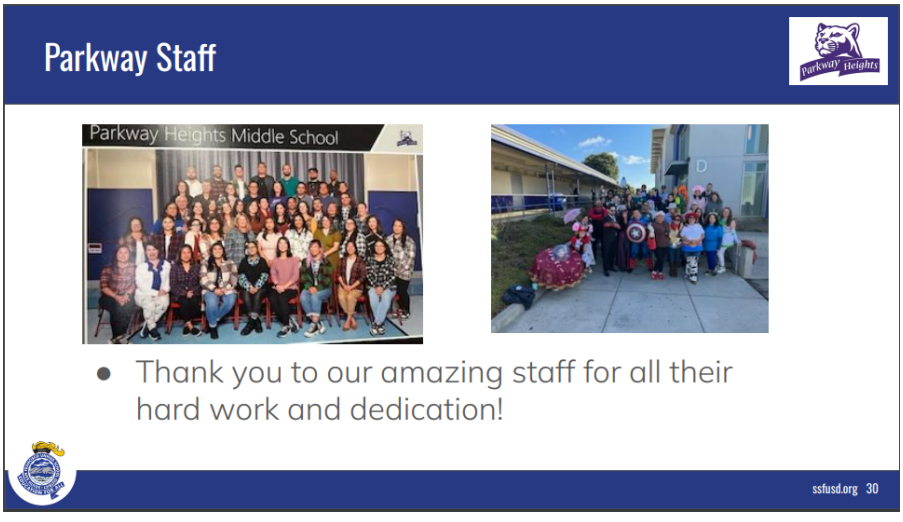
Principal Nguyen acknowledged Paula Espinoza from PSI for

her support of the ILT team, including her work on the collaborative inquiry cycle and increasing leadership capacity within the team. She also praised Paula for providing instructional coaching to both administrators and teachers, as well as supporting learning walks at the school.



Gratitude to Staff

Principal Nguyen acknowledge PHMS staff for their ongoing support and dedication. She emphasized the remarkable “all hands-on deck” approach and how each staff member has contributed to creating a safe learning environment for all students. She also gave a special shout-out to the ASB leadership students for attending the meeting and their and enthusiasm in supporting the school.



Trustee Murray expressed appreciation for Principal Nguyen

and the Parkway community. She acknowledged the test scores and praised the school's clear goals, expressing confidence in their achievement. She commended the work being done to improve school climate, highlighting the impact of the programs and efforts in the school plan. She also recognized the decline in suspension rates as a direct result of these efforts.

Trustee Hsieh thanked Principal Nguyen for the amazing, detailed, and comprehensive presentation. She appreciated how the SPSA goals were articulated, noting they were clear and measurable. She also praised the actions attached to the goals and expressed excitement for the results in the coming year.

Trustee Richardson thanked Principal Nguyen and expressed happiness with the school's 93% attendance rate, noting that it indicates students are looking forward to attending school. She highlighted the role of the Wellness Center in helping students calm down, which she believes contributes to the students' desire to come back to school. She appreciated the efforts made to support students, acknowledging the challenges of working with high-energy age groups.

Trustee Anthony thanked Principal Nguyen for the presentation and expressed her happiness with the large turnout from the community. She also recognized Bella from the slide and admired her crochet work. She expressed pride in having a school like Parkway in the district, which celebrates diversity and offers dynamic programs. Trustee Anthony praised the investment in the Wellness Center, recalling how important it was to have a quiet place during middle school. She noted improved chronic absenteeism, praised school clubs and programs, and urged donations to a "DonorsChoose" project for cleaning up trash in South San Francisco and on the Parkway campus.

President Lujan thanked Principal Nguyen for the amazing presentation and for her leadership, as well as for bringing the community together. She noted that the strong representation at the meeting highlighted how united Parkway is.

Student Trustee Wong left the meeting at 8:10 p.m.

O. PRESENTATION WITH POTENTIAL ACTION

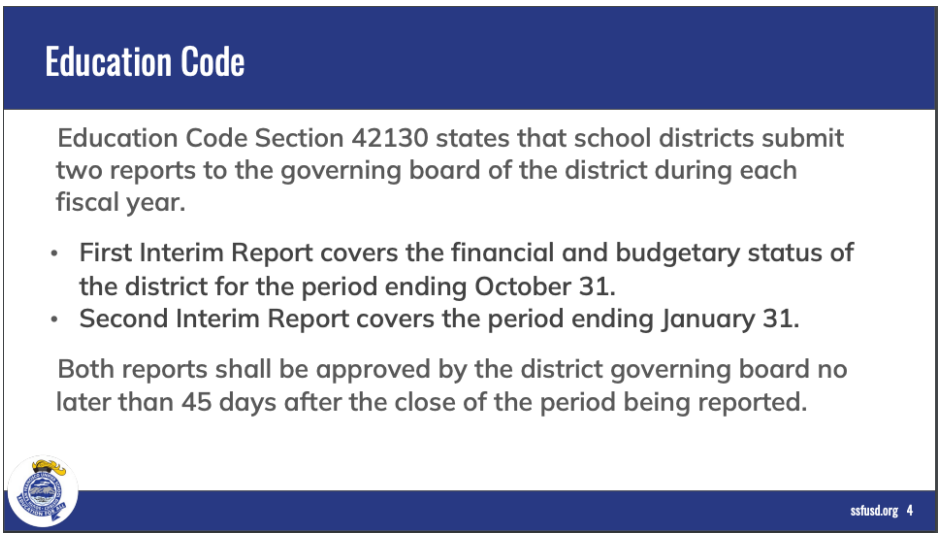
PRESENTATION

1. BUSINESS SERVICES

a. First Interim Financial Report

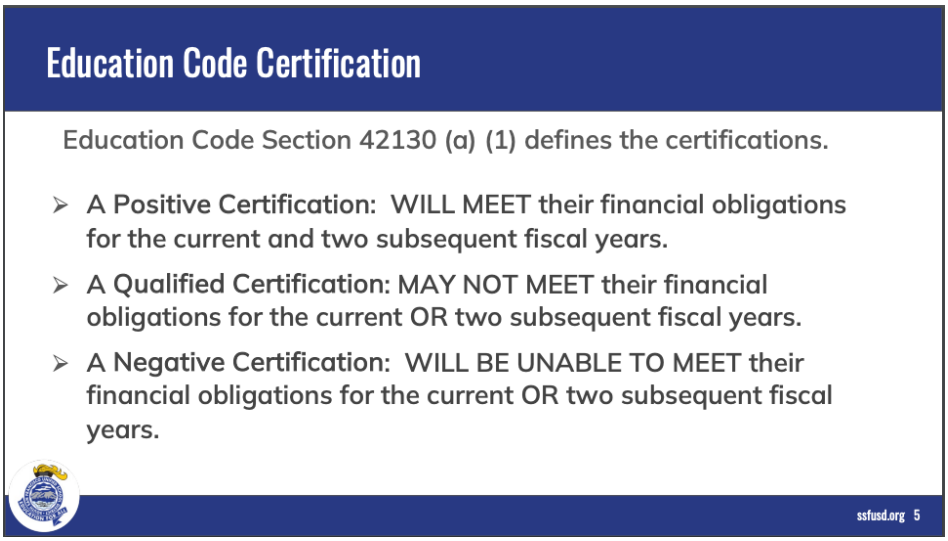
Assistant Superintendent Ted O began his presentation by greeting President Lujan, the Board members, Cabinet, staff, and community members. He introduced his topic for the evening, the 2024-25 1st Interim Financial Report, and outlined the items he would be covering. These included an overview, the budget assumptions used for the report, projected revenues and expenditures for the 2023-24 first interim, the multi-year projection, positions and programs funded with one-time funds, areas of concern, and a look ahead.

Education Code 42130
Mr. O explained that the Education Code requires school districts to submit two reports to the governing board for approval each fiscal year. These reports provide a snapshot of the district's financial position as of a specific time period. The first interim report covers the period ending October 31st, while the second report covers the period ending January 31st. Both reports must be approved by the board no later than 45 days after the close of the reporting period.



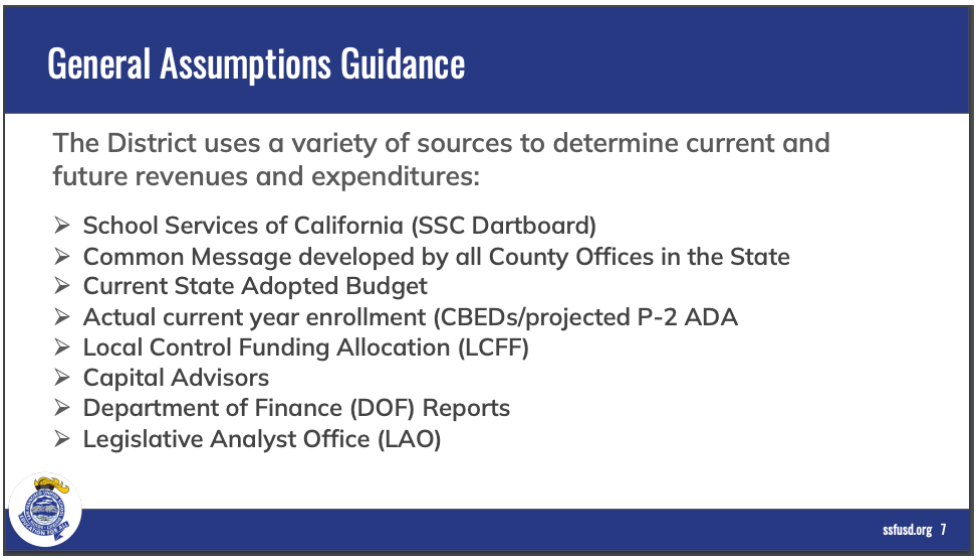
Mr. O explained that the Education Code requires districts to

certify financial reports as positive (able to meet obligations for the current and next two years), qualified (may not meet them), or negative (unable to meet them). He requested board approval of a positive certification for this report.



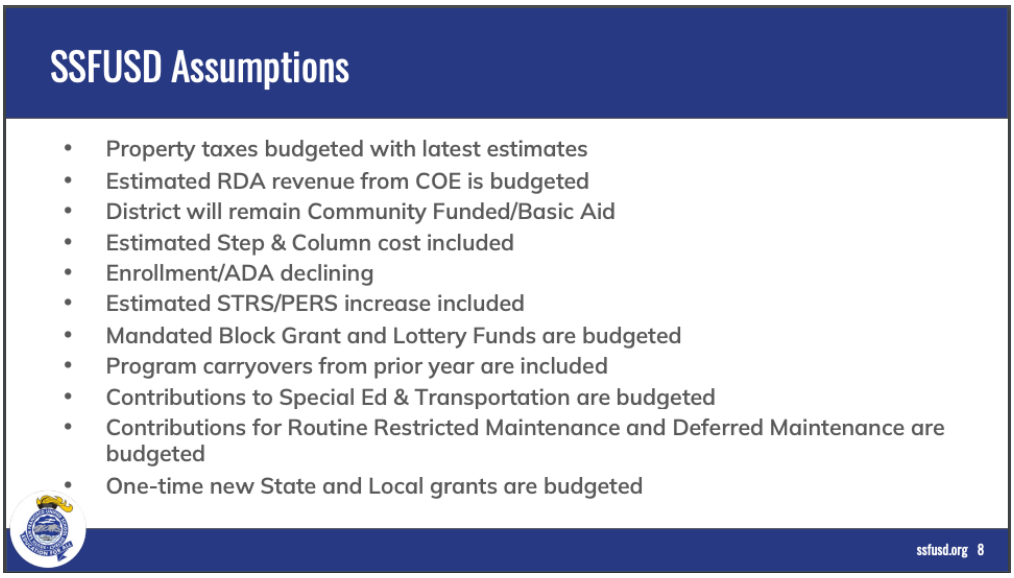
General Assumptions Guidance

Mr. O explained that in preparing the financial report, they used information from various sources, and provided a list for the board's reference.



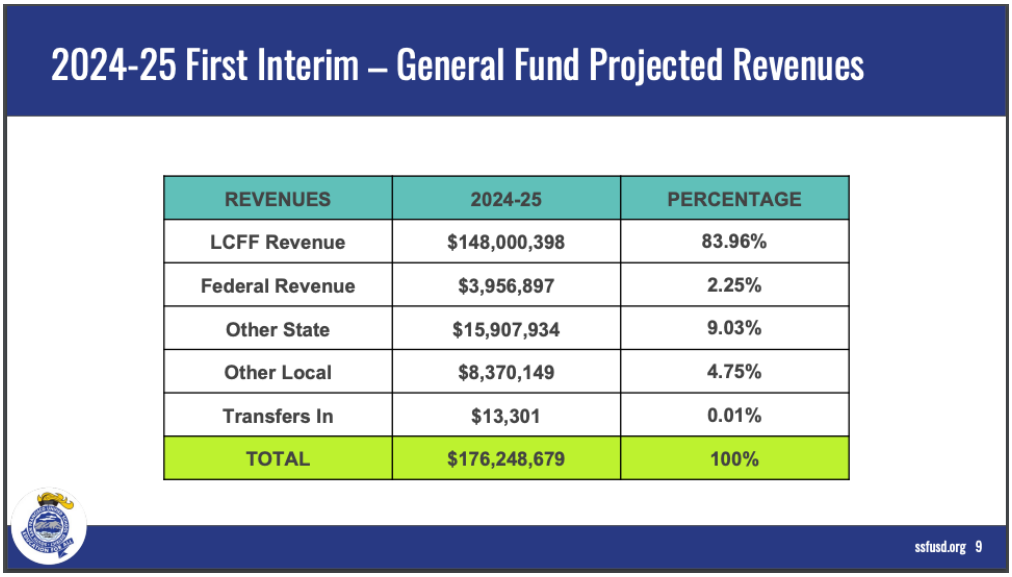
SSFUSD Assumptions

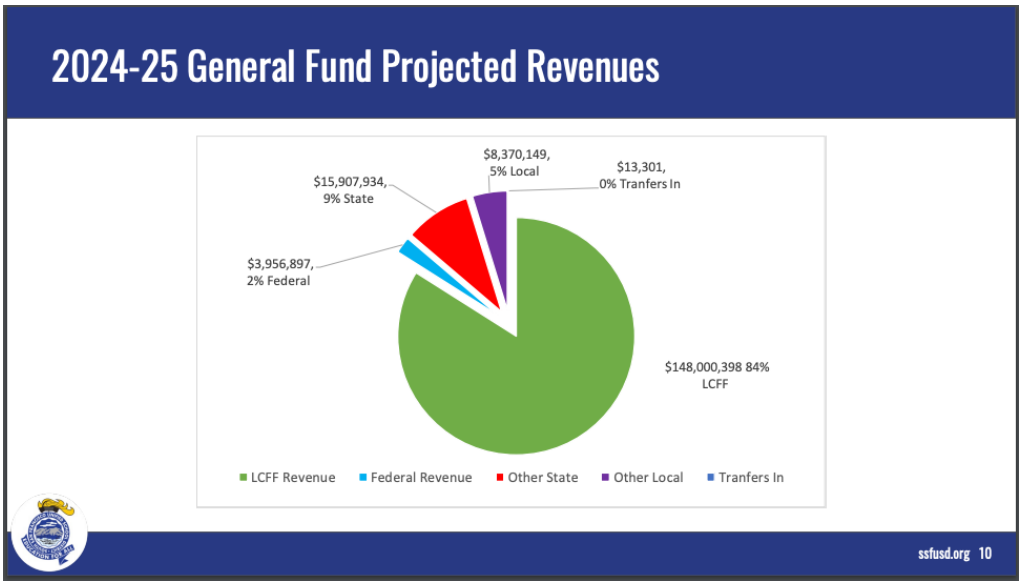
Mr. O mentioned that in preparing the financial report, a set of assumptions was developed, and he provided a list of some of these assumptions for the board's review.



2024-25 First Interim - General Fund Projected Revenues

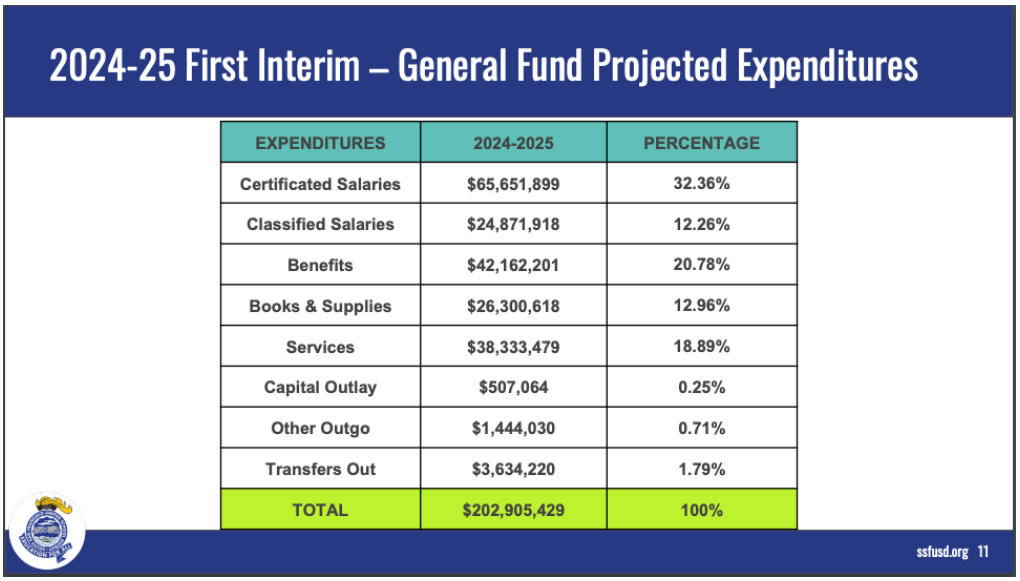
Mr. O provided an overview of the projected revenue in the general fund, explaining that school districts and county offices are required to categorize revenues in a consistent way across the state. The total projected revenue is $176.2 million, with the majority coming from Local Control Funding Formula (LCFF) revenue. He emphasized that, as a community-funded school district, South San Francisco Unified School District primarily relies on property taxes for its revenue.



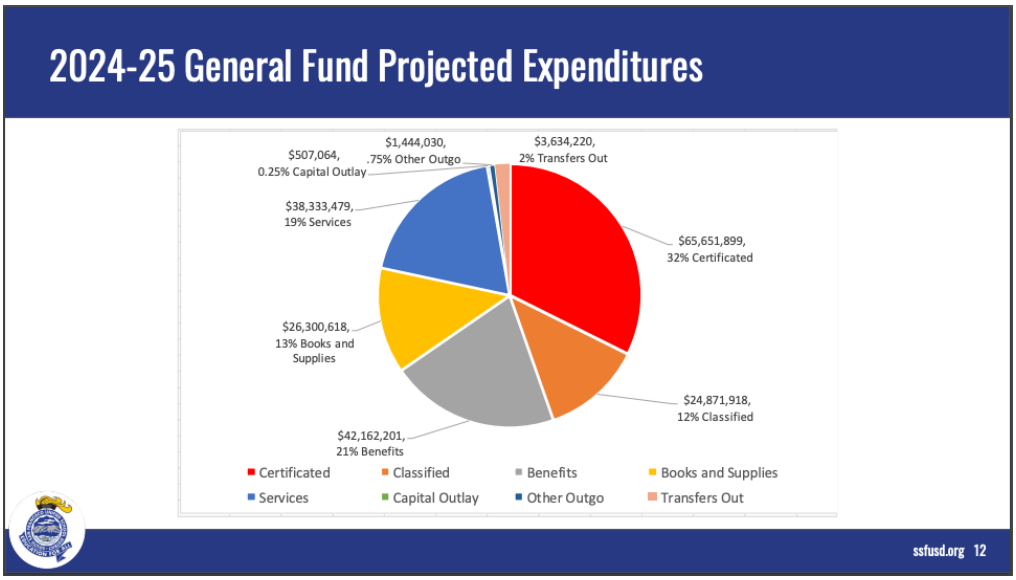


2024-25 First Interim – General Fund Projected Expenditures

Mr. O presented the total projected expenditures at the First Interim, amounting to approximately $202.9 million. He explained that school districts are required to group expenditures into standardized categories to ensure consistency across the state. The total includes both restricted and unrestricted funds, as well as program carryover amounts from the prior year. These are program funds that were unspent in the previous year and permitted to roll over into the current year's budget.

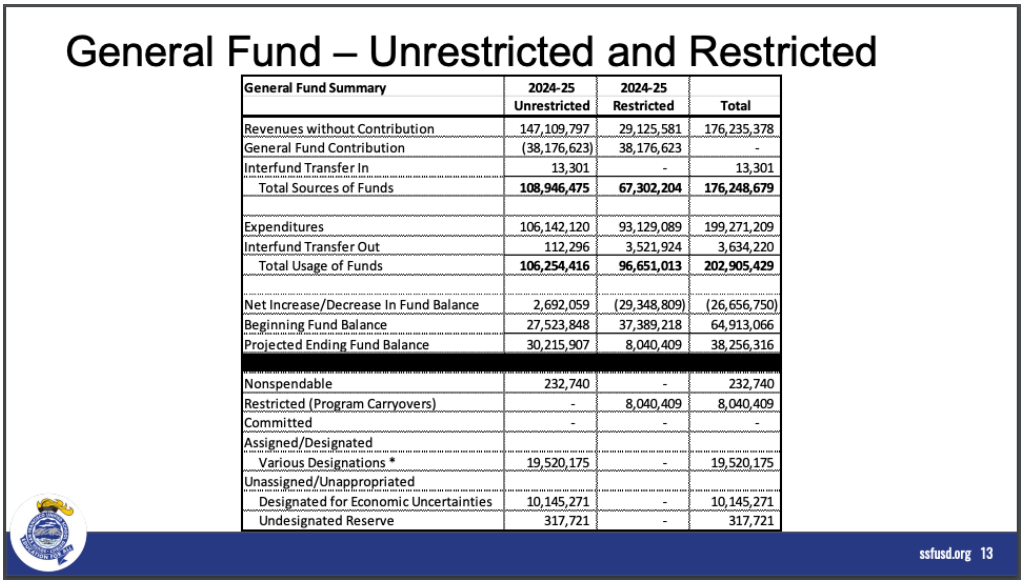


EXPENDITURES	2024-2025	PERCENTAGE
Certificated Salaries	$65,651,899	32.36%
Classified Salaries	$24,871,918	12.26%
Benefits	$42,162,201	20.78%
Books & Supplies	$26,300,618	12.96%
Services	$38,333,479	18.89%
Capital Outlay	$507,064	0.25%
Other Outgo	$1,444,030	0.71%
Transfers Out	$3,634,220	1.79%
TOTAL	$202,905,429	100%



General Fund – Unrestricted and Restricted

Mr. O outlined the General Fund budget, dividing it into unrestricted and restricted funds. The unrestricted fund balance is projected at $30.2 million, including $19.5 million in district designations, $10.1 million for economic uncertainty, and $317,721 in undesignated funds. Restricted funds total $8 million, primarily allocated for facilities and tied to specific state and federal requirements.

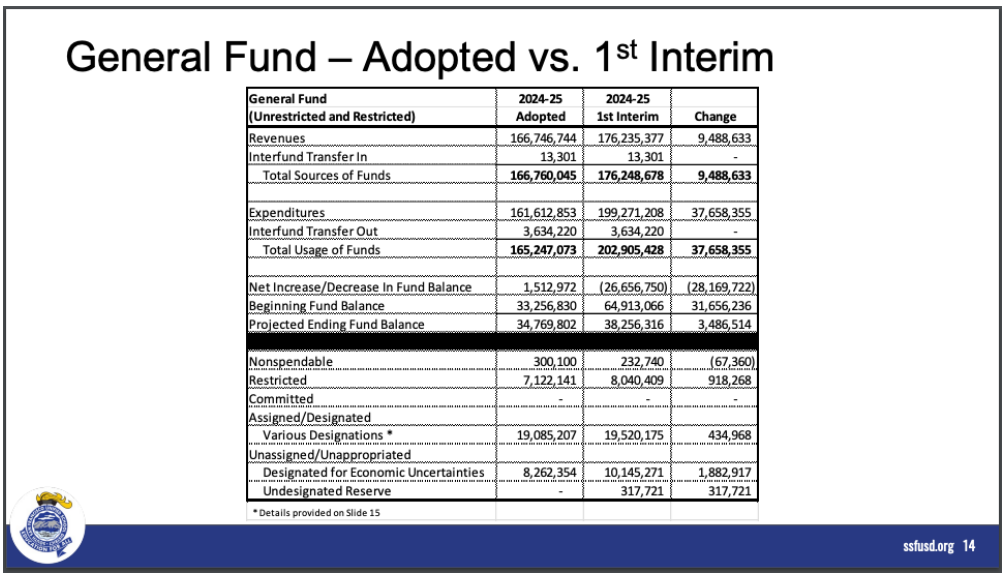


General Fund Summary	2024-25 Unrestricted	2024-25 Restricted	Total
Revenues without Contribution	147,109,797	29,125,581	176,235,378
General Fund Contribution	(38,176,623)	38,176,623	-
Interfund Transfer In	13,301	-	13,301
Total Sources of Funds	**108,946,475**	**67,302,204**	**176,248,679**
Expenditures	106,142,120	93,129,089	199,271,209
Interfund Transfer Out	112,296	3,521,924	3,634,220
Total Usage of Funds	**106,254,416**	**96,651,013**	**202,905,429**
Net Increase/Decrease In Fund Balance	2,692,059	(29,348,809)	(26,656,750)
Beginning Fund Balance	27,523,848	37,389,218	64,913,066
Projected Ending Fund Balance	30,215,907	8,040,409	38,256,316
Nonspendable	232,740	-	232,740
Restricted (Program Carryovers)	-	8,040,409	8,040,409
Committed	-	-	-
Assigned/Designated			
Various Designations *	19,520,175	-	19,520,175
Unassigned/Unappropriated			
Designated for Economic Uncertainties	10,145,271	-	10,145,271
Undesignated Reserve	317,721	-	317,721

General Fund – Adopted vs. 1st Interim

Mr. O shared a comparison between the May 2024 Adopted Budget and the recently prepared First Interim. Revenues

increased by $9.5 million, while expenditures rose by $37.7 million. He noted a $3.5 million increase in the projected balance before state-required district designations.



General Fund – Adopted vs. 1st Interim

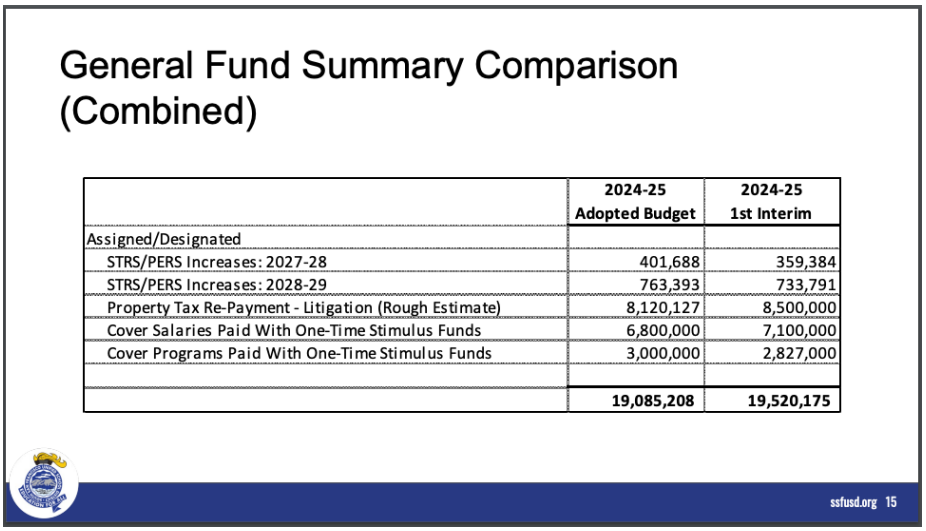
General Fund (Unrestricted and Restricted)	2024-25 Adopted	2024-25 1st Interim	Change
Revenues	166,746,744	176,235,377	9,488,633
Interfund Transfer In	13,301	13,301	-
Total Sources of Funds	**166,760,045**	**176,248,678**	**9,488,633**
Expenditures	161,612,853	199,271,208	37,658,355
Interfund Transfer Out	3,634,220	3,634,220	-
Total Usage of Funds	**165,247,073**	**202,905,428**	**37,658,355**
Net Increase/Decrease In Fund Balance	1,512,972	(26,656,750)	(28,169,722)
Beginning Fund Balance	33,256,830	64,913,066	31,656,236
Projected Ending Fund Balance	34,769,802	38,256,316	3,486,514
Nonspendable	300,100	232,740	(67,360)
Restricted	7,122,141	8,040,409	918,268
Committed	-	-	-
Assigned/Designated			
Various Designations *	19,085,207	19,520,175	434,968
Unassigned/Unappropriated			
Designated for Economic Uncertainties	8,262,354	10,145,271	1,882,917
Undesignated Reserve	-	317,721	317,721

* Details provided on Slide 15

ssfusd.org 14

General Fund Summary Comparison

Mr. O provided a breakdown of the $19.5 million in district designations included in the ending fund balance. These designations cover positions and programs funded by expiring federal and state stimulus funds. Since no additional funds will be provided by the state, the district has set aside reserves to sustain select positions and programs beyond the expiration of these funds. However, not all one-time positions and programs can be maintained.



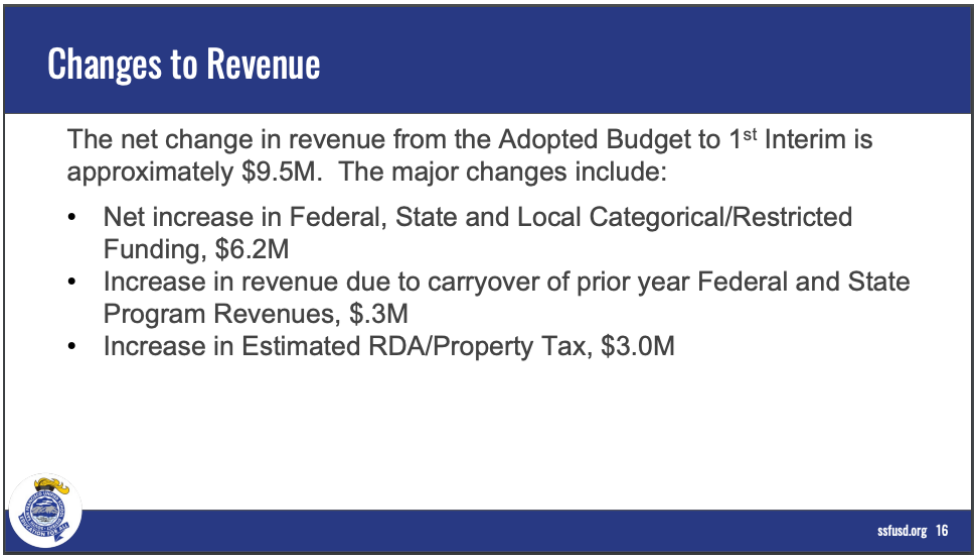
General Fund Summary Comparison (Combined)

	2024-25 Adopted Budget	2024-25 1st Interim
Assigned/Designated		
STRS/PERS Increases: 2027-28	401,688	359,384
STRS/PERS Increases: 2028-29	763,393	733,791
Property Tax Re-Payment - Litigation (Rough Estimate)	8,120,127	8,500,000
Cover Salaries Paid With One-Time Stimulus Funds	6,800,000	7,100,000
Cover Programs Paid With One-Time Stimulus Funds	3,000,000	2,827,000
	19,085,208	**19,520,175**

ssfusd.org 15

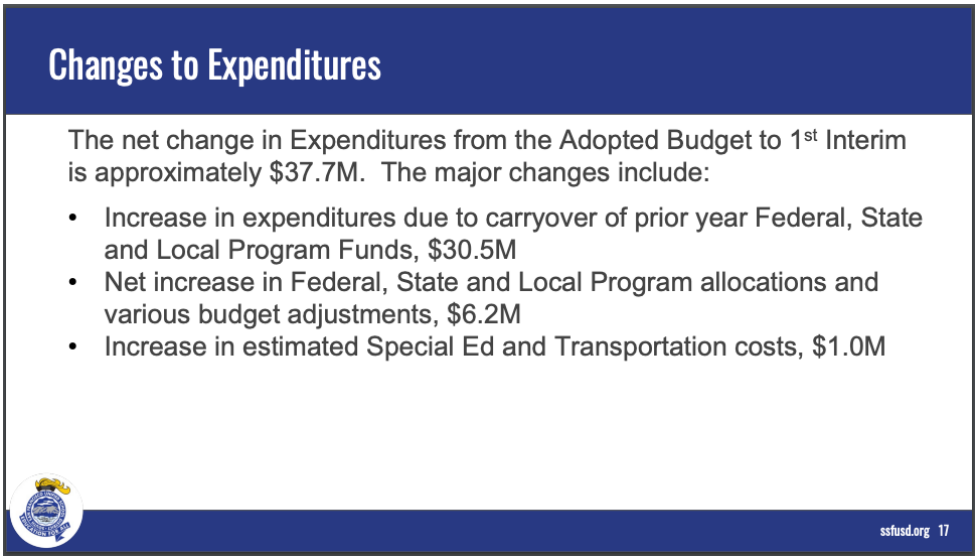
Changes to Revenue

Mr. O summarized the net budget changes: revenue increased by $9.5 million, primarily due to $6.2 million in additional federal, state, and local funding, $0.3 million in carryover funds, and $3 million in estimated property tax revenue.



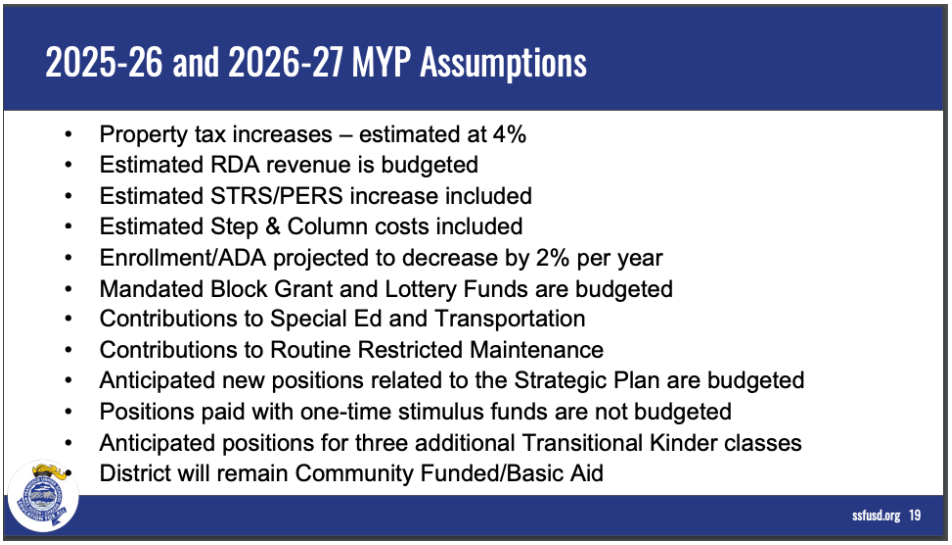
Changes to Expenditures

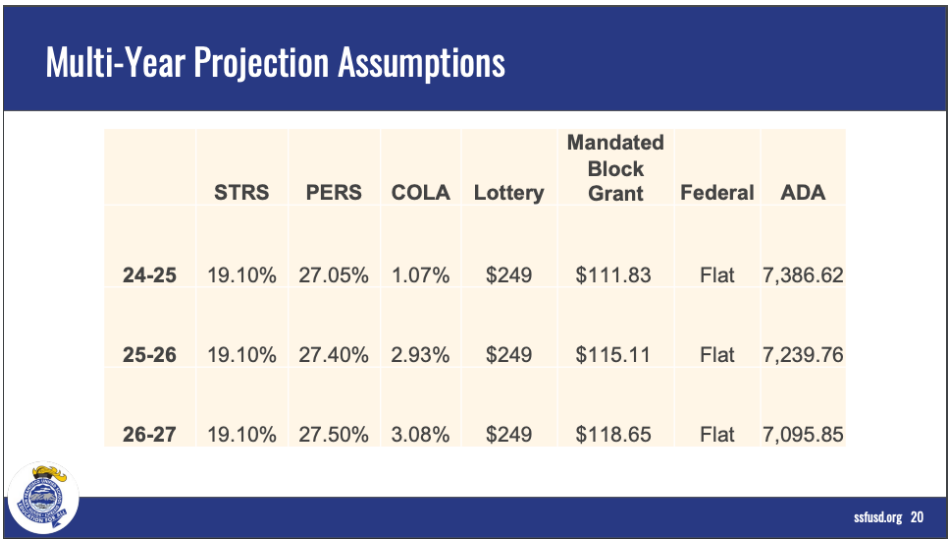
Expenditures rose by $37.7 million, driven by $30.5 million in carryover funds from 2023-24, $6.2 million in federal, state, and local program adjustments, and $1 million for increased special education and transportation costs.



Multi-Year Assumptions

Mr. O explained that the state mandates school districts to balance the budget for the current fiscal year and the following two years. This requirement, referred to as the multi-year projection, ensures fiscal responsibility and sustainability. He noted that, just as in the current year, the district must establish a set of assumptions for the two subsequent years to prepare the projections.

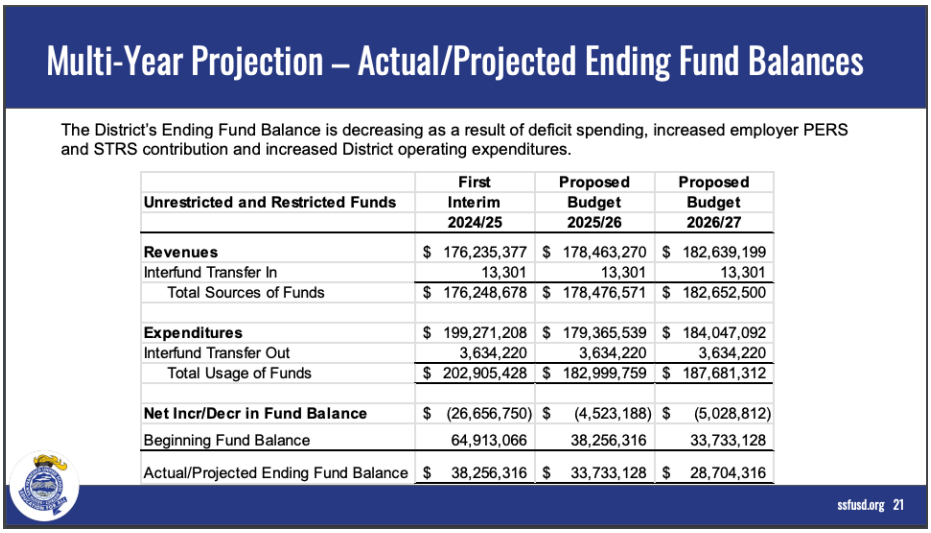




Multi-Year Projection – Actual/Projected Ending Fund Balances

Mr. O shared that the ending fund balance is projected to decrease annually due to district deficit spending, where expenditures exceed revenue. He clarified that these figures

are still preliminary and do not yet include the state-required and district designations. Mr. O noted that these amounts are subject to change and would be updated in the second interim financial report.



Multi-Year Projection – Actual/Projected Ending Fund Balances

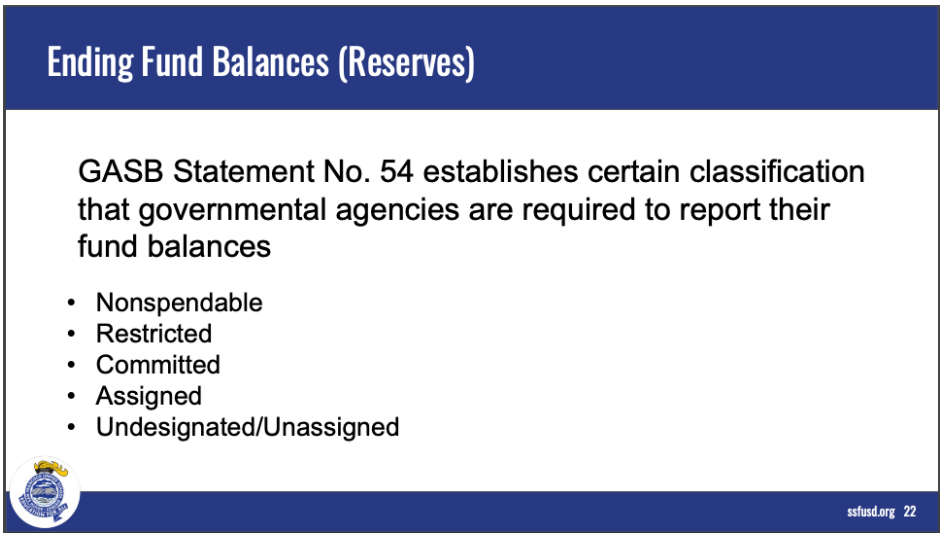
The District's Ending Fund Balance is decreasing as a result of deficit spending, increased employer PERS and STRS contribution and increased District operating expenditures.

Unrestricted and Restricted Funds	First Interim 2024/25	Proposed Budget 2025/26	Proposed Budget 2026/27
Revenues	$ 176,235,377	$ 178,463,270	$ 182,639,199
Interfund Transfer In	13,301	13,301	13,301
Total Sources of Funds	$ 176,248,678	$ 178,476,571	$ 182,652,500
Expenditures	$ 199,271,208	$ 179,365,539	$ 184,047,092
Interfund Transfer Out	3,634,220	3,634,220	3,634,220
Total Usage of Funds	$ 202,905,428	$ 182,999,759	$ 187,681,312
Net Incr/Decr in Fund Balance	$ (26,656,750)	$ (4,523,188)	$ (5,028,812)
Beginning Fund Balance	64,913,066	38,256,316	33,733,128
Actual/Projected Ending Fund Balance	$ 38,256,316	$ 33,733,128	$ 28,704,316

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Ending Fund Balance

Mr. O explained that the state mandates districts to categorize their ending fund balance into five specific categories to ensure consistency across the state.



Ending Fund Balances (Reserves)

GASB Statement No. 54 establishes certain classification that governmental agencies are required to report their fund balances

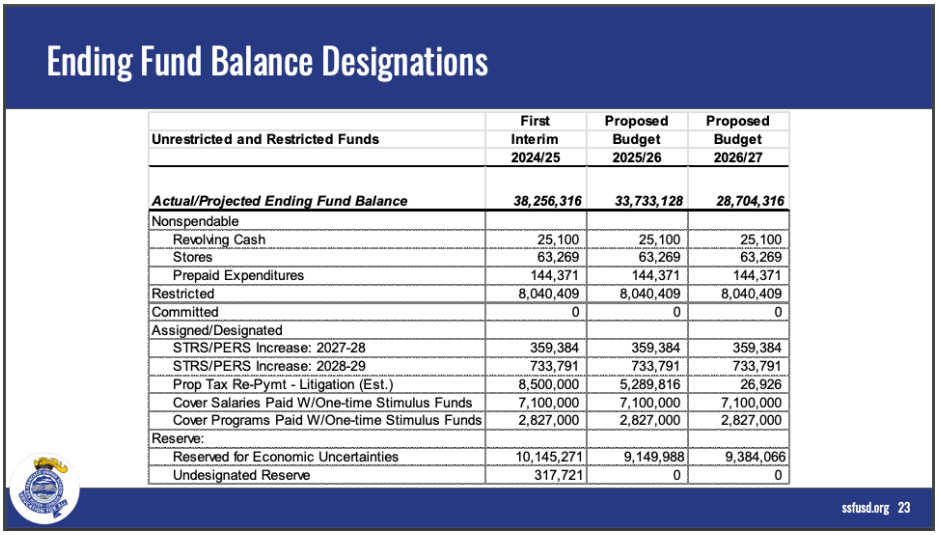
- Nonspendable
- Restricted
- Committed
- Assigned
- Undesignated/Unassigned

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Ending Fund Balance Designations

Mr. O reviewed the designations for the three years based on the state's five required categories, noting that some were state-mandated while others were district-specific. He explained that the district was able to balance the budget for

all three years by reducing the $8.5 million one-time set-aside from the property tax repayment to approximately $27,000 by the 2026-27 fiscal year. However, he cautioned that if the county controller requests payment of these funds, the district would need to allocate the necessary amount.



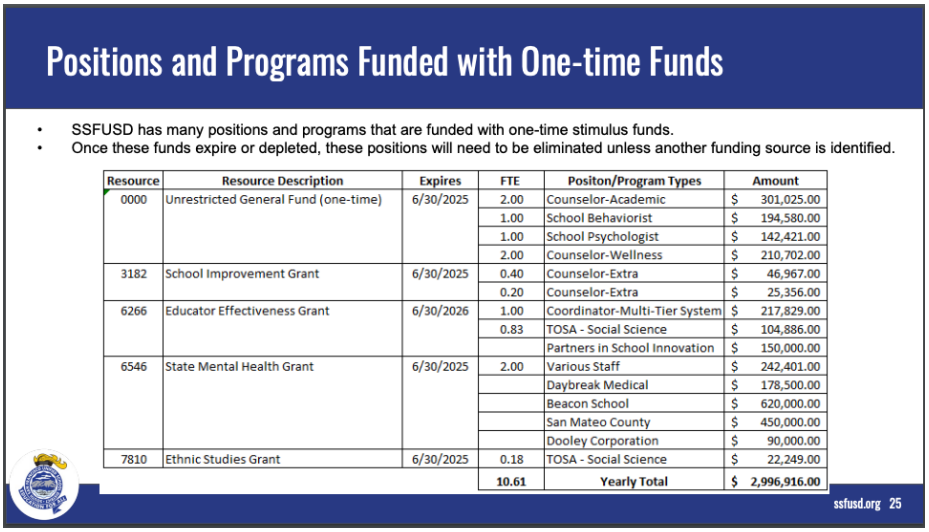
Ending Fund Balance Designations

Unrestricted and Restricted Funds	First Interim 2024/25	Proposed Budget 2025/26	Proposed Budget 2026/27
Actual/Projected Ending Fund Balance	***38,256,316***	***33,733,128***	***28,704,316***
Nonspendable			
Revolving Cash	25,100	25,100	25,100
Stores	63,269	63,269	63,269
Prepaid Expenditures	144,371	144,371	144,371
Restricted	8,040,409	8,040,409	8,040,409
Committed	0	0	0
Assigned/Designated			
STRS/PERS Increase: 2027-28	359,384	359,384	359,384
STRS/PERS Increase: 2028-29	733,791	733,791	733,791
Prop Tax Re-Pymt - Litigation (Est.)	8,500,000	5,289,816	26,926
Cover Salaries Paid W/One-time Stimulus Funds	7,100,000	7,100,000	7,100,000
Cover Programs Paid W/One-time Stimulus Funds	2,827,000	2,827,000	2,827,000
Reserve:			
Reserved for Economic Uncertainties	10,145,271	9,149,988	9,384,066
Undesignated Reserve	317,721	0	0

ssfusd.org 23

<u>Position and Programs Funded with One-Time Funds</u>

Mr. O presented information about positions and programs funded by one-time federal or state stimulus funds that are expiring or depleting. He noted that approximately 33 full-time equivalent (FTE) positions are currently paid through these temporary funds. He highlighted the first set of these positions, showing 10.61 FTEs, along with the associated dollar amounts for these roles.



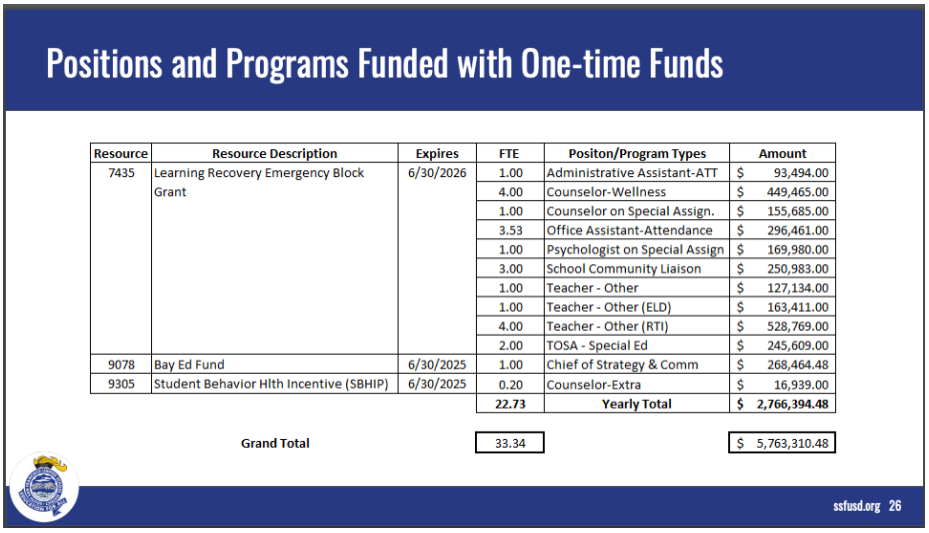
Positions and Programs Funded with One-time Funds

- SSFUSD has many positions and programs that are funded with one-time stimulus funds.
- Once these funds expire or depleted, these positions will need to be eliminated unless another funding source is identified.

Resource	Resource Description	Expires	FTE	Positon/Program Types	Amount
0000	Unrestricted General Fund (one-time)	6/30/2025	2.00	Counselor-Academic	$ 301,025.00
			1.00	School Behaviorist	$ 194,580.00
			1.00	School Psychologist	$ 142,421.00
			2.00	Counselor-Wellness	$ 210,702.00
3182	School Improvement Grant	6/30/2025	0.40	Counselor-Extra	$ 46,967.00
			0.20	Counselor-Extra	$ 25,356.00
6266	Educator Effectiveness Grant	6/30/2026	1.00	Coordinator-Multi-Tier System	$ 217,829.00
			0.83	TOSA - Social Science	$ 104,886.00
				Partners in School Innovation	$ 150,000.00
6546	State Mental Health Grant	6/30/2025	2.00	Various Staff	$ 242,401.00
				Daybreak Medical	$ 178,500.00
				Beacon School	$ 620,000.00
				San Mateo County	$ 450,000.00
				Dooley Corporation	$ 90,000.00
7810	Ethnic Studies Grant	6/30/2025	0.18	TOSA - Social Science	$ 22,249.00
			10.61	**Yearly Total**	**$ 2,996,916.00**

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Mr. O continued by discussing the remaining positions and programs funded by expiring one-time funds. Together, these positions and programs amount to approximately $5.8 million. He emphasized that if the district wishes to retain these positions and programs in the next fiscal year, it will need to identify a new, ongoing funding source for this amount. Without securing such funding, these positions and programs will need to be reduced or eliminated.

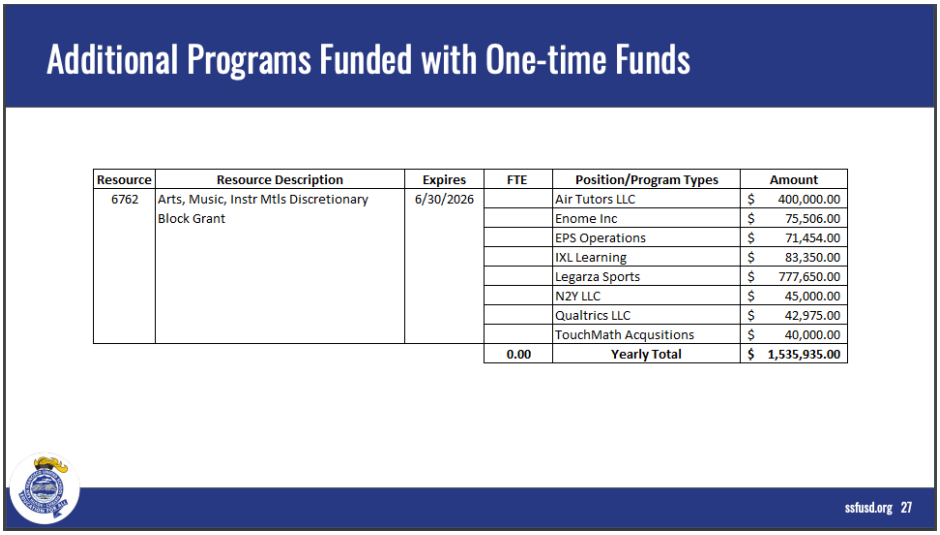


Positions and Programs Funded with One-time Funds

Resource	Resource Description	Expires	FTE	Positon/Program Types	Amount
7435	Learning Recovery Emergency Block Grant	6/30/2026	1.00	Administrative Assistant-ATT	$ 93,494.00
			4.00	Counselor-Wellness	$ 449,465.00
			1.00	Counselor on Special Assign.	$ 155,685.00
			3.53	Office Assistant-Attendance	$ 296,461.00
			1.00	Psychologist on Special Assign	$ 169,980.00
			3.00	School Community Liaison	$ 250,983.00
			1.00	Teacher - Other	$ 127,134.00
			1.00	Teacher - Other (ELD)	$ 163,411.00
			4.00	Teacher - Other (RTI)	$ 528,769.00
			2.00	TOSA - Special Ed	$ 245,609.00
9078	Bay Ed Fund	6/30/2025	1.00	Chief of Strategy & Comm	$ 268,464.48
9305	Student Behavior Hlth Incentive (SBHIP)	6/30/2025	0.20	Counselor-Extra	$ 16,939.00
			22.73	**Yearly Total**	**$ 2,766,394.48**
	Grand Total		33.34		$ 5,763,310.48

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Mr. O explained that in addition to the programs listed on the previous two slides, there are other programs charged to the one-time funds. He shared that these additional programs total approximately $1.5 million. This amount is in addition to the $5.8 million mentioned earlier.



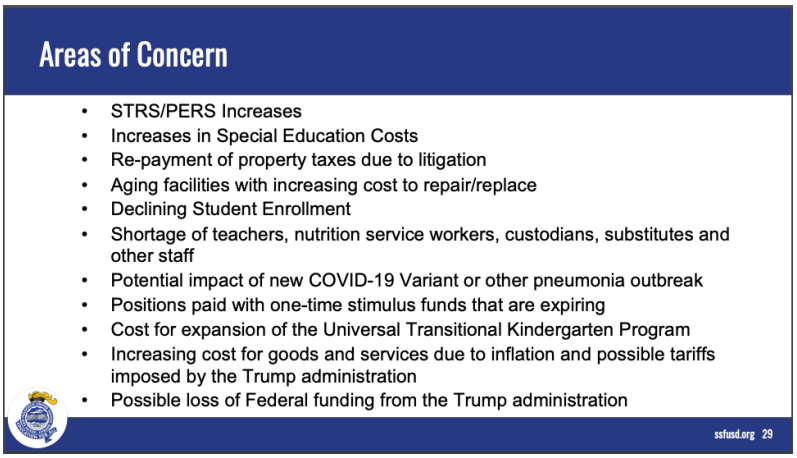
Additional Programs Funded with One-time Funds

Resource	Resource Description	Expires	FTE	Position/Program Types	Amount
6762	Arts, Music, Instr Mtls Discretionary Block Grant	6/30/2026		Air Tutors LLC	$ 400,000.00
				Enome Inc	$ 75,506.00
				EPS Operations	$ 71,454.00
				IXL Learning	$ 83,350.00
				Legarza Sports	$ 777,650.00
				N2Y LLC	$ 45,000.00
				Qualtrics LLC	$ 42,975.00
				TouchMath Acqusitions	$ 40,000.00
			0.00	**Yearly Total**	**$ 1,535,935.00**

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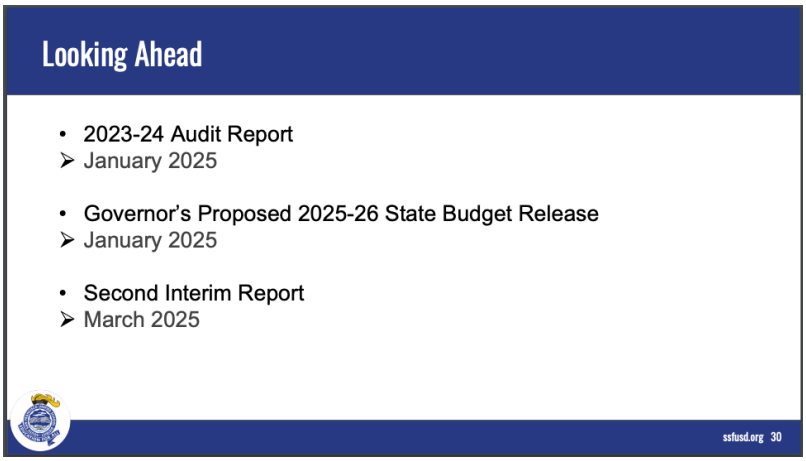
Areas of Concern

Mr. O highlighted that most of the concerns listed were already known, but the last two were new to this report. One significant unknown is the impact of the Trump administration taking office in January 2025. There is concern about potential loss of federal funding for school districts, as well as the possibility of rising costs for goods and services due to potential tariffs from the new administration. These are additional risks the district is monitoring.



Looking Ahead

Mr. O shared that the district is currently finalizing the 2023-24 audit report, which will be presented to the Board in January 2025. He noted that in January 2025, the Governor will release the proposed budget for the 2025-26 fiscal year, and the district will be gathering information to share with the Board once it becomes available. Additionally, in March 2025, Mr. O will present the second interim financial report to the Board. He concluded his presentation at this point.



Trustee Hsieh inquired about the district's approach to staffing, noting that many positions are set to expire in six months. Mr. O explained that the district is currently reviewing staffing levels and evaluating whether new positions are needed for initiatives outlined in the strategic plan. At the same time, the district is assessing areas where cuts can be made. He emphasized that the district needs to balance adding new positions with maintaining existing ones, all while working within the constraints of limited funding. This review process will continue over the next few weeks, with final decisions needed in time to meet the statutory March 15 deadline for providing notices through Human Resources.

Trustee Anthony pointed out that it appears the district has allocated $7.1 million from its assigned designated reserves to cover some expenses, referencing page 23 of the presentation. Mr. O confirmed this, explaining that while some funds have been set aside, they do not cover all of the expenses. He clarified that the allocated amount was just a placeholder until the district determines its next steps. He also mentioned that the district needs to balance other priorities, including new positions, ongoing negotiations, and potential reductions in funding, which requires being prepared for various financial outcomes.

Trustee Richardson asked for an update on the $8.5 million in property tax reserves set aside for litigation. Mr. O responded that unfortunately, the issue is still tied up in the courts. He explained that the district has been checking on the situation, especially as they go through bond refunding. He mentioned that they need to disclose the current liability to investors, and the litigation remains an outstanding liability. Trustee Richardson commented that they had heard the court was looking for a judge to rule in the district's favor, but Mr. O had not received any updates, usually relying on information from the County Controller's Office for resolutions.

Trustee Murray acknowledged the report as concerning but thanked Mr. O and his staff for their hard work. She expressed appreciation for the way the information was presented, making it clear and ensuring the facts were laid out in front of the board.

President Lujan echoed the thanks for the informative

presentation, complimenting how well it was put together. She also acknowledged the hours of work involved, expressing gratitude for Mr. O and his team's efforts in getting the First Interim completed on time.

ACTION

BUSINESS SERVICES

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

MOTION #92 (Murray/Hsieh) for the approval of the 1st Interim Financial Report and positive certification of financial condition for FY 2024-25, declaring that the SSFUSD will be able to meet its financial obligations for the current year and subsequent two fiscal years, as presented to the Board. Motion Carried (Unanimous)

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

Trustee Anthony made a comment on the upcoming retirements, highlighting not only the retirement of a valued staff member at the Adult School but also the retirements of two dedicated Community Liaisons. She shared that when she first arrived in South San Francisco, these individuals were among the first she worked with, and their passion for supporting the community was evident. Trustee Anthony expressed gratitude and congratulations to Rosanne Hitchcock and Teresa Ortiz for their service to South San Francisco.

MOTION #93 (Anthony/Richardson) to approve Item 1a, Minutes of the November 14, 2024 Regular Board meeting; Item 2a, Approval for South San Francisco High School to hire a professional consultant for an on-campus dance workshop, February 3 – 7, 2025; Item 2b, Permission for staff to attend the Computer-Using Educators (CUE) conference in Palm Springs, CA, March 20 – 22, 2025; Item 2c, Permission for El Camino High School wrestling team to travel to Clovis, CA, December 19 – 21, 2024; Item 2d, Permission for El Camino High School wrestling team to travel to Chico, CA, January 3 – 4, 2025; Item 2e, Permission for El Camino High School wrestling team to travel to Sacramento, CA, January 9 – 11, 2025; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 3c, Provisional Internship Permit (PIP) for Social Science Teachers at Parkway Heights Middle School; Item 4a, Purchase Order Listing, October 1 - 30, 2024; Item 4b, Warrant Register, October 1 - 30, 2024; Item 4c, Cash Receipts, October 1 - 30, 2024; Item 4d, Declaration of surplus items; Item 4e, Gifts to the District, November 2024; Item 4f, Fundraising events for the 2024-

25 school year; Item 4g, Professional services agreements under $25,000. Motion Carried. (Unanimous)

PUBLIC HEARING

The Board meeting was suspended to open a public hearing at 8:28 p.m.

President Lujan shared that the South San Francisco Unified School District ("District") and the South San Francisco Classroom Teachers Association ("SSFCTA") will be negotiating a successor collective bargaining agreement ("successor agreement") for the 2025-2028 term.

Ms. Allison Light, the bargaining chair for the South San Francisco Classroom Teachers Association (SSFCTA), asked if the meeting could break considering the time. President Lujan responded by agreeing to take a break.

The Board recessed at 8:30 p.m. for a break and reconvened at 8:40 p.m.

Ms. Allison Light, the bargaining chair for the South San Francisco Classroom Teachers Association (SSFCTA), presented the Sunshine Statement of proposals for the upcoming three-year successor agreement.

This Public Hearing provided an opportunity for members of the public to comment on the SSFCTA proposal. There were no comments.

The public hearing was closed and the Board meeting resumed at 8:45 p.m.

INFORMATION/DISCUSSION

1. EDUCATIONAL SERVICES

a. Summer School Programs 2025

Assistant Superintendent Keith Irish presented information on the 2025 Summer School Program plans for the District.

Trustee Anthony asked if the proposed Literacy Academy would be separate from Migrant Education literacy efforts and the Big Lift program for grades K-3. Mr. Irish confirmed it is distinct and noted that typically, students cannot enroll in both programs due to Big Lift's specific application requirements.

Mr. Irish shared that feedback from the strategic plan highlighted the need for foundational literacy skills and academic language support. In response, the Educational Services team is exploring potential models, referencing the

success of last summer's multilingual learner program at Parkway. Trustee Anthony thanked him for the clarification.

Trustee Richardson asked about anticipated participation in summer school, noting the large turnout in previous years. Mr. Irish explained that high school programs typically see 500-600 students, and Big Lift enrolls around 600. He emphasized the importance of sharing summer program details early to attract educators, as delays in past years have been challenging. Trustee Richardson proceeded to inquire about program hours. Mr. Irish explained that schedules vary. The proposed academies are three hours daily, Big Lift runs 8:30 a.m. to 3:30 p.m. in partnership with the county and libraries, and most other programs, like high school and STEAM, are five hours a day. He added that Elevate Math and other initiatives are part of the summer offerings.

Mr. Irish acknowledged the balance between enrichment and remediation (Credit Recovery), noting budget constraints and the need to prioritize foundational math and literacy skills. Last year, enrichment in math was not offered, and no decisions have been made yet for this year. He emphasized that discussions are ongoing and this is an early stage in planning.

Trustee Hsieh thanked Mr. Irish for addressing her question about math, noting that it had already been answered.

Trustee Murray expressed gratitude for the clarity and organization of the board memo, noting how impressed she was with its layout and thanking Mr. Irish for the proposed summer school programs, which she found amazing. Mr. Irish acknowledged the feedback that led to presentation improvements and thanked her for noticing. He added that in subsequent board meetings, he would provide updates on potential partners to enhance the summer school programs and keep the board informed as the plans progressed.

President Lujan thanked Mr. Irish for his presentation and addressed Ms. Connery, acknowledging receipt of her comment card assuring Ms. Connery that if she emailed her questions, they would ensure they were answered.

ACTION ***(continued)***

1. ADMINISTRATION

a. Resolution No. 24-56 School Board Recognition Month

Trustee Hsieh read the resolution.

MOTION #94 (Richardson/Murray) Adoption of Resolution #24-56: To acknowledge the SSFUSD school board and its role in supporting student achievement. (AYES: Hsieh, Murray, Richardson, Anthony, Lujan; NOES: None). Motion Carried. (Unanimous)

b. Resolution No. 24-57 for Trustee Compensation

MOTION #95 (Richardson/Murray) Adoption of Resolution #24-57: To allow stipend payment for Trustee Anthony who was absent from the October 24 and November 14 Special and Regular Board meetings. (AYES: Hsieh, Murray, Richardson, Lujan; NOES: None; ABSTAIN: Anthony). Motion passed 4-0-1.

c. Resolution No. 24-58 Support of Undocumented Student and Families

Trustee Murray read the resolution.

Trustee Hsieh expressed deep appreciation for the resolution, emphasizing its importance for students given the current climate. President Lujan acknowledged the sentiment, adding that it was a team effort.

MOTION #96 (Richardson/Hsieh) Adoption of Resolution #24-58: In support of the District's students and families, including those who are undocumented and directing staff to develop policies and procedures to implement and advance this principle. (AYES: Hsieh, Murray, Richardson, Anthony, Lujan; NOES: None). Motion Carried. (Unanimous)

d. Approval of District's Updated Board Bylaws and Policies

Trustee Richardson commented on Policy 3400, Management of District Assets and Accounts, highlighting its importance in demonstrating ethical fiduciary duty and maintaining transparency within the community. She noted that the policy ensures accurate identification and valuation of district assets and promotes financial accountability to the public. Trustee Richardson expressed appreciation for the

policy and thanked those who authored it.

President Lujan thanked the Board Bylaw committee for all their work.

MOTION #97 (Murray/Richardson) To approve the following updated District's Board Bylaw and Policies and waive a second reading. Motion Carried. (Unanimous)

1. BP 0520 – Intervention in Underperforming Schools
2. BP 1431 – Waivers
3. BP 3400 – Management of District Assets/Accounts
4. BP 5116.2 – Involuntary Student Transfers
5. BP 5131.2 – Bullying
6. BP 6142.8 – Comprehensive Health Education
7. BB 9321 – Closed Session

2. EDUCATIONAL SERVICES

a. Approval of the California State Preschool Program (CSPP) Continue Funding Application (CFA) and Adoption of Resolution No. 24-59

MOTION #98 (Murray/Hsieh) To approve the California Department of Education CSPP application for fiscal year 2025-26 and the adoption of Resolution #24-59: Authorizing Continued Funding Application 2025-26 with waiving the reading of the resolution. (AYES: Hsieh, Murray, Richardson, Anthony, Lujan; NOES: None). Motion Carried. (Unanimous)

b. Approval of Emergency Response (EMT) 1 Course

Trustee Murray shared she "loves it" calling the course "awesome." Mr. Irish thanked the board, noting it uses Career Technical Education Incentive Grant (CTEIG) funds to advance CTE pathways. Trustee Anthony highlighted the program's importance in addressing county needs.

MOTION #99 (Hsieh/Murray) To approve the Career and Technical Education (CTE), Emergency Response (EMT) 1 course for implementation during the 2025-26 school year. Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Approval of the MOU with the South San Francisco Classroom Teachers Association (SSFCTA) for the Mathematics Pilot for the 2024-2025 School Year

MOTION #100 (Murray/Hsieh) To approve the Memorandum of Understanding with the South San Francisco Classroom Teachers Association for the Mathematics Curriculum Pilot for the 2024-2025 school year. Motion Carried. (Unanimous)

b. Approval of the MOU with the South San Francisco Classroom Teachers Association (SSFCTA) for the Newcomer Multilingual Learner Curriculum Implementation for the 2024-2025 School Year

MOTION #101 (Murray/Hsieh) To approve the Memorandum of Understanding with the South San Francisco Classroom Teachers Association for the Newcomer Multilingual Learner Curriculum Implementation for the 2024-2025 school year, as presented to the Board. Motion Carried. (Unanimous)

c. Approval of the MOU with the South San Francisco Classroom Teachers Association (SSFCTA) for the College and Career Access Pathway (CCAP) Partnership Program (Evaluation) for the 2024-2025 School Year

Trustee Anthony asked about the difference between participating in an evaluation and no evaluation. Assistant Superintendent Hannon deferred to Assistant Superintendent Irish for clarification, as he is more familiar with the CTE program requirements. Mr. Irish explained that, under the CCAP agreement with San Mateo Community College District, Skyline College was allowed to evaluate CTE programs by observing classrooms. This raised concerns among county districts. To address this, the district offered CTE teachers the choice to participate in the evaluation with compensation or opt out. An MOU was created to formalize this, based on the CCAP agreement approved last year. Mr. Irish thanked Assistant Superintendent Hannon and CTA for collaborating on this solution.

Trustee Hsieh recused herself however, President Lujan clarified that the MOU was between the district and CTA, not SMCCD, making it a separate matter. Trustee Hsieh acknowledged the clarification.

MOTION #102 (Anthony/Richardson) To approve the Memorandum of Understanding with the South San Francisco Classroom Teachers Association for the College and Career Access Pathway (CCAP) Partnership Program (Evaluation) for the 2024-2025 school year. Motion Carried. (Unanimous)

d. Approval of the MOU with the South San Francisco Classroom Teachers Association (SSFCTA) for the College and Career Access Pathway (CCAP) Partnership Program (No Evaluation) for the 2024-2025 School Year

MOTION #103 (Anthony/Richardson) To approve the Memorandum of Understanding with the South San Francisco Classroom Teachers Association for the College and Career Access Pathway (CCAP) Partnership Program (No Evaluation) for the 2024-2025 school year. Motion Carried. (Unanimous)

e. Approval of the MOU with the South San Francisco Classroom Teachers Association (SSFCTA) for the Specialized Secondary Programs (SSP) Emergency Response Pathway for the 2024-2025 School Year

President Lujan acknowledged and thanked the district, Human Resources, and SSFCTA for their collaboration and open communication, highlighting that the numerous MOUs demonstrated strong teamwork.

MOTION #104 (Murray/Richardson) To approve of the Memorandum of Understanding with the South San Francisco Classroom Teachers Association for the Specialized Secondary Programs (SSP) Emergency Response Pathway for the 2024-2025 school year. Motion Carried. (Unanimous)

f. Approval of Annual Minimum Wage Increase (2025)

MOTION #105 (Anthony/Richardson) To approve increasing the minimum wage in the South San Francisco Unified School District from $17.25 to $17.70 per hour effective January 1, 2025. Motion Carried. (Unanimous)

4. BUSINESS SERVICES

b. Approval of Agreement with Multistudio, Inc. for the El Camino High School Modernization Project Assessment Phase (Part 1)

Trustee Anthony inquired about the firms that bid on the project, their bids, and why the selected firm was chosen. Ms. Shelton clarified that this is a professional services contract, so firms were selected based on qualifications, not bids. She explained that while the district initially asked another firm for

a proposal, they could not move forward with them and instead asked Multistudio to submit a proposal.

Trustee Anthony expressed interest in developing a more structured procurement policy for professional services, emphasizing fairness and transparency in the bidding process. President Lujan suggested adding this topic to a future agenda for further discussion.

Trustee Richardson noted that contractors are already vetted through the state, ensuring they meet necessary requirements. The Board agreed that a presentation on the selection process would be helpful and could potentially lead to revisions if needed.

MOTION #106 (Anthony/Murray) To approve the agreement with Multistudio, Inc. for the El Camino High School Modernization Project under the Measure T Bond program in the amount of $431,009.00. Motion Carried. (Unanimous)

c. Approval of the Construction Project Manager Job Description

MOTION #107 (Hsieh/Murray) To approve the Construction Project Manager job description. Motion Carried. (Unanimous)

d. Approval of Amendment #1 with Verde Design, Inc. for the Pavement and Field Project at Westborough Middle School

Trustee Richardson asked for a design rendering of the parking lot project, as the board had approved funding but did not have a visual reference. President Lujan recalled seeing the design at a Westborough PTA meeting and suggested sharing the presentation slides with the board for clarity.

MOTION #108 (Hsieh/Murray) To approve Amendment #1 to the professional services agreement with Verde Design, Inc. for additional electrical engineering services at Westborough MS for the field and pavement project under the Measure T Bond program in the amount of $2,290.00. Motion Carried. (Unanimous)

e. Approval of Agreement with Kier & Wright Civil Engineers and Surveyors, Inc. for the Surveying and Topographic services for the South San Francisco High School Modernization Project

MOTION #109 (Murray/Richardson) To approve the agreement with Kier & Wright Civil Engineers and Surveyors, Inc for topographic surveying and underground utility locating services for the South San Francisco HS modernization project in the amount of $70,000.00. Motion Carried. (Unanimous)

f. Approval of Agreement with NV5 for Assessment and Recommendations for Replacement of Key Elements of the District's Legacy Photovoltaic Systems

This item was pulled from the agenda.

To approve the agreement with NV5, Inc. for legacy solar facilities assessment and recommendation in the amount of $38,500.00.

g. Approval of Proposal with 19six Architects for two Special Education Classroom Renovations at South San Francisco High School

Trustee Anthony commented, for the benefit of the public, that this falls under the same policy as previous agreements, noting that it is a professional services agreement, and as such, there is no requirement to go out to bid.

MOTION #110 (Hsieh/Murray) To approve the proposal with 19six Architects for the renovation of two Special Education classrooms at South San Francisco HS in the amount of $105,550.00. Motion Carried. (Unanimous)

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

December 18, 2024 ***- Reorganization meeting***

- Resolution ratifying November 5 election
- Ceremonial Oath of Office for new Board member(s)
- Board of Trustees reorganization
- Resolution honoring outgoing Board President
- Selection of Trustees to District sub-committees/committees

January 23, 2025

- Presentation teaching and learning – Los Cerritos ES
- Presentation – Children's Center
- Recognition for outgoing Student Trustee Wong

- Presentation on audited actuals report for the fiscal year ended June 30, 2024
- Presentation LCAP
- Williams report for 4th quarter ending 12/31/24
- Resolution honoring African American History Month (February)

February 13, 2025

- Presentation teaching and learning – Monte Verde MS
- Presentation on Performance Management - English Learners
- Introduction of new Student Trustee Harsana
- Approval of DTS contract for 2025-26
- Approval of implementation of Science for Scientists for 2025-26
- Update on Governor's 2025-26 budget proposal
- Approval of 2024 Young Audiences Professional Development MOU
- Approval of MOU w/ SVEF Elevate Math - 2025 Summer School Programs

February 27, 2025

- Presentation teaching and learning - Martin ES
- Presentation on Performance Management - Special Education
- Presentation on supplement to the annual LCAP update for 2025-26
- Resolution for Women's History Month (March)
- Resolution for Red Cross Month (March)
- 2025 CSBA Delegate Assembly election
- Approval of declaration of need for fully qualified educators, 2025-26

March 13, 2025

- Presentation teaching and learning – South San Francisco HS
- Presentation on Counseling
- Presentation on Structured Literacy Block
- Presentation and approval of Second interim budget report "positive certification"
- Approval of recommended dates for 2025-26 LCAP and budget hearings and adoptions

March 27, 2025

- Presentation teaching and learning – Ponderosa ES
- Presentation on Nutrition Services
- Presentation on Induction
- Resolution for Child Abuse Prevention Awareness Month (April)
- Resolution for Autism Awareness Month (April)
- Approval of LCFF supplemental funded positions
- Resolutions for retirees

SUMMARY OF BOARD DIRECTIVES

Secretary Marcelino referenced Business Service Action Item 4.B, noting that a presentation was requested to be planned to discuss the bidding selection process, and if needed, any revisions to the process will be addressed. President Lujan thanked Secretary Marcelino for the summary.

GOOD AND WELFARE

Trustee Richardson shared several updates with the Board. She mentioned that the South City Warriors varsity team played their last game in the rain, although they lost, it was a memorable experience. She also attended a performance of *Much Ado About Nothing* by the South San Francisco Drama Department, which she found impressive. The next day, she participated in the South San Francisco PTA's first-ever boutique event. Trustee Richardson expressed her pride in the marching band, color guard, and flag dancers, who earned first-place red trophies at the Lincoln High School Review of Champions. She expressed her excitement, wishing others could see the trophies, and shared the moment with the Board.

Trustee Murray expressed her well wishes to President Lujan, wishing her good luck and stating that she believes whatever she desires will come true due to her amazing qualities. She also wished everyone a happy holiday.

Trustee Anthony shared that she was pleased to meet Santa at the CSEA event, where she received a candy cane. She thanked CSEA, the fire department, and the residents of South San Francisco for their support of the district's students, and wished everyone a happy holiday.

President Lujan expressed deep gratitude, saying that the phrase "thank you" feels small but holds so much meaning. Reflecting on her journey starting with an appointment to fill a vacant trustee position after a passing, she acknowledged the whirlwind of her first year and the two terms she served. She marveled at the special nature of the community, feeling beyond grateful for the opportunity to serve. She shared her appreciation for the trust placed in her and highlighted the amazing students and the unity that brings joy to her heart. She wished everyone the happiest of holidays, hoping the new year brings joy, laughter, and light to all.

ADJOURNMENT - 9:24 PM

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting of December 18, 2024

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 Ms. Jamie Wong, Student Board Member - Absent
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 was led by President Daina Lujan.

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. CEREMONIAL OATHS OF OFFICE

The ceremonial Oaths of Office were administered by Superintendent Shawnterra Moore to newly elected Board member Patricia Murray. SSF Councilmember Mark Nagales, husband of Amy Lam, administered the oath to Amy Lam. (Board members are legally sworn in by the elections office when they file for candidacy.)

President Lujan transitioned the position of the chair to Vice President Anthony.

ACTION

1. ADMINISTRATION

a. Resolution No. 24-60 Ratifying Election Results

Board Clerk Chialin Hsieh read the resolution.

MOTION #111 (Richardson/Hsieh) Adoption of Resolution #24-60: To ratify the results of the November 5, 2024 election of two SSFUSD Board members. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

F. BOARD OF TRUSTEES' REORGANIZATON – THE SUPERINTENDENT ASSUMES THE CHAIR

Superintendent Dr. Moore assumed the chair and facilitated the Board Reorganization using roll call votes.

Election of President

Trustee Murray nominated Amanda Anthony for President. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Amanda Anthony was elected as President.

Election of Vice President

Trustee Hsieh nominated Patricia Murray for Vice President. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Patricia Murray was elected as Vice President.

Election of Clerk

Trustee Hsieh nominated Mina Richardson for Board Clerk. (AYES: Richardson,

Hsieh, Lam, Murray, Anthony; NOES: None). Mina Richardson was elected as Clerk.

G. NEW BOARD PRESIDENT ASSUMES THE CHAIR

Board President Amanda Anthony expressed her gratitude for the trust placed in her to lead the Board in the coming year. She emphasized her commitment to upholding the district's core values and fostering a strong community. She shared that her focus as president will be on student well-being, educational outcomes, and responsible financial stewardship. She also reaffirmed the Board's commitment to preparedness, respect, and efficient meetings, looking forward to a productive year ahead.

ACTION *(continued)*

1. ADMINISTRATION

b. Resolution No. 24-61 Honoring President Daina R. Lujan

Vice President Patricia Murray read the resolution.

MOTION #112 (Murray/Hsieh) Adoption of Resolution #24-61: To honor Trustee Daina R. Lujan for her service as President of the Board 2023-24. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

John Baker, former SSFUSD Trustee, commented on his time serving alongside former Trustee Daina Lujan for over six years, recalling their initial appointments in 2016 following a rare double vacancy on the Board. He praised Lujan's ability to ask tough questions, her thorough approach to issues, and her compassion. He credited her for pushing him to improve and expressed gratitude for her dedication to the district, wishing her well.

President Anthony shared that the board would adopt the resolution first. Afterward, they would move on to the second resolution and hold trustee comments. The board would then proceed with items on the agenda.

c. Resolution No. 24-62 Honoring Trustee Daina R. Lujan

Trustee Amy Lam read the resolution.

MOTION #113 (Murray/Hsieh) Adoption of Resolution #24-62: To honor Trustee Daina R. Lujan for her years of service

on the Board. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

Outgoing Trustee Daina Lujan delivered remarks reflecting on her nearly nine years of service with the South San Francisco Unified School District. She acknowledged the progress made during her tenure, including the transition to district elections, the passing of a new bond measure, and a district-wide focus on equity and student success. She emphasized the importance of collaboration and the collective commitment of board members, cabinet, staff, and the community in achieving these milestones.

Ms. Lujan expressed deep gratitude to those who supported her, including her family, district leaders, and fellow trustees. She individually recognized members of the cabinet for their dedication and leadership, highlighting their contributions to financial management, strategic planning, and student-centered decision-making. She also extended appreciation to the district's union leaders for their engagement and open communication.

In addressing her fellow trustees, Ms. Lujan praised President Anthony for her advocacy, Vice President Murray for her compassion, Trustee Richardson for her commitment to amplifying underrepresented voices, and Trustee Hsieh for her analytical approach and kindness. She warmly welcomed Trustee Lam, expressing confidence in the board's continued leadership.

She concluded her remarks by reflecting on the importance of gratitude and its role in shaping the district's future. Expressing optimism for the continued success of SSFUSD, she thanked the community for the trust placed in her and shared her excitement for the positive impact that will continue to unfold.

Proclamation(s) from the offices of legislators

Mayor Eddie Flores and former SSFUSD Board President, along with Councilmember Mark Nagales, honored outgoing Board President Daina Lujan, reflecting on their time working together, especially during COVID-19. Mayor Flores praised Ms. Lujan for her focus on student success, advocacy for staff, and commitment to equity. He also highlighted her contributions to the San Mateo School Boards Association

and regional advocacy. He expressed gratitude for learning from her leadership during post-pandemic challenges and concluded by reading a proclamation from the South San Francisco City Council honoring her service.

Councilmember Mark Nagales recalled first meeting Ms. Lujan on the Planning Commission, immediately recognizing her dedication to the community and potential for leadership. He shared his admiration for her appointment to the school board and her consistent focus on students, referring to them as “the kiddos.” As a Westborough resident, Mr. Nagales appreciated Ms. Lujan’s accessibility and support for community concerns. He concluded by expressing gratitude on behalf of Westborough families and the entire district for her dedicated service.

David Burruto congratulated Trustees Murray and Lam and spoke on behalf of Assemblymember and State Senator Josh Becker, expressing gratitude for Ms. Lujan’s service. He acknowledged the challenges of serving on the school board, especially during the pandemic, and praised Ms. Lujan’s experience as an educator and on the Planning Commission. Mr. Burruto wished her well in her next chapter and presented a resolution honoring her service.

Trustee Hsieh praised outgoing Board President Daina Lujan for her leadership, highlighting her kindness, intelligence, and strategic vision. She commended Ms. Lujan’s ability to navigate challenges, resolve conflicts with empathy, and foster a culture of respect and collaboration. Trustee Hsieh emphasized Ms. Lujan’s exceptional communication skills, commitment to teamwork, and ability to inspire others. She expressed deep gratitude for Ms. Lujan’s lasting impact and wished her the best in her next chapter.

Vice President Murray thanked outgoing Board President Daina Lujan for her years of collaboration, especially during the pandemic. She praised Ms. Lujan’s calming kindness, educational knowledge, and the valuable lessons she shared. Lastly, she wished her the best in all future endeavors, confident in her continued success.

Trustee Richardson thanked outgoing Board President Daina Lujan for her calm and steady leadership, especially during conflicts. She recognized key changes, including the transition to distance learning, securing funding for

computers, and the shift to district elections. Despite ongoing challenges, Trustee Richardson appreciated the board's collaboration and progress, wishing Ms. Lujan good luck and thanking her for the memories.

Trustee Lam expressed gratitude for outgoing Board President Daina Lujan, highlighting her impactful legacy and contributions, especially during COVID. She recalled Ms. Lujan's eagerness to serve and her personal sacrifices for the district. Trustee Lam wished her success and happiness in the future.

President Anthony thanked outgoing Board President Daina Lujan for her calm leadership, deep knowledge, and ability to move discussions forward. She expressed gratitude for the lessons learned from Ms. Lujan and wished her well in Polish, offering good luck and farewell.

H. PTA COUNCIL REMARKS - None

I. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – None

South San Francisco Classroom Teachers Association – President Shari Giusti shared a heartfelt tribute to former President Daina Lujan, reflecting on the impact of her service. She acknowledged the personal significance of the moment, as it coincided with the birthday of her late husband, reminding everyone that life is fleeting and it's important to leave a lasting impact. Ms. Giusti praised Lujan for leaving a blueprint for others to follow, not just a stamp, highlighting her grace, kindness, and thoughtful decision-making. She thanked Ms. Lujan for her dedication to the community, especially for the sacrifices made in giving time to the district. Ms. Giusti concluded with a quote, "Kindness is like snow. It beautifies everything that it covers," expressing how Ms. Lujan's kindness had touched everyone around her.

California School Employees Association Chapter 197 – President Jolene Malfatti expressed deep appreciation to former President Daina Lujan recognizing her dedication and talent, acknowledging her significant contributions at board meetings. She congratulated Trustee Murray on her election, welcomed new Trustee Amy Lam, and praised the work of the district's board and cabinet. Ms. Malfatti referred to the bittersweet farewell to Ms. Lujan, adding a lighthearted note about a future doctorate for Ms. Lujan. She ended wishing her well and offering gratitude for Ms. Lujan's service.

J. PUBLIC COMMENTS - None

ACTION *(continued)*

1. ADMINISTRATION

d. Selection of Board Subcommittees/Committee Participants

Dr. Moore explained the subcommittee appointment protocol: the board president and a returning member (usually the clerk) serve on the City Subcommittee, with the vice president as the alternate. The vice president and a new trustee join the Bylaws Committee, and the final trustee serves on the County Committee for District Reorganization, with Trustee Mina Richardson continuing until 2026.

President Anthony acknowledged that the Facilities Subcommittee was not on the agenda and proposed discussing it later. Dr. Moore clarified that the board had already selected two members for that committee, but the matter could still be revisited. It was decided to hold off and bring it back at another meeting.

MOTION #114 (Murray/Hsieh) to approve Vice President Murray and Trustee Lam to serve on the **Board Policies and Bylaws subcommittee**, and President Anthony and Trustee Richardson to serve on the **City-School District subcommittee**, and Trustee Richardson to continue to serve on the **San Mateo County Committee on School District Organization** until 2026 when her term expires. Motion Carried. (Unanimous)

GOOD AND WELFARE

Trustee Lam introduced herself to the public, sharing her background as a second-generation Chinese American, a daughter of immigrants, and a proud product of public schools. She expressed her gratitude to the school community and her family for their support, particularly her mother, who worked hard to earn her high school diploma while supporting the family. Trustee Lam reflected on the importance of education, sharing how her family's educational journey shaped her. She spoke passionately about supporting a safe and inclusive environment for all students, emphasizing the district's commitment to serve everyone, regardless of background. She concluded with a call for unity, community building, and a positive future, wishing everyone a happy holiday season.

Trustee Hsieh expressed excitement and confidence in Trustee Anthony's leadership as Board President, noting her ability to build respectful relationships with staff, trustees, and the community. She praised Amanda's kindness and thoughtful demeanor, which will inspire unity and confidence. Trustee Hsieh highlighted that Amanda's leadership will guide the board in staying aligned with the district's strategic plan and shaping the future.

She offered her full support and looked forward to a successful team under Amanda's leadership.

Trustee Hsieh warmly welcomed newly elected board members Amy Lam and Pat Murray, expressing excitement about their addition to the team. She highlighted their commitment to the district and community, noting their fresh perspectives and unique insights. Trustee Hsieh expressed confidence that their contributions will support the district's strategic goals and reassured them of the board's full support. She looked forward to collaborating on opportunities and challenges, with a focus on supporting students, staff, families, and teachers. She concluded by congratulating Amy and Pat and officially welcoming them to the board.

President Anthony and Trustee Richardson echoed Trustee Hsieh's comments.

Vice President Murray congratulated Trustee Amy Lam, expressing confidence in her new role. She thanked the board for re-electing her as vice president and appreciated the support during her campaign. She reaffirmed her commitment to the district's equity work, the Portrait of a Graduate initiative, and the strategic plan. She also emphasized her advocacy for infrastructure updates through the Facilities Committee. She closed by thanking everyone and expressing excitement for another four years of service.

Dr. Moore expressed excitement about working with Vice President Murray, praising her positive attitude, support for staff, and commitment to the district's strategic plan. She welcomed Trustee Lam, noting her curiosity, eagerness to learn, and strong relationship-building skills. Dr. Moore emphasized the importance of collaboration and good governance, looking forward to working with President Anthony. She concluded by wishing the board and community a joyful holiday season and reaffirmed her focus on the district's priorities for students.

President Anthony thanked everyone welcomed Trustee Amy Lam to the board. She also welcomed Trustee Pat back, and expressed gratitude for the opportunity to lead the board this year.

ADJOURNMENT – 8:18 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board Policies and Bylaws Committee Meeting of January 24, 2025

OPEN SESSION

A. CALL TO ORDER – 12:13 p.m.

B. ROLL CALL

Committee Members: Vice President Patricia Murray - Present
Trustee Amy Lam - 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. PUBLIC COMMENTS - None

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. Board Policies and Bylaws Committee

Board Vice President Patricia Murray and Trustee Amy Lam, members of the Board Policies and Bylaws Committee, reviewed and discussed the following policies and bylaws before presenting them to the full Board of Trustees for approval at upcoming regular meetings.

BP 0510 – School Accountability Report Card
BP 1114 – District-Sponsored Social Media
BP 4040 – Employee Use of Technology
BP 5144.1 – Suspension and Expulsion/Due Process
BP 5147 – Dropout Prevention
BP 6112 – School Day
BP 6142.92 – Mathematics Instruction

BP 6152.1 – Placement in Mathematics Courses
BP 6163.4 – Student Use of Technology
BB 9010 – Public Statements
BB 9012 – Board Member Electronic Communications

ADJOURNMENT – 2:37 p.m.

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

James Briano, El Camino High School Principal

DATE: February 13, 2025

RE: Approval of ECHS Staff travel to the CADA Conference in San Diego, CA on February 26 – March 1, 2025

ALIGNMENT WITH STRATEGIC PLAN:

☐ **Goal 1:** Exceptional Instruction
☐ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☒ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

The California Association of Directors of Activities (CADA) Conference is the premier event for student leadership and school culture development in the state. This annual conference brings together educators, activity directors, and student support professionals to collaborate on best practices that foster positive school climates.

El Camino High School is committed to continuously improving student engagement, culture, and support systems. Attending the CADA Conference will provide Rachel McDonald and Derek Padilla with valuable opportunities to:

- Learn from experts and fellow educators about student culture systems management, positive behavior interventions and supports (PBIS), and Multi-Tiered Systems of Support (MTSS) to enhance student well-being and engagement.
- Gather best practices for developing and implementing strategies that promote inclusivity,
- Connect with vendors and merchants to explore partnerships and resources that can improve the student experience at ECHS.
- Network with educators from other regions to exchange innovative ideas that foster a positive and supportive school environment.

Additionally, Derek Padilla will be recognized at the conference as the recipient of the prestigious Harry Bettencourt Award for Area B, our region. This honor highlights his outstanding contributions to student activities and leadership development. His attendance will not only allow him to accept this well-deserved award but also to bring back valuable insights that can further benefit our school.

By supporting this professional development opportunity, ECHS will continue to strengthen its student support systems, enhance school culture, and ensure that our leadership team is equipped with the latest strategies for fostering a thriving learning environment.

FISCAL IMPLICATIONS:

The cost for Rachel McDonald and Derek Padilla to attend the CADA Conference in San Diego, CA on February 26 - March 1, 2025 includes:

- **Registration:** $575.00 per person * 2 people = $1,150.00
- **Hotel, Transportation, Airfare, Mileage, Lodging:** $1,750.00 * 2 people = $3,500.00
- **Meals:** $75.00 per person * 4 days ($300.00) * 2 people = $600.00

Total Estimated Costs for two (2) staff members: $5,250.00

> ***NOTE:*** *May include additional expenses for materials, vendor resources, or supplemental training sessions.*

Costs may be covered through:

- Professional Development or Activities Funds allocated for staff training and leadership development
- Site or District Funds designated for student culture, PBIS, and MTSS initiatives

The investment in this conference aligns with the district's strategic goals for student engagement, school culture, and positive behavior support systems. The knowledge and connections gained will directly contribute to enhancing student leadership programs, fostering a more inclusive environment, and building valuable partnerships with vendors and merchants that could further benefit school activities.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve two (2) ECHS staff members to attend the CADA Conference in San Diego, CA on February 26 – March 1, 2025.

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

James Lothschutz, South San Francisco High School Principal

DATE: February 13, 2025

RE: Approval of SSFHS Earth Club's overnight trip to Big Sur, CA scheduled for March 21 – 23, 2025

ALIGNMENT WITH STRATEGIC PLAN:

☐ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

The main objective of the Earth Club's field trip to Big Sur, CA, from Friday, March 21 to Sunday, March 23, 2025, is to offer South San Francisco High School students an immersive, hands-on learning experience that strengthens their bond with nature. Ms. Rhonda Clements and Mr. Seelbach, both SSFHS staff members will serve as chaperones on this overnight trip.

During the trip, up to 14 students, 7 males and 7 females, will have the opportunity to hike, explore scenic nature trails, and learn about the distinctive ecosystem of California's Central Coast. We will be camping at Fernwood Campground, 47200 CA-1, Big Sur, CA, where students will stay in comfortable tent cabins, providing shelter in case of rain. The campground offers modern amenities, including bathhouses with hot showers, electrical outlets, and flush toilets. Each campsite is equipped with a picnic table, a fire ring, and nearby access to running water. Attendance will be limited to 14 students, selected based on their completion of recycling duty requirements and a first-come, first-served basis.

The campground offers a secure and safe environment, allowing students to fully immerse themselves in the natural beauty of the area. Transportation to and from the site will be provided by district vans, ensuring a smooth and convenient journey.

FISCAL IMPLICATIONS:

The Earth Club's recycling initiatives and fundraising efforts will cover the costs of entrance fees, bus transportation, food, campsite fees, and substitutes for staff members attending. No student will be denied due to financial constraint, there will be no cost to the District.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the SSFHS Earth Club students and staff to travel to Big Sur, CA on March 21 – 23, 2025.

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: February 13, 2025

RE: Approval for staff to attend the CABE Conference in Long Beach, CA on March 25 – 29, 2025

ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
☐ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☒ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

The California Association for Bilingual Education (CABE) supports the vision of biliteracy, multicultural competency and educational equity for all students. Designed to increase California's capacity to create caring and highly effective learning environments that promote multiliteracy and support for English learners.

The California Association for Bilingual Education is a long-running, conference held each spring. The conference provides staff members with three impactful days designed to inform the development and implementation of strong, successful and sustainable Dual Language programs.

A survey was sent to staff requesting those interested in attending to fill out the Google survey by December 20, 2024. We have 21 staff members that would like to attend: 3 principals and 19 teachers/office staff members.

FISCAL IMPLICATIONS:

Estimated costs for 21 SSFUSD staff members to attend the CABE Conference in Long Beach, CA March 25 - 29, 2025.

- **Registration for Administrators and Teachers:** $965.00 per person 14 people = $13,510.00
- **Registration for Teachers and Admin staff:** $610 per person 7 people = $4,270.00
- **Lodging:** $235.00 per night 2-nights ($470) x 21 people = $9,870.00
- **Meals:** $75.00 per person 2-days ($150.00) x 21 people = $3,150.00
- **Airfare:** $170 r/t per person x 21 people = $3,570.00

Total Estimated Costs: $34,370.00

Educator Effectiveness Funds (MGMT: 341) will be utilized to cover the cost.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve staff to attend the CABE Conference in Long Beach, CA on March 25 – 29, 2025.

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

James Lothschutz, South San Francisco High School Principal

DATE: February 13, 2025

RE: Approval of SSFHS Folklórico students to travel to Disneyland in Anaheim, CA to perform and represent SSFHS on March 27 – 31, 2025

ALIGNMENT WITH STRATEGIC PLAN:

☐ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

The purpose of this trip, taking place from March 27–31, 2025, is to give students the opportunity to showcase and perform cultural dances from our curriculum, while representing South San Francisco High School at the Disneyland Resort in Anaheim, CA. The Folklórico dance group submitted an application to Disney Performing Arts for 2025, including audition videos and photos, and was selected to participate this March. The group will be supervised by teacher sponsor Mr. Martin Cruz Barajas, with additional parent chaperones—one for every 10 students. The group consists of 27 Folklorico students (16 females and 11 males), along with two female and two male chaperones.

FISCAL IMPLICATIONS:

Program fees and travel expenses will be covered by students and fundraising efforts led by Mr. Cruz. United Coach Tours will provide transportation for staff, students and chaperones. An overnight stipend and substitute teacher fees for Thursday, 3/27 and Friday, 3/28, will be covered by site funds. No student will be excluded from participating due to financial constraints.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the South San Francisco High School Folklórico students and their teacher-sponsor to participate in the March 27 - 31, 2025 performance trip to the Disneyland Resort in Anaheim, California.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

James Lothschutz, South San Francisco High School Principal

DATE: February 13, 2025

RE: Approval of the SSFHS Junior & Senior Ball at the Fox Theater in Redwood City on April 26, 2025

ALIGNMENT WITH STRATEGIC PLAN:

☐ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

The event on Saturday, April 26, 2025, is designed to offer students an evening dedicated to marking the close of their Junior and Senior years, providing them with the opportunity to participate in a formal celebration. Senior class advisor Mr. Patrick Kelly, Junior class advisor Mrs. Chauntel Oseguera, along with SSFHS administration and campus security, will be present to chaperone students at the Redwood City Fox Theater. Prom ticket sales will take place from February 24th to April 18th. Elected Sophomore and Junior officers for the upcoming school year will be supervised by their advisors as they manage event details, including check-in and coat check. Setup for the event will begin at 4:00 pm, with students, staff, and outside vendors hired by the Junior/Senior officers preparing the venue. Students will then enjoy an evening filled with dinner, dancing, and photo opportunities.

FISCAL IMPLICATIONS:

All event expenses will be covered through the sale of prom bids by the Junior/Senior officers, as well as fundraising efforts at school sporting events, restaurant takeovers, and various after-school activities organized by the Junior and Senior class accounts. The cost of attending the Junior/Senior Ball will be the responsibility of each student who chooses to participate.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees grant permission for Junior and Senior SSFHS students to attend the Junior/Senior Ball at the Redwood City Fox Theater on Saturday, April 26, 2025 from 7:00 pm – 11:00 pm.

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

James Briano, El Camino High School Principal

DATE: February 13, 2025

RE: Approval of ECHS Music Students to attend Performances and Workshops in the Los Angeles and Orange County Areas on April 24 – 27, 2025

ALIGNMENT WITH STRATEGIC PLAN:

☐ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

ECHS music students have a unique opportunity to participate in performances and workshops from April 24–27, 2025, led by faculty from a Southern California university (final location pending, but it will be at a Southern California university). Band and choir students will collaborate with a local high school exchanging experiences with peers, and engage in a college workshop clinic. They will also attend professional performances in the Los Angeles and Orange County areas. Additionally, during the trip, students will take part in a special instrumental recording session at Disney's recording studio on the backlot of Disney California Adventure and enjoy a visit to Disneyland.

A total of 63 students from El Camino High School (43 males and 20 females) will be participating and accompanied by music director, Raymond Galela and seven parent chaperones. Transportation will be provided by United Coach Tours, and lodging will be at Embassy Suites by Hilton, located at 2120 Main St, Irvine, CA. All logistics, including transportation, lodging, and planned activities, are being coordinated by the teacher and parent volunteers.

FISCAL IMPLICATIONS:

All program fees, including transportation, food, and lodging, are the responsibility of the students. They have actively participated in fundraising efforts to help offset these costs. No student will be excluded from participation due to financial hardship. The cost for a substitute and the overnight stipend for Mr. Galela will be covered by the El Camino High School ASB account.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the participation of ECHS music students in performances and workshops in the Los Angeles and Orange County areas from April 24 – 27, 2025.

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

James Briano, El Camino High School Principal

DATE: February 13, 2025

RE: Approval of ECHS staff member to attend the MTSS Certification Training in Austin, TX on March 25 – 27, 2025

ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
☐ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☒ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

The Implementation Specialist Certification training will equip participants with cutting-edge tools, resources, and skills grounded in implementation science to effectively support the successful deployment of a multi-tiered support system. Upon completion, attendees will earn certification as MTSS Implementation Specialists and gain valuable methods, tools, and resources to bring MTSS to life at ECHS. The trip will depart on Tuesday, March 25, and return on Thursday, March 27. Lodging will be provided at the Archer Hotel in Austin, TX.

FISCAL IMPLICATIONS:

Estimated costs for one (1) ECHS staff member to attend the MTSS Certification Training in Austin, TX on March 25 – 27, 2025:

- **Registration & lodging (meals are all included):** $1,499.00
- **Airfare:** $290.00 r/t

Total Estimated Costs: $1,789.00

Site discretionary funds will (MGMT: 180) will be utilized to cover the cost.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve one (1) staff member to attend the MTSS Certification Training in Austin, TX, on March 25 - 27, 2025.

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

RESIGNATION

Loftus, Trinity, a teacher at Los Cerritos Elementary School effective June 2, 2025
Bosnich, Jared, an assistant principal at Parkway Heights Middle School effective June 30, 2025

RETIREMENT

Beltran, Maria, a teacher at Skyline Elementary School effective June 30, 2025
Patane, Steven, a teacher at Westborough Middle School effective June 2, 2025
Bell, Cynthia, a teacher at Junipero Serra Elementary School effective June 2, 2025
Tam, Rachil, a teacher at Adult Ed effective January 31, 2025

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

TRANSFERS

Blank, Carol, Paraprofessional I - Special Education, transfer from South San Francisco High School to Spruce Elementary School, 6.0 hours per day, Range 26 A, Step 5, effective November 4, 2024.

Flores, Juanita, School Community Liaison, transfer from Martin Elementary School to the District Office, 7.5 hours per day, Range 32 A, Step 5, effective February 10, 2025.

TEMPORARY INCREASE IN HOURS

Ginorio, Anthony, Campus Security, Parkway Heights Middle School, 5.0 to 6.5 hours per day, Range 29, Step 5, effective February 1, 2025 through May 30, 2025.

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

DATE: February 13, 2025

RE: Approval for Two Human Resources Staff Members to attend the Virtual California School Personnel Commissioners Association (CSPCA) Merit Academy

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ALIGNMENT WITH STRATEGIC PLAN:

☐ **Goal 1:** Exceptional Instruction
☐ **Goal 2:** Engaged Students
☒ **Goal 3:** Purposeful Partnerships
☒ **Goal 4:** Empowered Educators
☒ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

The California School Personnel Commissioners Association (CSPCA) is a professional service organization that provides member support to over 90 merit districts throughout the state of California. CSPCA is committed to providing continuous high-level training and resources to personnel commissioners, board members, directors, employees and employee organizations working in merit districts.

CSPCA holds the Merit Academy annually. The academy consists of a total of eight (8) training sessions; training is held twice a month over Zoom, from March through July; each training session is three (3) hours long. Training session topics include roles and responsibilities; personnel commission relationships; the Brown Act and parliamentary procedure; recruitment and examination; certification and selection; classification and compensation; reclassification; and fair labor law/EEO. Continuous merit training is vital to our Human Resources team, to ensure that our merit processes create a comprehensive human resource system for classified employees.

FISCAL IMPLICATIONS:

Estimated costs for two (2) staff members to attend includes the following:

- **Registration:** $600.00 per person * 2 people = $1,200.00

Total Estimated Costs: $1,200.00. The cost of the merit academy will be covered by the Personnel Commission Travel and Conference funds (Mgmt 716).

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees grant permission for two (2) Human Resources staff to attend the virtual 2025 CSPCA Merit Academy.

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: February 13, 2025

RE: Acceptance of Gifts

ALIGNMENT WITH STRATEGIC PLAN:

☐ **Goal 1:** Exceptional Instruction
☐ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☒ **N/A:** Not Applicable

BACKGROUND:

The District has received the attached list of cash and in-kind gifts during the month of January 2025.

FISCAL IMPLICATIONS:

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

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees accepts the gifts on behalf of the District.

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT – ACCEPTANCE OF GIFTS FOR JANUARY 2025.

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

$750 from Hiller Aviation Institute to Ponderosa Elementary School in support of student and school needs.

$3,800 from Ponderosa PTA to Ponderosa Elementary School in support of student and school needs.

$4,000 from Ponderosa PTA to Ponderosa Elementary School in support of student and school needs.

$170 – two (2) $85 donations from the Blackbaud Giving Fund via PG&E to Alta Loma Middle School in support of student and staff needs.

$50 from the Blackbaud Giving Fund via Pauline Rosales to Monte Verde Elementary School in support of student and staff needs, for use under the principal's discretion.

$1,000 from AAA to Martin Elementary School in support of the Martin Safety Patrol Program.

$500 from Dewi Fernandez to El Camino High School in support of the ECHS Girls' Basketball team.

$100 – Non-monetary donation of chips, brownies, meat sticks/meat jerky, and other snacks valued at roughly $100 from Danielle Bollentini to El Camino High School in support of QSA + Safe Space for Queer Community.

$50 from PG&E via Pauline Rosales to Monte Verde Elementary School in support of student and staff needs, for use under the principal's discretion.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: February 13, 2025

RE: Acceptance of 2024-25 Fundraisers

ALIGNMENT WITH STRATEGIC PLAN:

☐ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

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

The following fundraisers are being submitted for approval:

El Camino High School

Ceramics Club	World's Finest Chocolates Fundraisers – Selling chocolate bars for $1. Commencing February 14, 2025 until it sells out.

Martin Elementary School

5th Grade	Outdoor Ed Fundraiser – Suggested donation for lemons, rosemary, and other available produce from the Sunshine Gardens courtyard. Commencing January 2025 through May 2025.

FISCAL IMPLICATIONS:

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

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the fundraisers listed above.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: February 13, 2025

RE: Professional Services Agreements Under $25,000

ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

The following Professional Service Agreements are being submitted for approval:

District Office – Ed Services

$2,400	BMI Imaging – Three-year agreement with BMI to digitize paper documents and ensure data accuracy. Commencing January 2025 through October 2027.
$1,500	SMCOE Mock Trial – Work collaboratively with SMCOE clerks to develop Mock Programs for SSFHS students. Commencing throughout the 2024-25 school year.

Los Cerritos Elementary School

$1,525	Stuntmasters, Inc. – A high-energy 45-minute action sports and speaking assembly featuring BMX athletes who serve as role models, sharing inspiring messages alongside their athletic performance. Commencing May 23, 2025.
$2,939	Marine Science Institute – Island voyages deliver living marine animals directly to the class with the mobile aquarium. Students learn about local marine environments through hands-on investigation and inquiry-based activities. Commencing January 23, 2025.

FISCAL IMPLICATIONS:

Listed above

RECOMMENDATION:

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

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: February 13, 2025

RE: Governor's 2025-26 Budget Update

ALIGNMENT WITH STRATEGIC PLAN:

☐ **Goal 1:** Exceptional Instruction
☐ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☒ **N/A:** Not Applicable

BACKGROUND:

Governor Newsom recently released his budget proposal and his preliminary assumptions for the 2025-26 State of California budget. The release of the Governor's State Budget proposal in January begins the process for legislative consideration of the State Budget. It also provides critical information for staff to update the district's 2nd Interim Financial Report and multi-year projection. Staff will provide a brief overview as well as any potential implications for SSFUSD.

FISCAL IMPLICATIONS:

None

RECOMMENDATION:

For Information and Discussion Only

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: February 13, 2025

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

ALIGNMENT WITH STRATEGIC PLAN:

☐ **Goal 1:** Exceptional Instruction
☐ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☒ **N/A:** Not Applicable

BACKGROUND:

The following Board 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. BP 1260 - Educational Foundation
2. BP 2121 - Superintendent's Contract
3. BP 4121 - Temporary/Substitute Personnel
4. BP 4161 - Leaves
5. BP 4261 - Leaves
6. BP 4361 - Leaves
7. BP 4218.1 - Dismissal/Suspension/Disciplinary Action (Merit System)
8. BP 5113 - Absences and Excuses
9. BP 6000 - Concepts And Roles
10. BB 9220 - Governing Board Elections

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 and updated Board Policies with the second reading waived.

PROPOSED

Policy 1260: Educational Foundation **Status:** ADOPTED

Original Adopted Date: 09/01/1991 | **Last Revised Date:** ~~07~~06/01/~~2007~~2024 | **Last Reviewed Date:** ~~07~~06/01/~~2007~~2024

The Governing Board recognizes the importance of community support of district programs, including voluntary financial contributions, to assist the district in achieving its goals for student learning.

The Board desires to work cooperatively with the educational foundation in determining the purposes for which funds may be used to meet the changing needs of the district and its students. The Board recognizes that an educational foundation is a separate legal entity, independent of the district. However, the foundation is encouraged to provide regular reports to the Board on the status of its work and to communicate ways that the district can help support the foundation's activities.

With the consent of the Superintendent or designee, the educational foundation, as appropriate, may use the district's name, a school's name, a school team's name, or any logo attributable to a school or the district.

Student records or other personally identifiable student information shall not be released except with parental consent or as required by law or district policy. Student directory information may be released when appropriate.

The Board supports foundation allocations that serve all district schools equitably.

CURRENT

Policy 1260: Educational Foundation

Status: ADOPTED

Original Adopted Date: 11/18/2010

The Governing Board recognizes the importance of community support of district programs, including voluntary financial contributions, to assist the district in achieving its goals for student learning.

(cf. 0200 - Goals for the School District)

(cf. 1230 - School-Connected Organizations)

(cf. 5030 - Student Wellness)

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

The Board desires to work cooperatively with the educational foundation in determining the purposes for which funds may be used to meet the changing needs of the district and its students. The Board recognizes that an educational foundation is a separate legal entity, independent of the district. However, the foundation is encouraged to provide regular reports to the Board on the status of its work and to communicate ways that the district can help support the foundation's activities.

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 9140 - Board Representatives)

With the consent of the Superintendent or designee, the educational foundation, as appropriate, may use the district's name, a school's name, a school team's name, or any logo attributable to a school or the district.

The Board supports foundation allocations that serve all district schools equitably.

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

Policy 2121: Superintendent'sContract

Status: ADOPTED

Original Adopted Date: 12/01/2015 | **Last Revised Date:** ~~12~~06/01/~~2019~~2024 | **Last Reviewed Date:** ~~12~~06/01/~~2019~~2024

The Governing Board believes that the Superintendent's employment contract should outline the framework through which the Board and Superintendent will work together as a governance team to achieve district goals and objectives. When approving the Superintendent's employment contract, the Board shall consider the value of stability in district administration, the best use of district resources, and the Board's duty to ensure accountability to the public for the performance of the district's schools.

The contract shall be reviewed by district legal counsel and may include the following:

1. Term of the contract, which shall be for no more than four years pursuant to Education Code 35031

2. Length of the work year and hours of work

3. Salary, health and welfare benefits, and other compensation for the position, including a statement that any subsequent increase in the Superintendent's salary shall be at the sole discretion of the Board

4. Reimbursement of work-related expenses, including mileage reimbursement, consistent with Board policies, regulations, and guidelines applicable to other professional administrative staff

   The contract may also address payment for professional dues and activities, the district's provision of cell phones or other technological devices, and the use of a personal vehicle.

5. Vacation, illness and injury leave, and personal leaves

6. Professional development

7. General duties and responsibilities of the position

8. Criteria, process, and procedure for annual evaluation of the Superintendent

9. A statement that there shall be no automatic renewal or extension of the contract, although the Board may enter into a new contract with the Superintendent prior to the expiration of the existing contract

10. Timeline for providing written notice to the Superintendent if the Board does not wish to enter into a new contract, which shall be at least 45 calendar days in advance of the expiration of the term of the contract pursuant to Education Code 35031, and the responsibility of the Superintendent to remind the Board in writing and in a timely manner of the requirement to give notice

11. Conditions and process for termination of the contract, including the maximum cash settlement that the Superintendent may receive if the contract is terminated prior to its expiration date

12. Matters related to liability and indemnification against demands, claims, suits, actions, and legal proceedings brought against the Superintendent in the Superintendent's official capacity in the The Board may deliberate about terms of the contract in closed session at a regular meeting. However, discussions regarding the salary, salary schedule, or other compensation may occur in the closed session of a regular meeting only between the Board and its designated representative(s), as permitted under Government Code 54957.6. Such deliberations shall not be held during a special meeting. (Government Code 54956, 54957, 54957.6)

Terms of the contract shall remain confidential until the approval process commences.

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

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

Termination of Contract

Prior to the expiration of the contract, the Board may terminate the Superintendent's employment contract in accordance with law and applicable contract provisions.

In such an event, the maximum cash settlement that the Superintendent may receive upon termination of the contract shall not exceed the Superintendent's monthly salary multiplied by the number of months left on the contract or the Superintendent's monthly salary multiplied by 12, whichever is less. (Government Code 53260)

The cash settlement shall not include any noncash items other than health benefits, which may be continued for the same duration of time as covered in the settlement or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)

However, when the termination of the Superintendent's contract is based upon the Board's belief and subsequent confirmation through an independent audit that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, no cash or noncash settlement of any amount shall be provided. (Government Code 53260)

In addition, if the Superintendent is convicted of a crime involving an abuse of office or position, the Superintendent shall reimburse the district for payments received as paid leave salary pending investigation or as cash settlement upon termination, and for any funds expended by the district in defending the Superintendent against a crime involving the Superintendent's office or position. (Government Code 53243-53243.4, 53260)

The Board shall not take action to terminate the Superintendent without cause at a special or emergency meeting of the Board. (Education Code 35150)

Additionally, the Board shall not take action to terminate the Superintendent without cause or within 30 days after the first convening of the Board after an election at which one or more Board members are elected or recalled. (Education Code 35150)

However, the Board may take action to terminate the Superintendent without cause at a regular meeting during any month in which a regular meeting of the Board is not scheduled. (Education Code 35150)

CURRENT

Policy 2121: Superintendent's Contract

Status: ADOPTED

Original Adopted Date: 09/14/2017 | **Last Reviewed Date:** 09/14/2017

The Governing Board believes that the Superintendent's employment contract should outline the framework through which the Board and Superintendent are to work together to achieve district goals and objectives. When approving the Superintendent's employment contract, the Board shall consider the need for stability in district administration and shall ensure the best use of district resources.

(cf. 0200 - Goals for the School District)

(cf. 2120 - Superintendent Recruitment and Selection)

(cf. 4312.1 - Contracts)

(cf. 9000 - Role of the Board)

The contract shall be reviewed by the district's legal counsel and may include the following:

1. Term of the contract, which shall be for no more than four years pursuant to Education Code 35031

2. Length of the work year and hours of work

3. Salary, health and welfare benefits, and other compensation for the position

(cf. 4154/4254/4354 - Health and Welfare Benefits)

4. Reimbursement of work-related expenses, including mileage reimbursement, consistent with Board policies, regulations, and guidelines applicable to other professional administrative staff

(cf. 3350 - Travel Expenses)

The contract may also address payment for professional dues and activities, the district's provision of cell phones or other technological devices, and the Superintendent's use of his/her personal vehicle.

(cf. 4040 - Employee Use of Technology)

5. Vacation, illness and injury leave, and personal leaves

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

(cf. 4161.5/4261.5/4361.5 - Military Leave)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

6. General duties and responsibilities of the position

(cf. 2110 - Superintendent Responsibilities and Duties)

7. Criteria, process, and procedure for annual evaluation of the Superintendent

(cf. 2140 - Evaluation of the Superintendent)

8. A statement that any subsequent increase in the Superintendent's salary shall be at the sole discretion of the Board

9. A statement that there shall be no automatic renewal or extension of the contract, although the Board can enter into a new contract with the Superintendent prior to the expiration of the existing contract

10. Timeline for providing written notice to the Superintendent if the Board does not wish to enter into a new contract, which shall be at least 45 days in advance of the expiration of the term of the contract pursuant to

Education Code 35031, and the responsibility of the Superintendent to remind the Board in a timely manner of the requirement to give notice

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

11. Conditions and process for termination of the contract, including the maximum cash settlement that the Superintendent may receive if the contract is terminated prior to its expiration date

12. Matters related to liability and indemnification against demands, claims, suits, actions, and legal proceedings brought against the Superintendent in his/her official capacity in the performance of duties related to his/her employment

The Board may deliberate about terms of the contract, in closed session at a regular meeting. Discussions regarding the salary, salary schedule, or other compensation may occur in closed session only as permitted under Government Code 54957.6 between the Board and its designated representative(s) (the "labor exception"), for the purpose of reviewing the Board's position or instructing the designated representative(s) prior to or during bona fide negotiations with the current or prospective Superintendent. (Government Code 54956, 54957, 54957.6)

The Board may consult with district legal counsel prior to holding a closed session with the designated representative(s) to discuss compensation to be paid to the current or prospective Superintendent.

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

Terms of the contract shall remain confidential until the ratification process commences.

(cf. 9011 - Disclosure of Confidential/Privileged Information)

The Board shall take final action on the Superintendent's contract in an open meeting, which shall be reflected in the Board's minutes. Copies of the contract shall be available to the public upon request. (Government Code 53262, 54957.6)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Termination of Contract

Prior to the expiration of the contract, the Board may terminate the Superintendent's employment contract in accordance with law and applicable contract provisions.

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

In such an event, any cash settlement that the Superintendent may receive upon termination of the contract shall not exceed his/her monthly salary multiplied by the number of months left on the contract or, if the unexpired term of the contract is more than 18 months and the contract was executed prior to January 1, 2016, no greater than the Superintendent's monthly salary multiplied by 18. For any contract executed on or after January 1, 2016, any cash settlement shall not exceed the Superintendent's monthly salary multiplied by 12. (Government Code 53260)

The cash settlement shall not include any noncash items other than health benefits, which may be continued for the same duration of time as covered in the settlement or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)

However, when the termination of the Superintendent's contract is based upon the Board's belief and subsequent confirmation through an independent audit that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, no cash or noncash settlement of any amount shall be provided. (Government Code 53260)

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

Policy 4121: Temporary/Substitute Personnel **Status:** ADOPTED

Original Adopted Date: 07/01/2012 | **Last Revised Date:** ~~12~~06/01/~~2015~~2024 | **Last Reviewed Date:** ~~12~~06/01/~~2015~~2024

The Governing Board recognizes that substitute and temporary personnel perform an essential role in promoting student achievement and desires to employ highly qualified, appropriately credentialed employees to fill such positions.

Hiring

The Superintendent or designee shall recommend candidates for substitute or temporary positions for Board approval, and shall ensure that all substitute and temporary employees are assigned in accordance with law and the authorizations specified in their credential.

Substitute personnel may be employed on an on-call, day-to-day basis.

In addition, after September 1 of any school year, the Board may employ substitute personnel for the remainder of the school year ~~for~~in positions for which no regular employee is available. The district shall first demonstrate to the Commission on Teacher Credentialing the inability to acquire the services of a qualified regular employee. (Education Code 44917)

Permanent or probationary certificated employees who were laid off pursuant to Education Code 44955 and who have a preferred right of reappointment shall be given priority for substitute service in the order of their original employment. (Education Code 44956, 44957)

Classification

At the time of initial employment and each July thereafter, the Board shall classify substitute and temporary employees as such. (Education Code 44915, 44916)

The Board may classify as substitute personnel a teacher hired to fill the position of a regularly employed person who is absent from service. (Education Code 44917)

To address the need for additional certificated employees when regular district employees are absent due to leaves or long-term illness, the Board may classify a teacher who is employed for at least one semester and up to one complete school year as a temporary employee. Any person whose service begins in the second semester and before March 15 may be classified as a temporary employee, even if employed for less than a semester. The Board shall determine the number of persons who shall be so employed, which shall not exceed the identified need based on the absence of regular employees. (Education Code 44920)

Additionally, the Board ~~also~~ shall classify as temporary employees those certificated persons, other than substitute employees, who are employed to:

1. Serve from day to day during the first three months of any school term to teach temporary classes which shall not exist after that time, or perform any other duties which do not last longer than the first three months of any school term (Education Code 44919)

2. Teach in special day and evening classes for adults or in schools of migratory population for not more than four months of any school term (Education Code 44919)

3. Serve in a limited assignment supervising student athletic activities provided such assignments have first been made available to teachers presently employed in the district (Education Code 44919)

4. Serve in a position for a period not to exceed 20 working days, in order to prevent the stoppage of district business during an emergency when persons are not immediately available for probationary classification (Education Code 44919)

5. Serve only for the first semester, because the district expects a reduction in student enrollment during the second semester due to mid-year graduations (Education Code 44921)

For purposes of classifying employees pursuant to Item #1 or #2 above, the school year shall not be divided into more than two school terms. (Education Code 44919)

Any employee hired to provide services in a categorically funded program or project may be employed for a period less than a full school year. An employee may be classified as a temporary employee if the period of employment will end at the expiration of that program or project. (Education Code 44909)

Salary and Benefits

The Board shall adopt and make public a salary schedule setting the daily or pay period rate(s) for substitute employees for all categories or classes of certificated employees of the district. (Education Code 44977, 45030)

(Temporary employees do not participate in district benefits)

Temporary employees shall not participate in the health and welfare plans or other fringe benefits of the district.

Paid Sick Leave

(Paid leave that credits employees with sick leave at the beginning of each year and does not allow unused sick leave to carry over to the next year)

Except for a retired annuitant who is not reinstated to the retirement system, any temporary or substitute employee who works for 30 or more days within a year of their employment shall be credited with ~~24~~40 hours or five days of paid sick leave for that year. Unused sick leave shall not carry over to the following year of employment. (Labor Code 246)

Any temporary or substitute employee may begin to use accrued paid sick days on the 90th day of ~~his/her~~ employment, after which ~~he/she~~the employee may use the sick days as they are accrued. (Labor Code 246)

A temporary or substitute employee may use accrued sick leave for absences due to: (Labor Code 246.5)

1. The employee's own need or the need of a family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care

2. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or the employee's child, when the employee has been a victim of domestic violence, sexual assault, or stalking

No employee shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249. The Superintendent or designee shall display a poster containing required information, provide notice to eligible employees of their sick leave rights, keep records of employees' use of sick leave for three years, and comply with other requirements specified in Labor Code 245-249 and in Administrative Regulation 4161.1/4361.1 - Personal Illness/Injury Leave.

Release from Employment/Dismissal

The Board may dismiss a substitute employee at any time at its discretion. (Education Code 44953)

The Board may release a temporary employee at its discretion if the employee has served less than 75 percent of the number of days the regular schools of the district are maintained during one school year. After serving 75 percent of the number of days that district schools are maintained during one school year, a temporary employee may be released as long as the employee is notified, before the last day of June, of the district's decision not to reelect the temporary employee for the following school year. (Education Code 37200, 44954)

Reemployment as a Probationary Employee

Unless released from employment pursuant to Education Code 44954, any person employed for one complete school year as a temporary employee shall, if reemployed for the following school year in a vacant position requiring certification qualifications, be classified as a probationary employee. With the exception of on-call, day-to-day substitutes, if a temporary or substitute employee performs the duties normally required of certificated employees for at least 75 percent of the number of days the regular schools of the district were maintained in that school year and is then employed as a probationary employee for the following school year, the employee's previous employment as a temporary or substitute employee shall be credited as one year's employment as a probationary employee for purposes of acquiring permanent status. (Education Code 44917, 44918, 44920)

Vacant position means a position in which the employee is qualified to serve and which is not filled by a permanent or probationary employee. It shall not include a position which would be filled by a permanent or probationary employee except for the fact that such employee is on leave. (Education Code 44920, 44921)

A temporary employee hired pursuant to Item #1 or #2 in the section "Classification" above shall be classified as a probationary employee if the duties continue beyond the time limits of the assignment. (Education Code 44919)

A person employed pursuant to Item #5 in the section "Classification" above who is then continued in employment beyond the first semester shall be classified as a probationary employee for the entire school year and shall be reemployed to fill any vacant position in the district for which the employee is certified.

Preference for available positions shall be determined by the Board as prescribed by Education Code 44845 and 44846. (Education Code 44921)

With the exception of on-call, day-to-day substitutes, any temporary or substitute employee who was released pursuant to Education Code 44954 but who has nevertheless served in a certificated position in the district for at least 75 percent of each of two consecutive school years shall receive first priority if the district fills a vacant position for the subsequent school year at the grade level at which the employee served during either year. In the case of a departmentalized program, the employee shall have taught the subject matter in which the vacant position occurs. (Education Code 44918)

CURRENT

Policy 4121: Temporary/Substitute Personnel

Status: ADOPTED

Original Adopted Date: 06/25/2015

Paid Sick Leave

Any temporary or substitute employee who works for 30 or more days within a year of his/her employment shall be credited on July 1 of each calendar year of employment with 24 hours of paid sick leave for use during that same year. Unused sick leave shall not carry over to the following year of employment. An employee is eligible to take sick leave once he/she has completed 90 days of employment and worked 30 days for the District.

A temporary or substitute employee may use accrued sick leave for absences due to:

1. The diagnosis, care or treatment of an existing health condition of, or preventative care for, the employee or his/her family member (which includes parent, child, spouse, registered domestic partner, parent-in-law, sibling, grandchild or grandparent) as defined in Labor Code 245.5; and/or

2. The need of the employee to obtain or seek any relief or medical attention for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking.

If the need for sick leave is foreseeable, an employee must provide reasonable advance notice either orally or in writing to his/her supervisor of an absence from work. If the use of sick leave is unforeseeable, an employee must provide notice either orally or in writing to his/her supervisor of the need to use sick leave as soon as practicable. In all circumstances, an employee is responsible for specifying the underlying reason in general terms for use of sick leave, so that the absence may be designated as sick leave. Failure to obtain approval as soon as possible after determining the need to take such leave may result in discipline.

Sick leave may be used in increments of two hours or greater to cover all or part of a work day. Sick leave benefits will be based upon the employee's current regular rate of pay. If an employee has two different rates of pay, sick leave will be paid upon an average of the two rates of pay.

Employees using sick leave are not required to search for or find a replacement employee to cover their designated sick-leave absence.

Separation from Employment & Rehire

An employee who separates from employment with the District will not be paid out unused sick leave at separation. If an employee is rehired within the same 12-month period in which the separation occurred, and the employee previously qualified for use of sick leave, the employee will receive back the unused portion of his/her annual sick leave allotment and will be able to use that time as of the date of rehire. If the employee is hired back within 12 months of his/her separation from employment, and the employee previously qualified for use of sick leave, but the reemployment occurs in a new 12-month period, the employee will receive the full 3 days or 24 hours of sick leave for the new 12-month period and will be eligible to use it upon rehire. If the employee did not qualify to use sick leave (i.e., did not work a total of 90 days from the prior employment to the time of rehire), the employee is required to work 90 days total, including days worked in prior employment, before the employee may use sick leave.

Discrimination & Retaliation Prohibited

No employee shall be denied the right to use accrued sick days and the District shall not in any way discriminate or retaliate against any employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249. The Superintendent or designee shall display a poster containing required information, provide notice to eligible employees of their sick leave rights, keep records of employees' use of sick leave for three years, and comply with other requirements specified in Labor Code 245-249 and in AR 4161.1/4361.1.

Policy SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

adopted: June 25, 2015 South San Francisco, California

NEW PROPOSED

Policy4161: Leaves

Status: ADOPTED

Original Adopted Date: 12/01/1988 | **Last Revised Date:** ~~07~~06/01/~~2008~~2024 | **Last Reviewed Date:** ~~07~~06/01/~~2008~~2024

The Governing Board shall provide for paid and unpaid leaves of absence for employees in accordance with law, Board policy, administrative regulation, collective bargaining agreements, and merit system rules, as applicable.

Employees have the right to take leaves as authorized by law and/or collective bargaining agreements, including, but not limited to:

1. Personal illness or injury
2. Industrial accident or illness
3. Family care and medical leave
4. Military service
5. Personal necessity and personal emergencies
6. Disability leave for certificated employees in accordance with Education Code 44986
7. Vacations for classified staff and certificated management staff, as applicable
8. Sabbaticals for purposes of study or training related to the employee's job duties
9. Attendance at work-related meetings and staff development opportunities
10. Compulsory leave
11. Maternity, parental leave, and reproductive loss leave for both certificated and classified staff, as applicable under state law
12. Bereavement

Long-Term Leaves

With Board approval, an employee may receive a leave of absence, without pay and without accruing seniority or service credit, for a period of up to one school year. Applications for long-term leave shall be made in writing and shall state the purpose for which leave is requested. All longterm leave agreements shall be in writing and shall state the terms and conditions of the leave, including the conditions governing the employee's return.

At the end of a long-term leave, the employee shall be reinstated to a similar position as that employee held at the time leave was granted, unless otherwise agreed upon.

The Board shall consider any written request by an employee to return to work prior to the expiration date of the leave.

Administrative and Supervisory Personnel

Certificated administrative and supervisory employees who are not subject to the district's bargaining agreement for certificated employees shall generally be entitled to those leave provisions provided in the bargaining agreement for other certificated employees unless otherwise specified in individual contract, memorandums of understanding, Board policy, administrative regulation, or law.

Classified administrative and supervisory employees who are not subject to the district's bargaining agreement for classified employees shall generally be entitled to those leave provisions provided in the bargaining agreement for other classified employees unless otherwise specified in individual contract, memoranda of understanding, Board policy, administrative regulation, or law.

Policy 4261: Leaves

Status: ADOPTED

Original Adopted Date: 12/01/1988 | **Last Revised Date:** ~~07~~06/01/~~2008~~2024 | **Last Reviewed Date:** ~~07~~06/01/~~2008~~2024

The Governing Board shall provide for paid and unpaid leaves of absence for employees in accordance with law, Board policy, administrative regulation, collective bargaining agreements, and merit system rules, as applicable.

Employees have the right to take leaves as authorized by law and/or collective bargaining agreements, including, but not limited to:

1. Personal illness or injury
2. Industrial accident or illness
3. Family care and medical leave
4. Military service
5. Personal necessity and personal emergencies
6. Disability leave for certificated employees in accordance with Education Code 44986
7. Vacations for classified staff and certificated management staff, as applicable
8. Sabbaticals for purposes of study or training related to the employee's job duties
9. Attendance at work-related meetings and staff development opportunities
10. Compulsory leave
11. Maternity, parental leave, and reproductive loss leave for both certificated and classified staff, as applicable under state law
12. Bereavement

Long-Term Leaves

With Board approval, an employee may receive a leave of absence, without pay and without accruing seniority or service credit, for a period of up to one school year. Applications for long-term leave shall be made in writing and shall state the purpose for which leave is requested. All longterm leave agreements shall be in writing and shall state the terms and conditions of the leave, including the conditions governing the employee's return.

At the end of a long-term leave, the employee shall be reinstated to a similar position as that employee held at the time leave was granted, unless otherwise agreed upon.

The Board shall consider any written request by an employee to return to work prior to the expiration date of the leave.

Administrative and Supervisory Personnel

Certificated administrative and supervisory employees who are not subject to the district's bargaining agreement for certificated employees shall generally be entitled to those leave provisions provided in the bargaining agreement for other certificated employees unless otherwise specified in individual contract, memorandums of understanding, Board policy, administrative regulation, or law.

Classified administrative and supervisory employees who are not subject to the district's bargaining agreement for classified employees shall generally be entitled to those leave provisions provided in the bargaining agreement for other classified employees unless otherwise specified in individual contract, memoranda of understanding, Board policy, administrative regulation, or law.

NEW PROPOSED

Policy 4361: Leaves

Status: ADOPTED

Original Adopted Date: 12/01/1988 | **Last Revised Date:** ~~07~~06/01/~~2008~~2024 | **Last Reviewed Date:** ~~07~~06/01/~~2008~~2024

The Governing Board shall provide for paid and unpaid leaves of absence for employees in accordance with law, Board policy, administrative regulation, collective bargaining agreements, and merit system rules, as applicable.

Employees have the right to take leaves as authorized by law and/or collective bargaining agreements, including, but not limited to:

1. Personal illness or injury
2. Industrial accident or illness
3. Family care and medical leave
4. Military service
5. Personal necessity and personal emergencies
6. Disability leave for certificated employees in accordance with Education Code 44986
7. Vacations for classified staff and certificated management staff, as applicable
8. Sabbaticals for purposes of study or training related to the employee's job duties
9. Attendance at work-related meetings and staff development opportunities
10. Compulsory leave
11. Maternity, parental leave, and reproductive loss leave for both certificated and classified staff, as applicable under state law
12. Bereavement

Long-Term Leaves

With Board approval, an employee may receive a leave of absence, without pay and without accruing seniority or service credit, for a period of up to one school year. Applications for long-term leave shall be made in writing and shall state the purpose for which leave is requested. All longterm leave agreements shall be in writing and shall state the terms and conditions of the leave, including the conditions governing the employee's return.

At the end of a long-term leave, the employee shall be reinstated to a similar position as that employee held at the time leave was granted, unless otherwise agreed upon.

The Board shall consider any written request by an employee to return to work prior to the expiration date of the leave.

Administrative and Supervisory Personnel

Certificated administrative and supervisory employees who are not subject to the district's bargaining agreement for certificated employees shall generally be entitled to those leave provisions provided in the bargaining agreement for other certificated employees unless otherwise specified in individual contract, memorandums of understanding, Board policy, administrative regulation, or law.

Classified administrative and supervisory employees who are not subject to the district's bargaining agreement for classified employees shall generally be entitled to those leave provisions provided in the bargaining agreement for other classified employees unless otherwise specified in individual contract, memoranda of understanding, Board policy, administrative regulation, or law.

Policy 4218.1: Dismissal/Suspension/Disciplinary Action (Merit Status: ADOPTED System)

Original Adopted Date: 07/01/2019 | **Last Revised Date:** ~~09~~06/01/~~2022~~2024 | **Last Reviewed Date:** ~~09~~06/01/~~2022~~2024

The Governing Board expects all employees to perform their jobs satisfactorily and exhibit professional and appropriate conduct~~.~~, and serve as positive role models both at school and in the community. A classified employee may be disciplined for unprofessional conduct or unsatisfactory performance in accordance with law, any applicable collective bargaining agreement, and the rules of the personnel commission.

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent nondiscriminatory manner. In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for engaging in protected activities, or for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension or leave without pay, reduction of wages, or dismissal~~.~~

A probationary classified employee may be dismissed without cause at any time prior to the expiration of the probationary period.

A permanent classified employee shall be subject to suspension, demotion, or dismissal only for one or more of the causes designated by rule of the personnel commission. (Education Code 45302, 45304)

When such serious disciplinary action is being contemplated against an employee, the district shall adhere to disciplinary procedures developed by the personnel commission. Due process shall be afforded to the employee, including proper notice, an opportunity for the employee to meet with a designated district official ("Skelly officer") or to respond in writing to the charges, and an opportunity to appeal the district's decision with the personnel commission in accordance with Education Code 45305-45307. If the matter is addressed in a hearing before the personnel commission, the decision of the personnel commission shall be final.

However, if the matter involves an allegation of egregious misconduct as defined in Education Code 44932 and involves a witness who is a minor, the matter shall be referred to an administrative law judge to determine whether sufficient cause exists for disciplinary action against the employee. ~~-~~The ruling of the administrative law judge shall be binding on the district and the employee. (Education Code 45312)

If the district places an employee on a compulsory leave of absence or suspension during the period the employee is charged with a criminal offense, is under a criminal investigation, or is waiting due to administrative delay for necessary job-related administrative determinations, and the proceedings are resolved in favor of the employee, the district shall pay to the employee the employee's full compensation

for the period of the involuntary leave of absence upon the employee's return to service in the school district. (Education Code 45190)

PROPOSED

Policy 5113: Absences And Excuses

Status: ADOPTED

Original Adopted Date: 11/01/1999 | **Last Revised Date:** ~~03~~06/01/~~2017~~2024 | **Last Reviewed Date:** ~~03~~06/01/~~2017~~2024

The Governing Board believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence or truancy.

In accordance with law, Board policy, and administrative regulation, absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons as specified in Education Code 48205~~)~~, and work in the entertainment or allied industry as permitted pursuant to Education Code 48225.5.

When a student's absence from school is excused, the student's teacher shall determine identical or reasonably equivalent assignments and tests to those missed during the absence which the student shall be permitted to complete for full credit within a reasonable amount of time as determined by the teacher. (Education Code 48205, 48225.5)

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulation. (Education Code 46014)

Inasmuch as school attendance and class participation are integral to students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours.

Students shall not be absent from school without their parents/guardians' knowledge or consent, except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

The Board shall, by resolution entered into its minutes, approve reasonable methods that may be used to verify student absences due to illness or quarantine. (5 CCR 421)

Policy 5113: Absences And Excuses

Status: ADOPTED

Original Adopted Date: 11/18/2010

The Governing Board believes that regular attendance plays an important role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 6 to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5113.1 - Truancy)

Excused Absences

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law, Board policy and administration regulations. (Education Code 46010, 48205, 48216)

Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during nonschool hours.

At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students, and to all students in grades 7 through 12, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)

(cf. 5145.6 - Parental Notifications)

Students in grades K-6 shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Students in grades 7-12 shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment.

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations. (Education Code 46014)

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

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

(cf. 6154 - Homework/Makeup Work)

Policy 6000: Concepts And Roles **Status:** ADOPTED

Original Adopted Date: 09/01/1992 | **Last Revised Date:** ~~07~~06/01/~~2006~~2024 | **Last Reviewed Date:** ~~07~~06/01/~~2006~~2024

The Governing Board desires to provide a comprehensive, research-based curriculum in a supportive, positive, and engaging manner that motivates every student to succeed. The district's educational program shall provide students with rigorous opportunities to attain the academic, social and emotional skills, knowledge, and abilities they need to be successful in school, postsecondary education and/or employment, and develop to their full potential.

Strategies for improving the educational program shall take into consideration the needs of individual students and subpopulations of students~~.~~, including, but not limited to, social, emotional, and behavioral needs. Students who are failing or at risk of failing to meet academic standards shall be provided with alternative programs and/or supplemental assistance designed to raise achievement.

~~Inasmuch as parents~~ Parents/guardians are critical partners in their children's education and shall be provided with opportunities to be meaningfully involved both in support of their children's education program at school and with learning at home.

The district's goal of student success may be achieved through regional coordination, collaboration, and alignment between the school, parents/guardians, and the community, including district support for innovative programs and practices that promote student engagement, growth, understanding, achievement, and career exploration.

To support the district's educational program, the Board shall:

1. Establish standards of student achievement for core subjects at each grade level that are aligned with the district's vision for student learning, the specific needs and strengths of the students, the expectations of parents/guardians and the community, and available resources

2. Establish graduation requirements

3. Ensure that a process is in place, involving teachers, administrators, students, and parents/guardians, for the development and review of the district's curriculum

4. Adopt the district curriculum and courses of study to be offered

5. Adopt textbooks and other instructional materials

6. Support the professional staff's implementation of the curriculum by providing consistent policy direction, allocating resources based on educational program priorities, ensuring that collective bargaining agreements do not constrain the district's ability to achieve curricular goals, recognizing staff accomplishments, and including reasonable annual goals related to student learning in the Superintendent evaluation process

7. Provide a continuing program of professional development to keep instructional staff, administrators, and Board members updated about current issues and research pertaining to curriculum, instructional strategies, and student assessment

8. Review and evaluate the educational program on the basis of state and federal accountability measures, disaggregated student achievement data, and other indicators and ensure that evaluation results are used to improve programs, curriculum, and/or instructional practices as necessary to enhance student achievement

9. Communicate clear information about district instructional goals, programs, and progress in student achievement to the community and media

The Superintendent or designee shall:

1. Review research related to curriculum issues

2. Select and/or develop curricula for recommendation to the Board in accordance with the district's curriculum development and review process

3. Ensure the articulation of the curriculum between grade levels and with postsecondary education and the workplace

4. Determine the general methods of instruction to be used

5. Assign instructors and schedule classes for all curricular offerings

6. Recommend instructional materials to the Board and direct the purchase of approved materials and equipment

7. Evaluate and report to the Board on student achievement as demonstrated through testing and other types of appraisal, and recommend necessary changes in curriculum, programs, and instruction as indicated by student performance data

Comparability in Instruction

The district shall provide comparable educational opportunities for all students. Instruction in the core curriculum shall be in no way diminished when students receive supplementary services funded by special governmental programs. Services funded by any categorical program shall supplement, not supplant, the district-provided core curriculum and any services which may be provided by other categorical programs.

Policy 6000: Concepts And Roles

Status: ADOPTED

Original Adopted Date: 11/18/2010

The Governing Board desires to provide a comprehensive, research-based curriculum that motivates every student to succeed. The district's educational program shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school and develop to their full potential.

(cf. 9000 - Role of the Board)

Strategies for improving the educational program shall take into consideration the needs of individual students and subpopulations of students. Students who are failing or at risk of failing to meet academic standards shall be provided with alternative programs and/or supplemental assistance designed to raise achievement.

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 6158 - Independent Study)

(cf. 6159 - Individualized Education Program)

(cf. 6164.5 - Student Success Teams)

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

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Inasmuch as parents/guardians are critical partners in their children's education, parents/guardians shall be provided with opportunities to be meaningfully involved both in support of their children's education program at school and with learning at home.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

The Board shall:

1. Establish standards of student achievement for core subjects at each grade level that are aligned with the district's vision for student learning, the specific needs and strengths of the students, the expectations of parents/guardians and the community, and available resources

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6011 - Academic Standards)

2. Establish graduation requirements

(cf. 6146.1 - High School Graduation Requirements)

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

3. Ensure that a process is in place, involving teachers, administrators, students, and parents/guardians, for the development and review of the district's curriculum

(cf. 6141 - Curriculum Development and Evaluation)

4. Adopt the district curriculum and courses of study to be offered

(cf. 6143 - Courses of Study)

5. Adopt textbooks and other instructional materials

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 6161 - Equipment, Books and Materials)

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

(cf. 6161.11 - Supplementary Instructional Materials)

6. Support the professional staff's implementation of the curriculum by providing consistent policy direction, allocating resources based on educational program priorities, ensuring that collective bargaining agreements do not constrain the district's ability to achieve curricular goals, recognizing staff accomplishments, and including reasonable annual goals related to student learning in the Superintendent evaluation process

(cf. 2140 - Evaluation of the Superintendent)

(cf. 3100 - Budget)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 9310 - Board Policies)

7. Provide a continuing program of professional development to keep instructional staff, administrators, and Board members updated about current issues and research pertaining to curriculum, instructional strategies, and student assessment

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4331 - Staff Development)

(cf. 9240 - Board Development)

8. Review and evaluate the educational program on the basis of state and federal accountability measures, disaggregated student achievement data, and other indicators and ensure that evaluation results are used to improve programs, curriculum, and/or instructional practices as necessary to enhance student achievement

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6161.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

9. Communicate clear information about district instructional goals, programs, and progress in student achievement to the community and media

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

The Superintendent or designee shall:

1. Review research related to curriculum issues

2. Select and/or develop curricula for recommendation to the Board in accordance with the district's curriculum development and review process

3. Ensure the articulation of the curriculum between grade levels and with postsecondary education and the workplace

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

4. Determine the general methods of instruction to be used

5. Assign instructors and schedule classes for all curricular offerings

(cf. 4113 - Assignment)

(cf. 6112 - School Day)

(cf. 6117 - Year-Round Schedules)

6. Recommend instructional materials to the Board and direct the purchase of approved materials and equipment

(cf. 3310 - Expenditures and Purchases)

7. Evaluate and report to the Board on student achievement as demonstrated through testing and other types of appraisal, and recommend necessary changes in curriculum, programs, and instruction as indicated by student performance data

Comparability in Instruction

The district shall provide comparable educational opportunities for all students. Instruction in the core curriculum shall be in no way diminished when students receive supplementary services funded by special governmental programs. Services funded by any categorical program shall supplement, not supplant, the district-provided core curriculum and any services which may be provided by other categorical programs.

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

(cf. 6171 - Title I Programs)

FIRST READING
PROPOSED

Bylaw9220: Governing Board Elections

Status: ADOPTED

Original Adopted Date: 06/01/2006 | **Last Revised Date:** ~~12~~06/01/~~2022~~2024 | **Last Reviewed Date:** ~~12~~06/01/~~2022~~2024

Board Member Qualifications

Any person is eligible to be a member of the Governing Board, without further qualifications, if the person is: 18 years of age or older~~,~~; a citizen of California~~,~~; a resident of the school district or, if applicable, the trustee area~~,~~; a registered voter~~,~~; and not legally disqualified from holding civil office. ~~Any~~ (Education Code 35107)

A person is not eligible to be a member of the Board if they have been convicted an offense(s) as specified in law and the accompanying Exhibit, except when the person has been granted a pardon in accordance with law. A district employee duly elected to the Board shall resign from district employment, or shall otherwise cease being a district employee, before being sworn in. If a district employee duly elected to the Board is sworn in and remains a district employee, then the employment shall automatically terminate upon being sworn into office. (Education Code ~~20~~35107)

The Board encourages all candidates to become knowledgeable about the role of board members. The Superintendent or designee shall provide a Board candidate, upon request by the candidate, with information that will enable them to understand the responsibilities and expectations of being a Board member, including information regarding available workshops, seminars, and/or training. Additionally, the Superintendent or designee shall provide a Board candidate, upon request by the candidate, the county election official's contact information and general information about school programs, district operations, and Board responsibilities.

Recalling a Board Member

A Board member may be recalled as permitted by Elections Code 11000-11386. To commence a recall of a Board member, proponents shall serve, file, and publish or post a notice of intention to circulate the recall petition as specified by law and any applicable county elections official directives.
Additionally, the recall petition shall be in the format provided by the Secretary of State and ~~to~~ include, among other things, an estimate of the cost of conducting the special election, as determined by the county elections official, in consultation with the district.

Within 14 days after the regular meeting at which the Board receives a certificate of sufficiency of signatures on a recall petition from ~~the~~a county elections official, the Board shall order an election to be held to determine whether the Board member named in the petition shall be recalled. The election shall be held not less than 88, nor more than 125, days after the date that the Board orders the election. However, the election may be conducted within 180 days after the issuance of the Board's order to consolidate the election with a regularly scheduled election. (Elections Code 11240-11242)

A recall election of a Board member shall be conducted in accordance with Elections Code 11381-11386.

If a recall of a Board member is successful, that Board member's seat becomes vacant and shall be filled in accordance with Education Code 5090-95 and Board Bylaw 9223 - Filling Vacancies.

Consolidation of Elections

The Board may consolidate Board elections with the local municipal or statewide primary or general election in accordance with Elections Code 1302.

Additionally, if a regularly scheduled Board election held other than on a statewide election date results in a decrease in local voter turnout of 25 percent or more compared to the average local turnout for the previous four statewide general elections, the Board shall take action to consolidate Board elections with statewide elections in accordance with Elections Code 14051~~,~~ -14052~~)~~.
In order to consolidate elections, the Board shall adopt a resolution and submit it to the County Board of Supervisors for approval not later than 240 days prior to the date of the currently scheduled district election. (Elections Code 10404.5)

Whenever a regularly scheduled Board election is changed due to consolidation of elections, the terms of office of incumbent Board members shall be extended to align with the next applicable election. (Elections Code 10404.5)

Elections Process and Procedures

For each election, upon certification by the County Board of Supervisors, the Board shall declare who has been elected to the Board in accordance with law. (Election Code 15400)

A Board member whose term has expired shall continue to discharge the duties of the office until a successor has qualified by taking the oath of office. (Government Code 1302, 1360)

Each Board member shall reside in the trustee area they represent and shall be elected by voters residing within that trustee area. Trustee areas shall be balanced by population as required by state and federal law.

Following each decennial federal census the Board shall adjust the boundaries of the district's trustee areas in accordance with Elections Code 21100-21180. (Education Code 5019.5)

The Board may review the district's Board election method to determine whether any modification is necessary.

If the district seeks to change its election method, the Board shall follow procedural requirements and hold public hearings in accordance with Elections Code 10010 and 21100-21150 before adopting a resolution at an open meeting specifying the change and obtain approval from the county committee on school district organization having jurisdiction over the district in accordance with Education Code 5019.

The election method or trustee-area boundaries in effect at the beginning of a Board member's term shall be used when any vacancy that occurs during that term is to be filled, even if, during the term, the district has adopted "~~"~~by-trustee area"~~"~~ election method or trustee area boundaries have been adjusted.

Campaign Conduct

All candidates, including current Board members running as incumbents, shall abide by local, county, state, and federal requirements regarding campaign contributions, funding, and expenditures.

A Board member shall not expend, and a candidate shall not accept, any public money for the purpose of seeking elective office. However, the district may establish a dedicated fund for those seeking election to the Board, provided that the funds are available to all candidates who are qualified pursuant to Education Code 35107 without regard to incumbency or political preference. (Government Code 85300)

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

Statement of Qualifications

On the 125th day prior to the day fixed for the general district election, the Board secretary or designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the district to be filled at the general election and which offices, if any, are for the balance of an unexpired term

2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

When the elections official allows for the electronic distribution of candidate statements, a candidate for the Board may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution.

The district shall pay or reimburse the cost of printing, handling, translating, mailing, or electronically distributing candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the voter's pamphlet, the district may require candidates to pay their estimated pro rata share of these costs to the district in advance pursuant to Elections Code 13307.

Tie Votes in Board Member Elections

(Tie Decided by Lot)

Whenever the County Superintendent of Schools certifies to the Board that there is a tie vote such that it is impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time and place shall determine the winner by lot. (Education Code 5016)

Bylaw 9220: Governing Board Elections

Status: ADOPTED

Original Adopted Date: 09/11/2014

Any person is eligible to be a member of the Governing Board, without further qualifications, if he/she is 18 years of age or older, a citizen of California, a resident of the school district, a registered voter, and not legally disqualified from holding civil office. Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or be a Board member except when he/she has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)

A district employee elected to the Board shall resign his/her employment before being sworn in or shall have his/her employment automatically terminated upon being sworn into office. (Education Code 35107)

(cf. 9224 - Oath of Affirmation)

(cf. 9270 - Conflict of Interest)

To reduce costs associated with conducting elections, the Board may consolidate Board elections with the local municipal or statewide primary or general election. Board election procedures shall be conducted in accordance with state and federal law.

(cf. 9110 - Terms of Office)

Electing Board Members

Board members may reside anywhere within the district's boundaries and shall be elected by all voters in the district.

To ensure ongoing compliance with the California and federal Voting Rights Acts, the Board may review the district's Board election method to determine whether any modification is necessary due to changes in the district's population or any of its racial, color, or language minority group composition. The review shall be based on the Superintendent or designee's report to the Board after the release of each decennial federal census.

If the Board determines that a change is necessary, it shall adopt a resolution at an open meeting specifying the change(s) and shall, in accordance with Education Code 5019 or other applicable provisions of law, obtain approval from the county committee on school district organization having jurisdiction over the district.

(cf. 9320 - Meetings and Notices)

Campaign Conduct

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

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

(cf. 9005 - Governance Standards)

Statement of Qualifications

The district shall assume no part of the cost of printing, handling, translating, or mailing of candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the voter's pamphlet, the district may require candidates to pay their estimated pro rata share of these costs to the district in advance pursuant to Elections Code 13307.

On the 125th day prior to the day fixed for the general district election, the Board secretary or his/her designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the district to be filled at the general election and which offices, if any, are for the balance of an unexpired term

2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

(cf. 9223 - Filling Vacancies)

Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

Tie Votes in Board Member Elections

Before each election, the Board shall establish whether a potential tie is to be resolved by lot or with a runoff election. (Education Code 5016)

After an election for which the Board has decided to resolve a tie with a runoff election, the Board shall schedule the runoff election in accordance with law. (Education Code 5016)

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: February 13, 2025

RE: Approval of Agreement with Document Tracking Services (DTS) for the 2025-26 school year

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ALIGNMENT WITH STRATEGIC PLAN:

☐ **Goal 1:** Exceptional Instruction
☐ **Goal 2:** Engaged Students
☒ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☒ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

Document Tracking Services license automates the process of accessing, searching and editing documents, such as the Local Control Accountability Plan (LCAP), School Accountability Report Card (SARC), School Plan for Student Achievement (SPSA). DTS enables us to control who views, edits, update and also provides security of data and storage. Services and price also include translation services of the LCAP, SARCs and SPSAs as required.

FISCAL IMPLICATIONS:

Item Description	Cost
Document Tracking Services Document Tracking Services [3/15/25 to 3/15/26]: 17 schools and District = 18 sites	$ 4,950.00
2025 Tagalog School Accountability Report Card: 1 school accountability report cards	$ 330.00
2025 Spanish School Accountability Report Card (SARCS)	$ 1,815.00
2025 Spanish Local Control and Accountability Plan & Annual Update:	$ 3,159.00
Total Balance Due:	**$ 10,254.00**

District general funds (MGMT: 305) will be utilized to cover the cost.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the renewal license agreement with Document Tracking Services (DTS) in the amount of $10,254.00 for the 2025/2026 school year to provide secured LCAP, SARC, SPSA and translation services.

LICENSE AGREEMENT

This Agreement effective **March 15, 2025**, is made and entered into by **South San Francisco Unified School District** ("Licensee") and Document Tracking Services ("DTS") as Licensor, each a "Party" and collectively the "Parties".

1. **Scope of Agreement**
   - 1.1 License. This License Agreement between Licensee and DTS covers Licensee's use of DTS's proprietary web-based application in accordance with the terms and conditions expressed herein.
   - 1.2 Agreement to Be Bound. Licensee agrees to be bound by, and comply with, the terms of this License Agreement by (i) accessing and/or using the DTS Application and/or (ii) ratifying this License Agreement by signing below.
2. **License and Right to Use.** DTS hereby grants to Licensee a non-exclusive and non-transferable license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.
   - 2.1 DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
   - 2.2 Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.
3. **Internet Areas**. Neither Licensee nor any third party shall be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval of DTS.
4. **Term of License**. The term of this License Agreement is for **one (1) year** from the effective date noted at the top of this document.
5. **Personnel**. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.
6. **Content**. DTS will be solely responsible for loading the content supplied by Licensee into DTS's secure server and will provide complete access to Licensee and its representatives. Licensee is solely responsible for the sufficiency, adequacy, and completeness of its content; for updating its content as necessary; and for proper implementation of any plans or procedures required by local, state, or federal law.
7. **Security of Data**. At all times, DTS will have complete security of Licensee's documents on dedicated servers that only authorized DTS personnel will have access to. All logins by DTS's authorized personnel will be stored and saved as to time of log-in.
   - 7.1 Licensee may request in writing that DTS only store Licensee's documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.
8. **Management of Database**. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.

9. **Customer Service**. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.

10. **Fees**.

10.1 Licensee shall pay a fee of **$4,950.**

10.2 Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **$0**.

10.3 Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.

10.4 DTS will charge a one-time setup fee of $200 per standard document up to a maximum of $850 for customized documents.

11. **Warranty**.

11.1 Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.

11.2 The express warranties provided in this License Agreement are the sole and exclusive warranties made by DTS to Licensee. DTS makes no other warranty, express or implied, and Licensee assumes no warranty, express or implied, by use of the DTS Application. By accepting this Agreement, Licensee acknowledges that it is not relying on any implied warranties, including warranties of performance, fitness for a particular purpose or otherwise, or upon any representation or warranty outside those expressly contained in this Agreement.

12. Liability.

12.1 DTS will not be liable to Licensee for indirect, incidental, exemplary, special or consequential damages; loss or corruption of data or interruption or loss of business; or loss of revenues, profits, goodwill or anticipated sales or savings.

12.2 The maximum aggregate liability of DTS under this License Agreement is limited to the fees received by DTS from Licensee for use of the DTS Application.

12.3 This limitation on DTS's liability applies whether the claims sound in warranty, contract, tort, infringement, or otherwise. Nothing in this License Agreement excludes any liability that cannot be limited as a matter of law.

13. Choice of Law and Venue. This License Agreement, and any dispute related to this License Agreement or arising from it, shall be governed exclusively by the laws of the State of California. The state and federal courts of the State of California shall have exclusive jurisdiction to adjudicate any dispute arising out of, or related to, this License Agreement or its formation, interpretation, or enforcement.

14. Severability. If any portion of this License Agreement is not enforceable under applicable law, it will not affect any other term of this Agreement.

15. Definitions.

15.1 Document. A document is defined as **a**) a specific template provided by CDE or; **b**) any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c**) individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.

* Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.

15.2 Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.

16. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.

The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC

By: Aaron Tarazon, Director
Document Tracking Services
10606 Camino Ruiz, Suite 8-132
San Diego, CA 92126
858-784-0960 - Phone
858-587-4640 - Corporate Fax

Date: January 20, 2025

Licensee

By: _____

Date: _____

South San Francisco Unified School District



Exhibit A

The following are standard documents to be used in conjunction with the license.

1. 2025 School Accountability Report Card, English & Spanish (CDE Template)
2. 2025 School Plan for Student Achievement (CDE Template)
3. 2025 Comprehensive School Safety Plan (Custom Template)
4. 2025 Local Control and Accountability Plan (CDE Template)
5. Others to be identified as needed.

January 20, 2025

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

Re: Document Tracking Services

INVOICE #9408010

Pursuant to the licensing agreement between South San Francisco Unified School District and Document Tracking Services (DTS):

Document Tracking Services

Document Tracking Services [3/15/25 to 3/15/26]: **17 schools and District Personnel = 18 sites**	$4,950

Translation Services

2025 Spanish Local Control and Accountability Plan (LCAP): **1 Spanish LCAP**	$3,159
2025 Spanish School Accountability Report Card (SARC): **11 Spanish SARCs**	$1,815
2025 Tagalog School Accountability Report Card (SARC): **1 Tagalog SARC**	$330
Total Balance Due:	**$10,254**

Please Make Checks Payable To: Document Tracking Services

Send to:

Aaron Tarazon, Director
Document Tracking Services
10606 Camino Ruiz, Suite 8-132
San Diego, CA 92126
858-784-0960 - Phone
858-587-4640 - Corporate Fax

Thank you!

Approved Per Payment (Signature) _____ Name/Role (Printed) _____

#	Account Name	Document	Name	Words	Fee
1	South San Francisco USD	2025 Budget Overview for Parents	Spanish	126	$18
1	South San Francisco USD	2025 LCAP with Instructions	Spanish	21,665	$3,141
1	Alta Loma MS	2025 SARC	Spanish	Flat Rate	$165
2	Baden HS	2025 SARC	Spanish	Flat Rate	$165
3	Buri Buri ES	2025 SARC	Spanish	Flat Rate	$165
4	El Camino HS	2025 SARC	Spanish	Flat Rate	$165
5	Los Cerritos ES	2025 SARC	Spanish	Flat Rate	$165
6	Martin ES	2025 SARC	Spanish	Flat Rate	$165
7	Parkway Heights MS	2025 SARC	Spanish	Flat Rate	$165
8	Ponderosa ES	2025 SARC	Spanish	Flat Rate	$165
9	South San Francisco HS	2025 SARC	Spanish	Flat Rate	$165
10	Spruce ES	2025 SARC	Spanish	Flat Rate	$165
11	Sunshine Gardens ES	2025 SARC	Spanish	Flat Rate	$165
1	Skyline ES	2025 SARC	Tagalog	Flat Rate	$330

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: February 13, 2025

RE: Approval of MOU between Silicon Valley Education Foundation and SSFUSD from June 1, 2025 through August 1, 2025

ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☒ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☒ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

This Agreement formalizes a partnership with the Silicon Valley Education Foundation (SVEF) to implement the Elevate Math program, supporting incoming 3rd–10th grade students whose test scores indicate they are nearly meeting grade-level standards. The program provides targeted instruction to strengthen math skills and prepare students for success in their next course, ensuring a strong foundation for future achievement.

As part of this collaboration, SVEF will provide curriculum and professional development resources, project management support for student and teacher recruitment, and logistical assistance with meetings, program tracking, and financial management. Additionally, SVEF will coordinate surveys, generate reports, monitor student progress, and support the district in developing sustainable summer intervention programs.

FISCAL IMPLICATIONS:

Class agreement breakdown for math:

Grade	# of Classes	District Cost	Students per class
Elevate Math 3	3	$30,780	24
Elevate Math 4	3	$30,780	24
Elevate Math 5	3	$30,780	24
Elevate Math 6	2	$20,520	24
Elevate Math 7	2	$20,520	24
Elevate Math 8	2	$20,520	24
Elevate Math 9	1	$10,260	24
Total	**16**	**$164,160**	**384 Total Students**

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the MOU between SVEF and SSFUSD from June 1 through August 1, 2025.

MEMORANDUM OF UNDERSTANDING

Silicon Valley Education Foundation
and
South San Francisco Unified School District
Elevate [Math] Programs

This Memorandum of Understanding (MOU) serves as a facilitating document establishing an agreement between **Silicon Valley Education Foundation** (SVEF), located at 1400 Parkmoor Avenue, Suite 200, San José, CA and South San Francisco Unified School District located at 398 B St. South San Francisco, CA 94080, South San Francisco to implement the following SVEF program(s) from June 1st - August 1, 2025:

Elevate [Math]

All of the provisions of this MOU and any attached documents, project proposals, and/or addenda are subject to mutual agreement of the parties, and to review by the School District Superintendent, and when necessary, the School District's Board of Trustees. Parties to this MOU have the right to terminate this MOU and any addenda by informing the other party in writing three (3) months prior to the date on which termination will become effective.

Program Description:
Elevate [Math]: The Elevate [Math] program is designed for incoming 3rd–10th grade students whose test scores (as measured by Smarter Balanced Assessment Consortium (SBAC or other objective measures) indicate they are nearly meeting their grade-level standards. The Programs frontload supplemental accelerated instruction in math readiness, so that students are able to successfully complete their next level math course.

Details of the above program(s) can be found in Addendum I to this MOU.

Collaborative Successful Partnership Proposed Roles and Responsibilities:

SVEF agrees to:

- Provide the curriculum and professional learning resources for effective implementation of the curriculum specifically aligned and designed to meet grade-level Common Core State Standards (CCSS).

- Market the Program(s) to foundations, corporations, businesses, and individuals in an effort to obtain partial funding for the Programs.

- Provide financial contributions as outlined in the "Class Agreement Breakdown" table on page 4 of this MOU. The School District will pay for programs prior to the start of the Elevate [Math]/[CS]I Program.

- Provide project management staffing to assist as needed with the following:
    - student recruitment;
    - teacher recruitment;
    - setting meetings;
    - tracking execution of the Programs; and
    - handling financials.

- Assist districts with TB and fingerprinting logistics. School District may elect to have SVEF assume the responsibility of fingerprinting and paying teachers.

- Recruit and train college mentors/teaching assistants to provide inspiration and encouragement to students to attend college and enhance college curriculum for E[M] .

- Facilitate the pre- and post-assessments and surveys, prepare reports on the Programs, track overall student achievement gains, and gather student efficacy survey results to share with the School District and funders.

- Collect student emergency contact information and provide safety guidelines for the classroom and online environment.

- Provide access to required online tools.

- Work with the School District to develop a school year follow up and ongoing summer programming in order to maintain student achievement gains and motivation for preparing for college.

- Recruit and train corporate volunteers to enrich the classroom experience and provide STEM or Career Inspiration Workshops.

- Organize a College Day experience for high school students only (E[M] 9-10+).

- Work with teachers to organize and promote End of Program celebrations for each class.

- Organize site visits to provide donors and/or partners the opportunity to observe classroom sessions. Visits may include student and staff photo releases.

School District agrees to:

- Enroll students only in SVEF programs rather than a combination of SVEF and district programs.

- Appoint a School District representative to serve as the primary liaison for SVEF, with whom Program coordination can be managed—including student/teacher recruitment and logistics of the Programs. The School District representative agrees to respond to requests for information, feedback, and other communications in a timely manner, generally within 24-48 during business days.

- Appoint a School District representative to serve as the data liaison to SVEF who will provide required data in a timely manner as outlined in Addendum V, VI, and VII to this MOU.

- Provide a target list for student recruitment and use the enrollment form created by SVEF. If the School District elects to lead recruitment efforts that do not utilize the SVEF enrollment form, the School District will be responsible for manually entering the hardcopy forms into SVEF's online enrollment system. SVEF will not accept scanned forms that do not use the SVEF enrollment template.

- Communicate the policy/procedures for handling student behavior and absence during the summer Programs. The School District will provide SVEF the name of the person responsible.

- If in person, provide basic classroom facilities as outlined in Addendum II to this MOU.

- Provide the financial contribution to the Programs as outlined on page 4 of this MOU unless the class is canceled for reasons beyond the School District's control. Such financial contribution should be paid to SVEF prior to the first day of class.

- Identify a representative from the School District's IT department to support the Programs' connection to the internet and ensure that computers/devices are provided for each student to use during the Programs. This includes whitelisting and access to Youtube.com, Desmos, Google Classroom, Zoom, Nearpod, Salesforce etc. SVEF will provide the full list.

- Assist in recruitment of teachers for their Program sites. Teachers may be paid through SVEF (simplifying the role of the School District) or through traditional School District processes. The preference will be outlined on pages 4 and 5 of this MOU.

- Provide TB verification and proof of sexual harassment training for your district recruited teachers. (Human Resources)

- Assist in finding substitutes.
    - SVEF will pay a substitute if SVEF is the teacher's paying agent.
    - The School District will pay a substitute if the School District is the teacher's paying agent.

- Ensure that all teachers participate in the curriculum and professional development training and Professional Learning Communities (PLCs).

- Assist in recruitment of full classes of students to participate in the Programs. Allow SVEF to contact families directly.

- Support the administration of the pre-post assessments and pre/post surveys.

- Work with SVEF to develop school year follow up and ongoing summer programming in order to maintain student achievement gains and motivation for preparing for college. SVEF collects placement and success data on all alumni students from third grade through completion of high school.

- Commit to placing students who have successfully completed Elevate [Math] into the appropriate grade-level course for the following school year.

- Allow SVEF to host site visits by donors and/or partners with the purpose of observing a classroom session and/or presenting a hands-on STEM Workshop.

Class Agreement Breakdown for E[M]:

	# of Classes	District Contribution	# of Students per Class
EM 5th Grade	**3**	**$30,780.00**	**24**
EM 3rd Grade	**3**	**$30,780.00**	**24**
EM 4th Grade	**3**	**$30,780.00**	**24**
EM 6th Grade	**2**	**$20,520.00**	**24**
EM 7th Grade	**2**	**$20,520.00**	**24**
EM 8th Grade	**2**	**$20,520.00**	**24**
EM 9th Grade Traditional	**1**	**$10,260.00**	**24**
Total	**16**	**$164,160.00**	

SVEF fundraises to offset the cost of providing these programs. This summer, SVEF will fundraise to contribute $6,000 per class, for a total of $96,000.00 for this agreement.

SVEF will be responsible for paying teachers and fingerprinting

Please provide a contact with whom to follow up with any billing questions.

Finance contact: Name_____ Email_____

[*Signature Page Follows*]

District Superintendent or Designee Signature:

Only the authorized agents or their offices listed below may make changes to this MOU and any future addenda, provided, however, that both parties mutually agree upon such changes in writing.

X_____ _____
Superintendent or Designee Signature Date

_____
Printed Name

District Data Personnel Signature:
By signing below, I acknowledge that I have read and understand the data exchange timeline and requirements and agree to meet the deadlines as outlined in Addendum VI and VII to this MOU or otherwise communicated by the SVEF Directors or Managers.

X_____ _____
Data Personnel Signature* Date

_____
Printed Name

SVEF Signature:

X_____ _____

Seung Lee
Director of District Partnerships

Date

X_____
Chris Carney
Chief Operating Officer

_____
Date

ADDENDA

Addendum I: Program Components

	Elevate [Math] 3-5	Elevate [Math] 6-8	Elevate [Math] 9-10
Grades	Rising 3rd-5th	Rising 6th-8th	Rising 9th-10th
Length	75 hours	75 hours	125 hours
Curriculum	Elevate [Math] (math and literacy)	Elevate [Math]	Elevate [Math]
Teacher PD	24 hours PL 6 hours PLC Coaching	24 hours PL 6 hours PLC Coaching	24 hours PD 6 hours PLC Coaching
Classroom Mentor	College Mentor (~1:3)	College Mentor (~1:3)	College Mentor (~1:3)
College Awareness	-UC Berkeley College Curriculum	-UC Berkeley College Curriculum	-UC Berkeley College Curriculum -College Day Event
Growth Mindset	19 day curriculum	19 day curriculum	24 day curriculum
STEM/Career Awareness	-Career Inspiration Workshop -STEM Activity	-Career Inspiration Workshop -STEM Activity	-Career Inspiration Workshop -STEM Activity
End of Program	Celebration Party	Celebration Party	Celebration Party

Addendum II: Facilities and Support for the SVEF Programs

For [EM] classes:

If in person, School District agrees to provide the location and facilities for the Programs, including:

- Classroom setting for teachers to conduct instruction to students, such that adequate space is allocated for class size and safety guidelines.
- A teacher-preparation and small tutoring space (could be a classroom).
- Access to computers and the internet to support an entire class at one time.
- An outdoor space for students to have physical exercise and to mingle during breaks.
- Access for teachers to printers and photocopiers, including teachers who do not work in the School District during the school year.

If remote, The school District agrees to ensure every student and teacher has Internet and access to a device capable of running Zoom and another program.

If in person, The School District agrees to provide access to the following classroom equipment:

- Class Set of mini-whiteboards *or* plastic sheet protectors filled white copy paper
    - *Note:* If unable to provide either option, teacher can utilize clear plastic cover of the Elevate [Math] notebook
- Class Set of dry erase markers and erasers
- Class Set of iPads/Chromebooks/laptops, with access to the following domains:
    - YouTube, Google Classroom, Kahoot!, Desmos, Padlet (for Growth Mindset and College Information curricula**)
    - Students will also access the following domains for SVEF surveys and pre-/post-assessments: svef-pre.qassess.com, https://svef.force.com/faculty/login, and formassembly.com
- Manipulatives (cm cubes, double-sided counters, etc)
- General Classroom Supplies, including:
    - Markers, pencils
    - Calculators, Rulers, scissors
    - Whiteout, blue tape, glue sticks
    - Paper clips, post-its
- Projector and/or Document Camera
- The following types of paper:
    - Sticky pad/ flip chart
    - Colored Xerox paper (for small posters)
    - Construction paper (for larger posters)
    - Butcher paper
    - Patty paper (*8th grade only*)
- It is highly recommended that districts provide out-of-district teachers and all College Mentors with a temporary district email/Google account. This enables teachers and students to access a shared Google Classroom. If districts are unable to do so, Elevate [Math]SVEF will create an @elevatemath.com for E[M] and @csi.svef.com for [CS]I domain that must be whitelisted by the district for use by students and the teacher.

SVEF agrees to provide the following classroom materials:

- End of program certificates
- A Gift Card provided to each teacher for extra supplies (including, but not limited to, snacks & incentives)
- Program materials, including:
    - Elevate [Math] Curriculum
    - Pre- and post survey and assessments
    - Core FALs and card sorts
    - College Readiness Curriculum
- Elevate [Math] student swag and materials, including, but not limited to:
    - Elevate [Math] Notebooks
- Grade-specific program handouts for parents
- End of program certificates

Addendum III: Guidelines for Teacher Selection; Responsibilities

School District may request SVEF contract teachers directly and facilitate payment for service. School District may select credentialed teachers appropriate for the Programs and who support Program goals. For E[M] the teachers should have strong math experience for the grade they will be teaching that summer. Teachers should complete SVEF's pre- and post-Program surveys to provide feedback in support of Program development.

If the School District cannot provide internal district teachers by February 28, 2025, SVEF may work with the School District to interview and hire teacher(s) from outside the School District.

Addendum IV: SVEF Professional Development

All teachers participating in the Elevate [Math] will be required to participate in:
- professional development;
- PLCs (except Elevate [Math]^2);
- Elevate [Math] coaching program; and
- Elevate [Math] effectiveness studies.

Teachers who miss any of the required training will be expected to make up the sessions by watching videos or engaging with the materials.

Addendum V: Student Data and Tracking of Student Achievement

SVEF and the School District have partnered to examine students' academic trajectories toward college readiness, which includes preparation in mathematics. The partnership will assess the progress of students who participate in the Elevate [Math] or [CS]I through assessments (MAC/MARS), math course placement patterns, and a variety of metrics.

The specific exceptions to the Family Educational Rights and Privacy Act that allow SVEF to request and collect students' data from a district partner are as follows:

1. Studies exception, 34 C.F.R. Section 99.31(a)(6): Elevate [Math] and [CS]I use education data for studies to improve instruction.

2. Audit or evaluation exception, 34 C.F.R. Sections 99.31(a) and 99.35: Elevate [Math] and [CS]I share aggregated education data with funders.

Addendum VI: Data Transfer Timelines

The timelines for data transfer are as follows:

Student Data Timeline

Student Data Timeline					
Task	**Request Date**	**Due Date**	**Data**	**E[M]**	**[CS]I**
School District sends target student list based on criteria outlined in Addenda	November	January	Student Name	x	x
			10-digit State ID	x	x
			Middle/High School	x	x
			Last SBAC Scaled Score for E[M]	x	
			Parent/Guardian Name	x	x
			Parent/Guardian Phone	x	x
			Parent/Guardian EMail	x	x
SVEF provides Program Results at debrief meeting	n/a	September	Program Attendance	x	x
			Program Assessment Results	x	x
			Program Survey Results (if available)	x	x
School District sends current and former students school grades and SBAC results *each year until graduation*	August	September	Missing 10-digit State ID	x	x
			I-ready or similar benchmark	x	
			SBAC Scaled Score (Grades 5-8, 11) for E[M]	x	
			Math Grades for E[M]	x	
			Middle/High School Attending	x	x

Addendum VII: Confidentiality Requirements and Responsibilities of the Parties Relating to Student Data

Confidentiality:

A. SVEF agrees to preserve the anonymity of all persons and confidentiality of all data collected. SVEF agrees not to release data to any person or organization not involved in Program evaluation.

B. SVEF requests to share nameless student data with the following SVEF partner organizations that assist with program support and analysis: WestEd and Hispanic Foundation of Silicon Valley (HFSV). Non-specific student data means student names and other identifying personal information will not be shared with the program results. These partner organizations will not be able to name or identify any specific students.

C. No individual shall be identifiable in any reports, publications, or other documents created by SVEF from the use of data provided by the School District.

D. SVEF and its contractors shall maintain the confidentiality of all records in accordance with all applicable Federal, State, or local laws, ordinances, regulations, and directives relating to confidentiality. These include, but are not limited to, the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR part 99), the California Information Practices Act (California Civil Code § 1798 *et. seq.*), and the Privacy Act of 1974, as amended (5 U.S.C. § 552).

SVEF responsibilities:

SVEF shall:

A. use the data collected for evaluation of the Programs Elevate [Math] and [CS]I

B. retain data in a place that is physically secure from access by unauthorized persons. SVEF agrees that any computer on which the data resides will be password protected at all times;

C. agree that no individual will be identifiable in any reports, publications, or other documents that are created; and

D. provide a template list to the district to attain students with California State Identification Number (CSID) and or local student ID numbers for which the data has been requested.

School District responsibilities:

School District shall:

A. agree to provide a list of students with California State Identification Number ([CS]ID) and or local student ID numbers for which the data has been requested.

B. designate a contact person to facilitate communications between School District and SVEF for coordinating the data transfer activities necessary to carry out this MOU;

C. collaborate with SVEF, as needed, to facilitate the coordination of the data transfer; and

D. agree to participate in data sharing for the course of the MOU.

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: February 13, 2025

RE: Approval of Service Proposal with Young Audiences of Northern California and SSFUSD, March 1, 2025 – September 1, 2025

ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☒ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

Young Audiences of Northern California in partnership with the South San Francisco Unified School District will provide curriculum development and program delivery in STEM + Arts Integration and Arts Learning for 2025 STEAM SUMMER SCHOOL. This program is for 3rd through 8th grade students to support learning in the curricular areas of Science, Technology, Engineering, Arts, and Mathematics (STEAM) through project-based learning lessons. Students will focus on building their 21st Century competencies: Communication, Critical Thinking, Creativity and Collaboration as well as Social Emotional Wellbeing.

***Classroom Teacher/ Arts Integration Special Teaching Artist Intensive PD for Classroom Teachers and Teaching Artists in* June 4 – 10, 2025**

With the goal of expanding teacher practice and strengthening arts education, Young Audiences will provide professional development to summer school educators on Arts Integration into STEM curriculum development. Participating Teachers and Teaching Artists will participate in a 5-day intensive focusing on the practices of Harvard's Project

Zero, including:

- Arts Integration
- Making Learning Visible
- Culturally Relevant Practices
- Additional ELL Support
- GLAD integration into science curriculum
- Peer to Peer learning
- SEL
- Team teaching best practices
- Building classroom climate and culture

Summer STEAM - Arts Integration Summer Sessions *(20 days)* *With Embedded Professional Development included* **June 11 – July 11, 2025**

All YANC programs are designed to address the specific educational and/ or social goals of a class or school. This is done through arts integration, in which instruction in an art form is integrated with instruction in another curricular area.

FISCAL IMPLICATIONS:

The total contracted cost for Young Audiences of Northern California support shall not exceed $321,000.

LCAP G5/3B funds (MGMT: 600) will be utilized to cover the cost.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Service Proposal between Young Audiences of Northern California and SSFUSD, March 1, 2025 – September 1, 2025.

Young Audiences Arts for Learning Northern California



SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
2025
STEAM SUMMER SCHOOL
STEM + ARTS INTEGRATION

YOUNG AUDIENCES OF NORTHERN CALIFORNIA
Service Proposal

District:
South San Francisco Unified
School District (SSFUSD)
398 B Street
South San Francisco, CA 94080
650-877-8700
www.ssfusd.org

Contractor:
Young Audiences of Northern
California (YANC)
57 Post Street #511
San Francisco, CA 94104
www.ya-nc.org
Fed I.D. #: 94-1553479

Service Period
1 March 2025 – September 1, 2025

Contract Amount: $321,000.00

Contractors Areas of Service:
Young Audiences of Northern California in partnership with the South San Francisco Unified School District will provide curriculum development and program delivery in STEM + Arts Integration and Arts Learning for 2024 STEAM SUMMER SCHOOL. This program is for 3rd through 8th grade students to support learning in the curricular areas of Science, Technology, Engineering, Arts, and Mathematics (STEAM) through project-based learning lessons. Students will focus on building their 21st Century competencies: Communication, Critical Thinking, Creativity and Collaboration as well as Social Emotional Wellbeing.

Classroom Teacher/ Arts Integration Special Teaching Artist Intensive
PD for Classroom Teachers and Teaching Artists
June 4-10 (3 days of training and 2 set-up days within this timeframe)

With the goal of *expanding teacher practice and strengthening arts education*, Young Audiences of Northen California will provide professional development to summer school educators on Arts Integration into STEM curriculum development. Participating Teachers and Teaching Artists will participate in a 5-day intensive focusing on the practices of Harvard's Project Zero and tools to strengthen teaching practices including:

- Arts Integration
- GLAD integration into science curriculum
- Making Learning Visible
- Culturally Relevant Practices
- Additional ELL Support
- Peer to Peer learning
- SEL
- Team teaching best practices
- Building classroom climate and culture

NOTE: 1-2 additional professional training days may be required prior to June.

Through a series of hands-on activities, pedagogical strategies will be put into action, allowing participants to make connections to core educational content while exploring strategies in multiple art forms.

Time will be allocated during this training to ensure participating teachers will collaborate and develop their summer arts integrated curriculum with their Teaching Artist partner.

Summer STEAM - Arts Integration Summer Sessions *(20 days)*
With Embedded Professional Development included
June 11-July 11

Skills acquired during the Teacher Intensive will be put into practice during the Summer Learning Institute. Teachers will co-facilitate their STEM + Arts Integrated curriculum alongside Arts Integrated Specialist (Teaching Artists), working with the 4th - 8th grade level classroom cohorts of students. During the five-week summer session, initial facilitation of Daily Block One (STEM) will be led by the classroom teacher with teaching artist support and during Daily Block Two (Arts Integration/Arts Learning) facilitation will be led by teaching artist with classroom teacher support. This allows cooperative learning that can lead to co-designed curriculum development. This is a generated learning environment for both classroom teachers and teaching artists to learn from one another and continue to strengthen and build their teaching skill sets.

Impact on Students in Summer School

Integrating arts into STEAM learning for a summer school program will create a dynamic and engaging experience that enhances student learning while making the program fun and memorable.

Arts-integrated STEAM learning can impact students in a summer school setting:

1. Prevents Learning Loss
2. Enhances Creativity & Problem-Solving
3. Increases Engagement & Enjoyment
4. Supports Emotional & Social Growth
5. Encourages Hands-On Learning & Experimentation

Classroom Coaching

Additional coaching will be provided by the Young Audiences of Northern California's team during the five weeks of programming, ensuring that teachers build confidence in incorporating the arts and are able to transfer these skills to their classrooms in the fall.

Teaching Artist will participate in two class sessions per day:

1. STEAM / Arts Integration
2. Arts Learning

Proposal Notes:

Budget is based on 200-250 students in 14 classrooms.

14 Teaching Artist (Arts Integration) working one-on-one with 14 classroom teachers

PAYMENT TERMS:

Contract Amount: $321,000

Payments will be made in three payments:

- $107,000 – March 15, 2025
- $107,000 – June 15, 2025
- $107,000 – July 15, 2025

ADDITIONAL STUDENTS

1 Teaching Artist is required for each class added.

Cost per added Teaching Artist - $12,500

Protocols and Contingency Planning:

It is understood that Young Audiences of Northern California will follow all safety protocols outlined by the district for safe reopening. One YANC teaching artist will be assigned to each classroom, thus operating in a bubble cohort. YANC will provide a blended model of instruction for both in-person learning as well as remote instruction if needed.

John J Alecca
Executive Director
Date: 1.30.25

The Young Audiences of Northern California (YANC) Approach:
YANC delivers maximum impact on student learning by ensuring that all of our Signature Core Programs are arts-focused, child-centered, outcomes-driven, and measurably effective. To achieve these qualities, all Signature Core Programs contain the following **four essential elements**, offering children the opportunity to:

- **Experience** the art form demonstrated by a professional artist
- **Understand** the art form and its history and culture
- **Create** the art form
- **Connect** their learning to other areas of study, and to their lives and world

All YANC programs are designed to address the specific educational and/or social goals of a class or school. This is done through arts integration, in which instruction in an art form is integrated with instruction in another curricular area.

YANC partners with our network of teaching artists to provide Bay Area schools and community centers with four Signature Core Programs:

- **Assembly Performances**—Live, in-school performances by virtuosic artists and ensembles invite students to experience a professional dance, theater or music program right in their school.
- **Residencies**—hands-on arts experiences conducted by teaching artists in classrooms, for a period of 6 to 20 sessions.
- **Workshops**—stand-alone, hands-on arts experiences often occurring before or after an assembly performance.
- **Professional Development for classroom teachers**—designed to increase teachers' comfort level in teaching in and through the arts.

CONTACT:
John J Alecca / Executive Director
Direct: 415.974.5554 ext. 7260

Young Audiences of Northern California
57 Post Street, Suite 511
San Francisco, CA 94104

Web: www.ya-nc.org

Young Audiences of Northern California is an affiliate of Young Audiences Arts for Learning National Network.

South San Francisco Unified School District
STEAM Summer School 2025

Budget	PROJECT BUDGET	
Artist Fees	$	240,625.00
Professional Development	$	35,000.00
Artistic and Training Personnel	**$**	**275,625.00**
Adminstrative Costs		
YANC Project Management (Kirah)	$	20,000.00
Program Manager (shannon)	$	15,000.00
Materials	$	8,000.00
Administrative Overhead/Travel	$	2,375.00
Adminstrative Costs	**$**	**45,375.00**
TOTAL PROJECT COST	**$**	**321,000.00**

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: February 13, 2025

RE: Approval of SSFUSD Work Experience Education (WEE) District Plan

---

ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☒ **Goal 3:** Purposeful Partnerships
☒ **Goal 4:** Empowered Educators
☒ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

The Work Experience Education (WEE) Program is a state-approved initiative that allows high school students to gain real-world job experience while earning school credit. It provides structured opportunities for students to develop essential workplace skills such as responsibility, communication, and time management, preparing them for college and careers.

WEE is offered in three categories:

1. **Exploratory Work Experience Education (EWEE):** Career awareness and job exploration.
2. **General Work Experience Education (GWEE):** Broad work experience with connections to academic learning.
3. **Career Technical Work Experience Education (CTWEE):** Specialized work experience aligned with career pathways.

To implement the WEE program, the district must submit and receive approval for a Secondary District Plan from the California Department of Education (CDE) every three years.

FISCAL IMPLICATIONS:

No additional costs are anticipated at this time, as the plan is being updated to ensure the current Work Experience Program remains in compliance.

POTENTIAL IMPACT:

Approval of the WEE Program will allow students to continue participating in structured, supervised work experiences while earning school credit. The program enhances career readiness, community partnerships, and student engagement by providing real-world learning opportunities. By maintaining compliance with state requirements and labor laws, the district ensures that students receive high-quality, meaningful work experiences that prepare them for future success.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Work Experience Education (WEE) District Plan for implementation during the 2025–2026 school year.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
398 B St. South San Francisco, CA 94080
(650) 877-8700
www.ssfusd.org

Dr. Shawnterra Moore, Superintendent

California Department of Education

Secondary District Plan
And Application for the Work Experience Education (WEE) Program

(Per *EC 51775*, a review of the secondary district plan must be reviewed every three years.)

South San Francisco Unified School District Local Educational Agency (LEA) / District / School	San Mateo County	
398 B Street Street Address	South San Francisco City	94080 Zip Code

Place an "X" in the appropriate box (es) to identify the conditions under which WEE will operate.

	Exploratory WEE	**General WEE**	**Career Technical WEE**
Regular School	X	X	X
Summer School	X	X	X

In addition to complying with appropriate federal and state laws, California *Labor Code,* California *Education Code,* and *California Code of Regulations,* Title 5, the LEA agrees to the following assurances:

1. **District Plan:** The district plan for Work Experience Education (WEE) has been approved and adopted by the local governing board and is attached in the enclosed copy of Board Approving Minutes. (EC § 51762 & CCR, T5 § 10070)

2. **Responsibility for District Plan:** The WEE teacher-coordinator shall implement and/or comply with the assurances contained herein. The school district administration is responsible for those assurances outside the requirements of the WEE teacher-coordinator. (e.g. Assurances 14, 15, 17, and 18)

3. **Credential:** The WEE teacher coordinator shall possess a valid secondary level credential, have two years of occupational experience outside the field of education, and have knowledge of the educational purposes, standards, laws, and regulations regarding WEE. (EC § 51762 & CCR, T5 § 10075)

4. **Enrollment in WEE:** The WEE teacher coordinator approves students for enrollment in WEE. (EC § 51760)

   a. At the time of enrollment, students are at least 16 years of age. (EC § 51760.3(a))
      Exceptions:
      Students in grade 11 or higher. (EC § 51760.3)
      Students enrolled in Exploratory WEE may be less than 16 years of age and in the middle school. (CCR, T5 § 10071 (c))
      Principal may certify exemption. (EC § 51760.3)
      WEE may be identified on the Individualized Education Program. (EC § 51760.3)
      - The pupil is at least 14 years of age and the principal in the school in which the pupil is enrolled certifies that it is necessary for the pupil's participation in a career technical education program. (EC § 51760.3)

5. **Minimum Day:** The minimum day for students is four periods totaling at least 180 minutes in duration (including WEE). (EC § 46144)
   Exceptions:
   Continuation high school students. (EC § 46145)
   Graduating WEE students in the last semester of their senior year. (EC § 46147)

6. **Pupil/Teacher Coordinator Ratio:** The pupil/teacher coordinator ratio in WEE does not exceed 125 pupils per one full time equivalent certificated WEE teacher coordinator. Only duties and time directly related to the operation of WEE are considered when determining the pupil/teacher coordinator ratio. (EC § 46300(b))
   Exceptions:
   Ratio may be waived by the State Board of Education. (EC § 46300(b))

7. **Related Classroom Instruction:** The WEE teacher coordinator is responsible for preparing and conducting related classroom instruction. (EC § 51760, § 51762.5(b) & CCR, T5 § 10073)

   a. Related classroom instruction or guidance for each semester and type of WEE is conducted by the WEE teacher coordinator a minimum equivalent of one instructional period per week offered in sessions scheduled intermittently throughout the semester. (EC § 51760.3(b))

8. **Course Description:** The WEE course description, with major units of instruction for each semester and for each type of WEE offered is attached in the enclosed course description with units of instruction per semester. (CCR, T5§ 10073)

9. **Work Sites:** The WEE teacher coordinator identifies, selects, and/or approves work sites. (EC § 51762.5(a) & CCR, T5 § 10072)

a. A minimum of two on-site contacts per semester with a work site supervisor at each work site and minimum of one on-site contact during the summer school session is mandated for completion by the WEE teacher-coordinator. (CCR, T5 § 10074)

10. **Student Training Agreement:** A written formal training agreement identifying the responsibilities of the school district, employer, parent/guardian, and student is developed for each WEE student and is attached in the enclosed copy of Student Training Agreement. (EC § 51762.5 & CCR, T5 § 10071)

The following are found on the Student Training Agreement:

a. Student objectives to be accomplished at the work site. (CCR, T5 § 10071)

b. The work site offers a reasonable probability of continuous employment for the student during the period for which the student is enrolled in WEE. (EC § 51760 & § 51762.5)

c. The employer has adequate equipment, materials, and other facilities to provide appropriate learning opportunities. (EC § 51760 & CCR, T5 § 10072)

d. Work conditions will not endanger the health, safety, welfare, or morals of the student. (EC § 49116, § 51762 & CCR, T5 § 10072)

e. The employer provides adequate adult supervision to ensure that:

(1) The Exploratory WEE student is provided opportunities to observe and sample a variety of conditions of work to ascertain his/her interests and suitability for occupations being explored.

(2) The General WEE student is provided opportunities to gain occupational skills.

(3) The Career Technical WEE (CTWEE) student is provided opportunities to reinforce and extend the job skills and knowledge learned through the school career/vocational education instructional program. (CCR, T5 § 10071 & § 10072)

f. The employer, as required by law, provides Workers' Compensation Insurance coverage whenever there is an employee/employer relationship. Students enrolled in Exploratory WEE are provided Workers' Compensation Insurance through the local school district. (EC § 51768, § 51769 & CCR, T5 § 10071)

g. The employer maintains a student's hourly work records and cooperates in rating his/her achievement at the work site. (EC § 51762.5 & CCR, T5 § 10072)

h. The employer assures the district that he/she does not discriminate based on race, creed, color, gender, sexual orientation, disability, political affiliation, or religion. (EC § 51760.3(c) & CCR, T5 § 10071)

11. **Work Permits:** All work permits for students enrolled in WEE are issued or verified by the WEE teacher coordinator or authorized designee in writing per the enclosed Letter of Authorization to issue work permits. (The document needs **original signature** of the District Superintendent or designee.) (EC § 49110 (b))

12. **Exploratory WEE:** For each student enrolled in Exploratory WEE, a limit on the number of hours of observation is established at each observation site. (CCR, T5 § 10071(c))

13. **Granting Credit:** The procedure for granting school credit for WEE is found in enclosure (4). A student satisfactorily completing the WEE program requirements may earn a maximum of 40 semester credits made up of one or a combination of two or more of the following:

(1) Exploratory WEE Ten (10) semester credits for each semester with a maximum of twenty (20) semester credits.
(2) General WEE Ten (10) semester credits for each semester with a maximum of forty (40) semester credits.
(3) Career Technical WEE Ten (10) semester credits for each semester with a maximum of forty (40) semester credits. (EC § 51760.3, § 51762.5(b)(f) & CCR, T5 § 1635)

14. **Professional Development:** A provision is made for WEE professional development for new and continuing teacher coordinators and other support personnel in WEE, to ensure the quality of the WEE program. (EC § 51762)

15. **Clerical Services & Records:** A provision is made for clerical services to assist the professional in meeting the goals and objectives of WEE and to assure the accuracy, completeness, and quality of the records.

The district shall maintain records including:

a. Type of WEE in which each student is enrolled, where the student is employed, the type of job held or observation sites and hours of rotation. (EC § 51762.5)

b. Work permit issued, if applicable. (EC § 49110) Note: Not required for Exploratory WEE.

c. Employer's report of student's hourly work record and performance on the job. (EC § 51762.5)

d. Report of employer consultations. (EC § 51762.5 & CCR, T5 § 10074)

e. Ratings of each student, including his/her grade. (EC § 51760.3 & § 51762.5)

f. Formal training agreement for each employer and student that describes the responsibilities of the employer, student, school, and parent/legal guardian. (EC § 51762.5 & CCR, T5 § 10071)

16. **Summer School:** WEE during the summer is conducted in the same time period as the rest of the approved summer school and conforms to all appropriate federal and state laws, California *Labor Code*, California *Education Code,* and *California Code of Regulations,* Title 5 rules and regulations applicable to WEE.

17. **Civil Rights Act:** WEE covered by this plan shall comply with Title VI and Title VII of the Civil Rights Act of 1964 and with Title 5 of the *California Code of Regulations*. (EC § 51762)

18. **Nondiscrimination:** WEE covered by this plan shall comply with Title IX (Nondiscrimination on the Basis of Sex) of the Education Amendments of 1972. (EC § 51762)

I hereby certify that to the best of my knowledge, the provisions for WEE outlined in this Secondary District Plan meet all California Department of Education requirements.

_____ _____
District Superintendent or Designee Date

Date Local Governing Board Approved: _____

Person Preparing Application:

Name: E-mail:

Title: Phone:

This Secondary District Plan and application for a WEE program must include the **original signature** of the district superintendent or designee along with the following required enclosures:

Enclosures (1) Copy of Board Approving Minutes
(2) Course Description w/units of Instruction per semester
(3) Copy of Student Training Agreement
(4) Letter of Authorization to Issue Work Permits (**original signature** of the district superintendent or designee)
(5) Description of WEE's procedure for granting school credit (Only if expanded from minimum description provide on #13)

Submit this Secondary District Plan and application along with all of the enclosures to:

Erle Hall, MS
Education Programs Consultant
CTE Leadership and Instructional Support Office
California Department of Education
1430 N Street, Suite 4202
Sacramento, CA 95814
ehall@cde.ca.gov
916-323-2564

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: February 13, 2025

RE: Career Technical Work Experience Education (CTWEE) Course Proposal

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ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☒ **Goal 3:** Purposeful Partnerships
☒ **Goal 4:** Empowered Educators
☒ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

The district currently offers Exploratory Work Experience and General Work Experience programs, but no course directly connects work experience to the district's existing Career Technical Education (CTE) pathways. The proposed Career Technical Work Experience Education (CTWEE) course will bridge this gap by integrating professional literacy for high school students with service-based learning or supervised paid employment that aligns with CTE pathway standards and skills. This course combines worksite participation—such as jobs or internships—with classroom and/or hybrid instruction.

CTWEE will be available to students in grades 10, 11, and 12 from all CTE pathways, subject to teacher recommendation and prior approval. Students will attend their worksite while completing the program's required coursework.

Work Experience (WE) and CTWEE instructors will be present at both comprehensive high schools. Current CTE teachers, particularly those offering dual enrollment courses through Skyline College, will also be eligible to teach CTWEE. WE instructors will collaborate with Skyline faculty to align the CTWEE curriculum with Skyline College's Work Experience 670 course.

CTWEE has been approved for dual enrollment credit through Skyline College as part of the district's College and Career Access Pathways (CCAP) agreement with the San Mateo County Community College District (SMCCD). The course also fulfills the "G" elective credit requirement for high school graduation. Students can earn dual enrollment credit and/or "G" elective credit

by meeting course requirements, which include consistent worksite and classroom attendance, journal submissions, paystub and timesheet submissions, and other class assignments, all while maintaining employment.

Students enrolled in CTWEE must have a worksite placement or employment aligned to a previously or concurrently enrolled CTE course of study. The course is designed to develop essential workplace skills, including professionalism, job-specific competencies, time management, and organizational abilities. Students will also create a portfolio showcasing key work experience artifacts to support their future college and career endeavors.

FISCAL IMPLICATIONS:

No impact on FTEs.

Supplementary materials cost: $10 per student × 200 students = $2,000 (covered by the textbook fund).

POTENTIAL IMPACT:

Students in grades 10, 11, and 12 across all subgroups who have a worksite placement or employment related to a previously or concurrently enrolled CTE pathway will be eligible for this course.

- **Credit Opportunities:** Students can earn 1.0 to 16.0 units of community college credit through dual enrollment, as well as “G” elective credit toward high school graduation. The course is offered on a semester-long basis, and students may choose to enroll in additional semesters, earning additional units up to the maximum of 16.0 by completing the required assessments and logging their work experience.
- **College and Career Readiness:** CTWEE will positively impact the College and Career Indicator (CCI) measures, particularly in college credit course completion and a-g requirements.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Career Technical Work Experience Education (CTWEE) course proposal for implementation during the 2025–2026 school year.

New Course Proposal Form

Author Jennifer Rockett and David Yanover	Date 11/19/2024

Course Title	Career Technical Work Experience Education (CTWEE)				
Course Description	Students will complete an internship and/or work experience employment as part of the course, providing an opportunity to apply the career and academic skills gained in the pathway in a practical setting. Students will successfully apply concepts regarding collaboration, communication, creativity, and critical thinking vital for industry aligned skills in a 21st century global environment.				
Length of Course	☑ Semester	☐ Year	❏ Other		
Grade Level	❏ 9-12	❏ 9	☑ 10	☑ 11	☑ 12
Department	❏ English	❏ Mathematics	❏ Science	❏ Social Science	❏ World Language
	❏ Physical Education	❏ Visual & Performing Arts	☑ Career Technical Education*	❏ Other	
	*If CTE, indicate the Industry Sector and Pathway: Biotechnology, Patient Care, Production and Managerial Arts, Design, Visual, and Media Arts, Performing Arts, Software and Systems Development, Emergency Response, Residential and Commercial Construction, and Food Service and Hospitality				
Prerequisite	Students must have completed the CTE pathway (2 courses) or be concurrently enrolled in a concentrator CTE course. Teacher approval required for aligned unpaid or qualifying paid employment that matches the student's CTE pathway.				
Corequisite					

Course Title	Career Technical Work Experience Education (CTWEE)
Course Description	Students will complete an internship and/or work experience employment as part of the course, providing an opportunity to apply the career and academic skills gained in the pathway in a practical setting. Students will successfully apply concepts regarding collaboration, communication, creativity, and critical thinking vital for industry aligned skills in a 21st century global environment.
Length of Course	☑ Semester ☐ Year ❑ Other
Grade Level	❑ 9-12 ❑ 9 ☑ 10 ☑ 11 ☑ 12
Department	❑ English ❑ Mathematics ❑ Science ❑ Social Science ❑ World Language ❑ Physical Education ❑ Visual & Performing Arts ☑ Career Technical Education* ❑ Other *If CTE, indicate the Industry Sector and Pathway: Biotechnology, Patient Care, Production and Managerial Arts, Design, Visual, and Media Arts, Performing Arts, Software and Systems Development, Emergency Response, Residential and Commercial Construction, and Food Service and Hospitality
Is Course A-G	☐ No ☑ Yes. If yes indicate the A-G category ☐ A- History ☐ B- English ☐ C- Math ☐ D- Science (lab) ☐ E- World Language ☐ F- Fine Art (cannot be taught online) ☑ G- Elective ☐ History/Social Science ☐ English ☐ ELD ☐ Math ☐ Math/Computer ☐ Lab Science Biology/ Life Science ☐ Physical Science ☐ Integrated Science ☐ Language other than English ☐ Visual and Performing Arts ☑ Interdisciplinary
Honors Credit?	☑ No ☐ Yes *You can only write for honors credit if an existing course with the same title has been approved for College Prep credit.*
Is the course Online, Hybrid, or Classroom Based?	Classroom Based/Hybrid

Please answer the questions below:

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

The Career Technical Work Experience Education(CTWEE) course empowers CTE professional literacy among high school students through a combination of paid/unpaid service-based learning or supervised paid /unpaid employment aligned to their CTE pathway standards and skills, combined with classroom instruction.

Students will engage in work that is related to their major, field of study or industry specific CTE experiences outside of the classroom with local businesses and organizations. The goal of CTWEE is to develop and refine occupational competencies necessary to gain future, above entry level paid employment or higher paid placements, to adapt to the employment environment and to advance in an occupation.

Students enrolled in CTWEE must have a worksite placement, committed volunteer position or employment that is related to a previous or currently enrolled Career Technical Education course of study. CTWEE corresponds to the Career Training portion of the Work-based Learning Continuum and where necessary per state guidelines, a work permit. This will allow students working in an aligned CTE job or volunteer internship to earn dual enrollment credit and/or gain “G” credit through this hybrid academic elective.

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

WE/ WEE instructor and CTWEE instructor(s) are at both comprehensive high schools, where the new CTWEE course would be adopted. Current CTE teachers are also able to teach the course, especially those that are offering dual enrollment through Skyline. WE teachers will work with Skyline faculty to align CTWEE course to the Work Experience 670 course.

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

No equipment is needed. Course materials are online outside of “What Color Is Your Parachute? for Teens, Fourth Edition: Discover Yourself, Design Your Future, and Plan for Your Dream Job”.

4. **What is the anticipated enrollment in this course?**

This opportunity for CTE students to receive credit for paid and unpaid work experience aligned to their pathway(s) of study including on-site and offsite paid and volunteer work, and earn dual enrollment units will make this opportunity viable. Based on current WE enrollment at two comprehensive high schools, this could affect 40-100 previous or current CTE students annually at

each site.

5. **Funding**

Items Needed	Estimate Cost (if known)
Textbooks	
Supplementary materials	$10 x 200 students= $2,000 Book
Staffing	.2 section per WE teacher and/or current CTE instructor
Technology	
Other	DE Skyline Work Experience 670 resources

COURSE OVERVIEW

In 3 - 5 sentences, describes overarching content and goals of the course
The CTWEE course empowers CTE professional literacy among high school students through a combination of paid/unpaid service-based learning or supervised paid /unpaid employment aligned to their CTE pathway standards and skills, combined with classroom instruction. Upon successful completion of this course, a student will be able to A. Create achievable and measurable, job-related learning skills and performance objectives at the student's worksite. Constructing 3-5 measurable job-related learning outcomes connected to the students academic major, CTE field or future career goals. B. Identify and demonstrate new job-related tasks, skills , or behaviors on the job. C. Evaluation and reflect on job-related responsibilities, performance and growth. D. Employ time-management and organizational skills. E. Discuss and record work-related experiences that demonstrate new skills, or improvement of existing skills.

HISTORY OF COURSE DEVELOPMENT

Describe the background for course development, including how the need for the course was determined, who was involved, and timeline.
Currently, SSFUSD has Exploratory and General WEE courses at both comprehensive HS. CTWEE would offer CTE students the opportunity to earn college credit for participating in work experience directly associated with an currently or previously enrolled CTE pathway. This course aligns to the WEE state program and is specifically targeted for students doing work experience aligned to their CTE Pathways. CTWEE will positively impact the CCI indicator (college credit course and work-based learning) and supports the Portrait of A Graduate: Navigate. The course was modeled after other districts implementing this work,

with input from Skyline College work experience and CTE and Dual enrollment educational influencers, the SMCOE College and Community staff, as well as the staff at Collaborative Education Advisors and Foundation4innovation.org.

COURSE CONTENT [DUPLICATE THE TABLE FOR EACH UNIT]
Number of Units 7 per semester(minimum of 6 for a yearlong course; 4 for a semester course)

Unit 1: Professional Communication and Character

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

This unit will cover the fundamentals of professional communication to acquire employment, including creating a resume and letter of introduction. Students will further explore the tools used for identifying and researching career possibilities, and describe the practical aspects of planning a career. Students will begin preparing a portfolio that will integrate their understanding of professional communications and business expectations. Students will explore their work experience opportunities to provide context for why communication matters and how it applies to industry.

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

Professional Portfolio: Create a portfolio complete with resume, references, letter of introduction, and CTE/industry projects completed. This portfolio should be of professional quality and used in interviews and outreach opportunities with post-secondary and industry professionals.

Resume: Students build and refine a professional resume to work in a next step career within your CTE pathway of choice. Students will take a variety of skills, learning and interest assessments for personal and career path insight.

Generic and Targeted Cover Letter to Work Experience Supervisor:
a. Students write a letter of introduction.

- Students in CTWEE will then customize specific and targeted CTE focused industry sector specific letters, outlining their skills and successes in the specific pathway of study.
- This letter should speak to an actual position that students hope to apply for in the future. Instructors provide direct feedback and students revise as needed.

Career Action Plan: Students will develop a career action plan, including skills, learning and interest assessments for personal and career path insight. Students will summarize the information gained in their self-assessments; this will help them communicate their strengths, interests, preferences, and values, as well as their skill development areas of growth.

Work Permit : (as needed based on internship/ CTWEE placement) Students will receive or learn about child labor laws,and understand, apply for their CA work permit and understand their rights in the workplace (AB 800)

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

WE Coach/ Instructor Site Visit 1
Monthly PayStubs and/or Timesheet Submission
Work Experience Journal Reflection: How the company/ organization I am interning/working for, and the

variety of tasks required, relate to CTE courses I have taken? What useful CTE specific skills or traits do I think I will use at my work site?

Unit 2: Company Research and Social Responsibility

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

Students will explore the basic functions of businesses with a focus on their work experience site. Students will describe the three major functions of business: production, marketing, and management. Students will explore the social responsibilities of business and society regarding the environment, consumers, and ethics.

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

Company Research: Students will choose a company of interest and research pertinent information including value statement, business operation, company leadership, financial health, community interaction, employee benefits, etc. Students will create a 5-10 minute presentation on their findings concluding with if it is a good company to work for in their opinion.

Sustainability Green Businesses: Students will research and present on a variety of socially responsible business efforts regarding the environment. Students will discern carbon footprint efforts, green marketing, packaging, and other eco-friendly measures taken by an individual business/company of choice

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

Monthly PayStubs and/or Timesheet
Work Experience Placement Reflection: How is the company/ organization I am doing my CTWEE placement socially responsible? What community service or good works does the company support or donate to? What is the company's environmental policy or sustainability protocols?

Unit 3: Financial Literacy

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

Students will investigate and describe the financial planning required in business operations. Students will

discuss how potential business owners create a business plan to give an overall picture of a proposed business to potential investors and lenders. Students will identify capital needs for business and develop a financial plan that will meet those needs. Students will then assess personal financial systems such as checking and saving accounts, loans, banks, and credit cards.

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

W-2 Analysis: Students will show evidence that they know how to analyze a W-2. Seeking a better understanding of state and federal taxes, medical, and social security withholdings, students calculate net and gross hourly wage and annual salary.

Personal Finance by the Numbers: Students will use math skills to engage in various scenarios, such as buying a car on a loan vs cash, and comparing credit cards, savings accounts, college planning, and retirement plans. Students will create a budget to show evidence of financial literacy

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

Monthly PayStubs and/or Timesheet Submission
Student created budget to show evidence of financial literacy

Unit 4: Management and Leadership

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

The goals of this unit are to challenge students to understand and incorporate effective management and leadership characteristics.

Students develop creative problem-solving skills, set short-term and long-term goals, and learn to motivate future employees to accomplish the organization's objectives and goals. In this unit, students analyze the four management functions: planning, organizing, directing (staffing), and controlling. In addition, students compare and contrast the productive leadership styles and characteristics while investigating their preferred leadership style.

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

Business Leader Research: Students read and analyze the traits of successful professional business leaders, then critique the main leadership theories, autocratic, democratic, and laissez-faire, connecting their preferred leadership style with one of these three theories. Students also investigate, compare and contrast leadership styles and characteristics using text and internet sources as reference material.

GOALS: Students incorporate SMART goals to set strategic, measureable, attainable, relevant and timely goals. Students will set personal and professional 1, 3 & 5 year goals.

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

Monthly PayStubs and/or Timesheet
Work Experience Journal Reflection: How is my work experience placement company supporting my growth as a leader and, someday, an effective manager? What techniques motivate me as an employee?

Unit 5: Human Resources and Interviews

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

In this unit, students will take part in and learn about employee selection, training, and evaluation. Students will use this knowledge to support successful navigation of their work experience site. This unit will include an overview of the general on-boarding process and employee training requirements. Guest speakers from the community will present to students about what they look for in potential employee candidates.

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

Job Description/ Job Posting: Students will research job postings and job descriptions, or write one of their own, to be the focus of their mock interview. Job should be something students are genuinely interested in and they should focus their interview responses around this job description/posting.

Interview: Students will prepare by answering specific interview questions. Students will record a 15 minute or more mock interview for a job posting of choice, with instructor, school admin, or industry professionals for a job of interest, and reflect on interview feedback.

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

Monthly PayStubs and/or Timesheet
Interview with interview feedback

Unit 6: Work Experience Company Presentation

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

Using previous Work Experience placement reflections and course major assignments, students complete a comprehensive analysis about the company where they are placed. The analysis will contain the students' narrative from the on-boarding process to the conclusion, and exit interview, if possible. Students are asked to take videos (with permission), employee interviews, photographs, and other artifacts and create a promotional presentation for future students' work experience placements.

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

Company Showcase Project: Students will choose to make a video, present a slideshow or a report. Each Showcase Project should promote the industry aligned Work Experience opportunity to future students, asking "Why should YOU apply for this internship/job?" Include:

1. Work experience site and company description
2. Onsite operations documentation (with company permission)
3. Job descriptions at the site
4. Work experience responsibilities
5. Why should YOU apply for this internship/job?

Student Synopsis Paper: Students will write a 2 page reflection on their experience based on the company or organization that they have completed the work experience for/with.

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

Monthly PayStubs and/or Timesheet
WE Coach/ Instructor Site Visit 2

Unit 7: Exit Interview and Professional Skills For Career Readiness
Unit Overview: In 3 - 5 sentences, describes **content and skills** students learn **in the unit**
Students will read a variety of articles and resources describing the professional skills that employers value. Students will read the articles for comprehension, and also to answer questions, discuss with their peers, and reflect on how professional skills acquisition can affect their career. Students will participate in an exit interview with their supervisor and a reflection of learning, as well as a teacher exit interview.
Assignment Summary: In 3 - 5 sentences, describes the product students turn in to demonstrate learning. Include detailed but concise descriptions of the parameters of the products?
Asking for a recommendation letter: Students will ask for a letter of recommendation from their site for future job placement. Add this to your portfolio. **Professional Skills Discussion**:Students will read articles / videos on the following topics and answer questions on the reading and connect to their work experience regarding: 1. Professional dress and appearance. 2. How to ask for a job. 3. How to manage conflict in the workplace. 4. The essentials of customer service. 5. How to be a good listener. 6. How to ask for a raise 7. What is an exit interview?
Assessments: (Fall and Spring finals. Include proficiency scale)
Monthly PayStubs and/or Timesheet Supervisor Exit Interview

Instructional Materials

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

Type of Material: Textbook, literary text, manual, periodical, scholarly article, website, primary doc, other	Author	Publisher	Edition, Year	URL	Primary book/ read it its entirety? Yes, no

What Color Is Your Parachute? for Teens, Third Edition: Discover Yourself, Design Your Future, and Plan for Your Dream Job	Richard N. Bolles, Katharine Bro	Ten Speed Press	Third Edition		Y
Career Onestop	Various	Department of Labor	https://www.careeronestop.org/		N
Indeed.com			https://www.indeed.com		N
CAWEE			*https://cawee.org/labor-laws*		N
The Young Workers Education Project			https://theyoungworkerseducationproject.org		N
CDE Work Permits For Students			https://www.cde.ca.gov/ci/ct/we/workpermitsforstudents		N
UCLA Labor Center			https://labor.ucla.edu/		N
Foundation4innovation.org			Career & College ePortfolio Expo supplemental curriculum		N
AB 800 Flyer			https://laborcenter.berkeley.edu/knowyourrights/		N

Signatures:

Site Approval by		Date
District Approval by		Date

Course Code Information (District Office Use Only)

Course Title	
Short Course Title	
Course ID	
Department	
Grade High-Low	

State Category Code	

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: February 13, 2025

RE: Approval of the MOU between the Exploratorium and SSFUSD

ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☒ **Goal 3:** Purposeful Partnerships
☒ **Goal 4:** Empowered Educators
☒ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

South San Francisco Unified School District (SSFUSD) is committed to enhancing science instruction and fostering innovation in elementary classrooms. EDS seeks approval of the Exploratorium Partnership Memorandum of Understanding (MOU) to support teachers' professional learning and improve science instruction.

Under the MOU, the Exploratorium will conduct classroom observations of teachers participating in the Elementary Science Instructional Innovators Cohort and their students. These observations evaluate how participation in Exploratorium professional learning programs influences teaching practices and student engagement. Observations may include photography, interviews, and the collection of classroom artifacts from teachers and students who have provided consent.

FISCAL IMPLICATIONS:

There is no direct financial cost to SSFUSD associated with this partnership. The Exploratorium will lead the district's evaluation, data collection, and resource development at no expense. Any additional costs related to teacher participation, substitute coverage, or additional support will be covered through Genentech Futurelab grant funds.

Potential Impact:

- Provides SSFUSD teachers with research-backed insights and resources to enhance science instruction.
- Strengthens collaboration with a nationally recognized science education institution.
- Encourages data-driven decision-making to inform future professional development initiatives.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Memorandum of Understanding (MOU) between the Exploratorium and SSFUSD to support the evaluation and development of instructional resources as part of the Elementary Science Instructional Innovators Cohort initiative.

MEMORANDUM OF UNDERSTANDING
between
South San Francisco Unified School District
and
Exploratorium

This Memorandum of Understanding ("MOU") is entered into as of February 27, 2025, between the Exploratorium and South San Francisco Unified School District (SSFUSD) regarding evaluation led by the Exploratorium at the SSFUSD site as part of the Institute for Inquiry's work on Participants' Setting of Practice.

The Exploratorium will conduct classroom observations of teachers participating in the Elementary Science Instructional Innovators Cohort and their students. The purpose of the observations is to better understand how teachers who participate in Exploratorium professional learning programs change their teaching and interactions with students in the classroom, and to develop resources for teachers based on what is learned. Resources developed as part of this work will be available to teachers who participate in Exploratorium workshops and will be accessible through the Exploratorium's website. Observations may include photography, interviews, and collection of classroom artifacts of and from teachers and students who have consented to be a part of the Exploratorium's study.

All research and evaluation activities will be conducted in compliance with the Exploratorium's IRB-approved umbrella protocol. The methods applicable for the South San Francisco Unified School District (SSFUSD) NGSS workshop are attached to this document.

We are excited to be working with you and your staff to advance our field's understanding of informal learning at both our institutions.

Signed,

Dr. Megan Taylor
Chief Teaching + Learning Officer
Exploratorium
Pier 15/17
San Francisco, CA 94111

Signed,

Mr. Ted O
Assistant Superintendent of Business Services
South San Francisco Unified School District
tedo@ssfusd.org

Methods for Collecting Data for the South San Francisco USD Project

Data forms: The following types of data may be collected by Exploratorium staff from teacher program participants during observations scheduled through Jennifer Rosse of SSFUSD. All participants' (teachers and students) anonymity will be protected via pseudonyms and the removal of any other potentially identifying information.

- Real-time Observations
  - Observations of participants in professional learning activities and within their professional practice in classrooms, schools, districts, etc.
- Artifacts
  - Documents or work generated by teachers in professional learning settings or by students in the classroom.
  - Copies of lesson plans, unit plans, or student handouts created by teachers as a result of their work in professional learning settings.
  - Digital photographs or digital copies of the artifacts participants create during professional learning activities, as well as those teachers share related to their classroom practice.
  - Digital photographs or digital copies of the artifacts teachers' students (or professional learning providers' teachers) create during learning activities.
- Digital teacher participation records
  - Digital records of teacher online participation including discussion threads, commentary, artifacts posted by participants, click logs, records of time spent on particular pages, timing of participants login and posting, frequency of posting, tracing participants paths, profile information shared within the project digital space, relationships between participants' in the project digital space, links to external public content, and direct electronic communication between participants that they choose to share (e.g., email chains that teachers share to explore lesson implementations, Zoom conversations addressing a particular challenge).
- Semi-structured and artifact elicitation interviews and discussion records and notes.
  - Interviews and discussions regarding participants' professional learning experiences, their professional practice, their students, the Next Generation Science Standards or other national and state standards, science, and learning.
  - Interviews and discussions with students about their experiences during classroom lessons, their classwork, or ideas about science and learning.
- Surveys
  - Surveys will be tailored to the particular programs in which primary participants take part, asking similar questions as semi-structured interviews.

Collection methods: Data collection techniques will include jottings (raw notes); field notes (narrative accounts of social action created from the raw notes); real-time categorizations of learning events and outcomes, digital records of online interaction; digital photographs of salient artifacts; informal open-ended conversations with participants; semi-structured post-program interviews with participants; and observations and recording of digital space interactions. Additionally, in some programs teachers' practice may be a focus of study. In those cases, teachers may capture the same forms of data during learning design implementations. In all cases, documentation will be made with minimal obtrusiveness, and will be made by the researcher who will have spent time in the program working alongside the participants.

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

DATE: February 13, 2025

RE: Memorandum of Understanding with Classified School Employees Association Chapter 197 for Paraeducator Recruitment and Retention Strategy (2024-2025)

ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☒ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

The South San Francisco Unified School District ("District") and the Classified School Employees Association and its Chapter 197 ("CSEA") hereby agree to this Memorandum of Understanding ("MOU") for the purpose of piloting a specific incentive program designed to strengthen employee recruitment and retention efforts related to Paraprofessional I and Paraprofessional II ("Paraeducator") positions. To this end, the District and CSEA agree that this MOU shall be applicable only to the referral of candidates to be employed in the following Paraeducator job classifications: Paraprofessional I – Bilingual, Adult Education, and Child Care/Child Development; Paraprofessional I – Special Education; and Paraprofessional II – Special Education.

FISCAL IMPLICATIONS:

The District and the Association agree that the eligible participating employees shall receive additional compensation in the form of one-time, off salary schedule payments ("bonuses") equal to five hundred dollars ($500) to one thousand dollars ($1,000), prorated for part-time employees, distributed in two installments during the February 2025 and June 2025 monthly payroll cycles. Enclosed is a copy of the fully executed MOU that details the terms and conditions including, but not limited to, the financial implications. The General Fund (01) will be utilized to cover the cost.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approves the Memorandum of Understanding with the Classified School Employees Association Chapter 197 paraeducator recruitment and retention strategy for the 2024-2025 school year.

Docusign Envelope ID: F8C323D1-BD1C-46D1-9C91-B2131658B823

MEMORANDUM OF UNDERSTANDING
BETWEEN
SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 197

RE: PARAEDUCATOR VACANCIES

January 23, 2025

The South San Francisco Unified School District ("District") and the Classified School Employees Association and its Chapter 197 ("CSEA") hereby agree to this Memorandum of Understanding ("MOU") for the purpose of piloting a specific incentive program designed to strengthen employee recruitment and retention efforts related to Paraprofessional I and Paraprofessional II ("Paraeducator") positions.

To this end, the District and CSEA agree that this MOU shall be applicable only to the referral of candidates to be employed in the following Paraeducator job classifications:

Paraprofessional I – Bilingual, Adult Education, and Child Care/Child Development
Paraprofessional I – Special Education
Paraprofessional II – Special Education

In recognition of the urgent need to fill vacant Paraeducator positions while complying with CA Education Code Section 45103(d)(1), the parties accordingly agree to the following:

I. Use of Substitutes in Vacant Positions

The 60-day limit applicable to the District's use of substitute staff to cover vacant positions as set forth in Education Code section 45103(d)(1) for the above-listed Paraeducator job classifications shall be extended by 60 days until March 31, 2025, unless extended by mutual agreement.

II. District Recruitment Efforts

The District shall continue to make strenuous, good faith efforts to recruit candidates to fill all vacant Paraeducator positions, which the parties agree should include most, if not all, of the following methods:

1. Advertising on EdJoin and relevant social media sites

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2. Distribution of recruitment posters at local businesses

3. Communications with parents of current students through District newsletters and site newsletters

4. Advertising at local community colleges, universities and other post-secondary educational institutions

The District shall provide the CSEA Chapter President with documentation/evidence of its recruitment efforts upon request. The CSEA Chapter President may also request data on the number of candidates in each stage of the hiring process.

III. Unit Member Incentive Payments and Bonuses

For all Paraeducator vacancies, the parties agree to the following recruitment incentives to encourage current bargaining unit members to assist with District recruitment efforts:

1. **Referral Bonus:** CSEA bargaining unit members shall receive a referral bonus of $500 for each candidate referred for a Paraeducator vacancy who is employed into a qualifying Paraeducator vacancy.

    1.1. In order to verify each referral, the CSEA bargaining unit member shall complete and submit a District referral form identifying the candidate name and contact information and the candidate shall provide the name and contact information of the referring CSEA bargaining unit member in their application under the references section.
    1.2. Referred candidates offered employment shall report to work in order for the referral bonus to be payable.
    1.3. For every one (1) referred candidate, only one (1) CSEA bargaining unit member shall be eligible for the applicable referral bonus payment.
    1.4. There shall be no limit on the number of referral bonuses payable to any individual CSEA bargaining unit member.
    1.5. The expiration of this MOU shall not affect a CSEA bargaining unit member's eligibility to receive the referral bonus payment set forth above, if the candidate was referred and all required referral documentation (i.e., District referral form and District application for employment) was received by the District prior to the expiration date of this MOU.

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2. **Sign-On Bonus:** For each referred candidate who is hired and successfully completes their probationary period of employment, the District shall pay the referred candidate a $500 sign-on bonus.

3. **Retention Bonus:** For the 2024-2025 school year only, all eligible Paraeducators who:
    - obtain permanent employment status by or before January 31, 2025; and
    - work at least six (6) hours per day

    shall receive additional compensation in the form of a one-time, off salary schedule payment ("retention bonus") equal to one thousand dollars ($1,000). The payment shall be made in the month of February 2025.

4. **Retention Bonus:** For the 2024-2025 school year only, all eligible Paraeducators who:

    - obtain permanent employment status by or before January 31, 2025; and
    - work less than six (6) hours per day

    shall receive additional compensation in the form of a one-time, off salary schedule payment ("retention bonus") equal to a prorated amount of the one thousand dollars ($1,000) calculated by their number of daily hours divided by six. The payment shall be made in the month of February 2025.

5. **Retention Bonus:** For the 2024-2025 school year only, all eligible Paraeducators who:
    - did not receive the one-time, off salary scheduled payment ("retention bonus") equal to one thousand dollars ($1,000);
    - were in the process of completing their probationary period of employment;
    - obtain permanent employment status by or before May 30, 2025; and
    - work at least six (6) hours per day

    shall receive additional compensation in the form of a one-time, off salary schedule payment ("retention bonus") equal to five-hundred dollars ($500). The payment shall be made in the month of June 2025.

6. **Retention Bonus:** For the 2024-2025 school year only, all eligible Paraeducators who:

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- did not receive the one-time, off salary scheduled payment ("stipend") equal to one thousand dollars ($1,000);
- were in the process of completing their probationary period of employment;
- obtain permanent employment status by or before May 30, 2025; and
- work less than six (6) hours per day

shall receive additional compensation in the form of a one-time, off salary schedule payment ("retention bonus") equal to a prorated amount of the five-hundred dollars ($500) calculated by their number of daily hours divided by six. The payment shall be made in the month of June 2025.

7. The expiration of this MOU shall not affect a CSEA bargaining unit member's eligibility to receive the retention bonus payment set forth above, if the member was in the process of completing their probationary period of employment during the 2024-2025 school year and obtains permanent status thereafter.

IV. Term of Agreement

This MOU shall be effective from January 1, 2025 through and including June 30, 2025. It shall automatically sunset/terminate as of that date unless the parties agree in writing to extend or renew this MOU on the same or modified terms.

V. Enforcement

This MOU shall be governed by all relevant terms of the CBA between the District and CSEA. This MOU shall be enforceable using the grievance procedure set forth in the CBA.

VI. Non-Precedent Setting Agreement

The District and CSEA agree that this MOU shall not constitute a binding precedent or establish any past practice for any purpose whatsoever and shall not be cited by any party in any future proceeding, except as it relates to enforcing this specific MOU.

IT IS SO AGREED.

Docusign Envelope ID: F8C323D1-BD1C-46D1-9C91-B2131658B823

MEMORANDUM OF UNDERSTANDING
BETWEEN
SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 197

RE: PARAEDUCATOR VACANCIES

January 23, 2025

DocuSigned by:
J. Marwan Hannon
9BE9E0D45FBA4EA... 1/23/2025

J. Marwan Hannon, Assistant Superintendent, SSFUSD Date

Signed by:
Jennifer Smith
5A0C721032784B1... 1/23/2025

Jennifer Smith, Director, Human Resources, SSFUSD Date

DocuSigned by:
Jolene Malfatti
43EE16791D9F40E... 1/23/2025

Jolene Malfatti, President, CSEA Chapter 197 Date

Signed by:
Afsha Khan
B53BE9E84889402... 1/23/2025

Afsha Khan, Secretary, CSEA Chapter 197 Date

Signed by:
Lorry Greenberg
82A742C963BA426... 1/23/2025

Lorry Greenberg, Negotiations Committee Member, CSEA Chapter 197 Date

DocuSigned by:
Dustin Patenaude
40A47EFF29AC4C0... 1/27/2025

Dustin Patenaude, Labor Relations Representative, CSEA Date

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

DATE: February 13, 2025

RE: Memorandum of Understanding with South San Francisco Classroom Teachers Association for the Early Notification Retirement Incentive (2024-2025)

ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☒ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

The South San Francisco Unified School District ("District") and the South San Francisco Classroom Teachers Association ("SSFCTA") (collectively, the "Parties") hereby agree to this Memorandum of Understanding ("MOU"), effective the 2024-2025 school year only, for the purpose of authorizing incentive compensation ("Early Notification Retirement Incentive") to eligible participating employees.

FISCAL IMPLICATIONS:

The District and the Association agree that eligible participating employees shall receive the early notification retirement incentive in the form of a one-time, off salary schedule payment ("stipend") equal to five thousand dollars ($5,000), prorated for part-time eligible participating employees, distributed in one installment payment during the May 2025 monthly payroll cycle. Enclosed is a copy of the fully executed MOU that details the terms and conditions including, but not limited to, the financial implications. The General Fund (01) will be utilized to cover the cost.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Memorandum of Understanding with the South San Francisco Classroom Teachers Association for the early notification retirement incentive for the 2024-2025 school year.

Docusign Envelope ID: D85C92E4-9500-4572-9F42-0F585CDF0A52

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
398 B St. South San Francisco, CA 94080
(650) 877-8700
www.ssfusd.org
Dr. Shawnterra Moore, Superintendent

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
AND
THE SOUTH SAN FRANCISCO CLASSROOM TEACHERS ASSOCIATION

EARLY NOTIFICATION RETIREMENT INCENTIVE

The South San Francisco Unified School District ("District") and the South San Francisco Classroom Teachers Association ("SSFCTA") (collectively, the "Parties") hereby agree to this Memorandum of Understanding ("MOU"), effective the 2024-2025 school year only, for the purpose of authorizing incentive compensation ("Early Notification Retirement Incentive") to eligible participating employees.

The parties hereby agree as follows:

1. Eligible participating employees shall be defined as SSFCTA bargaining unit members who are current, active employees in good standing with the District, and accumulated at least ten (10) years of service credit in a certificated represented position while employed with the District.

2. Eligible participating employees shall receive the early notification retirement incentive in the form of a one-time, off salary schedule payment ("stipend") equal to five thousand dollars ($5,000), prorated for part-time eligible participating employees, distributed in one installment payment during the May 2025 monthly payroll cycle.

3. Eligible participating employees who opt for the early notification retirement incentive shall:

Docusign Envelope ID: D85C92E4-9500-4572-9F42-0F585CDF0A52

a. Complete and submit an irrevocable signed and dated letter of retirement from employment with the District, effective June 30, 2025 ("effective retirement date"), by no later than February 28, 2025.

b. Agree not to seek or gain reemployment in a certificated represented position within the District for thirty-nine (39) months subsequent to the effective retirement date.

The parties agree that this MOU shall not constitute a binding precedent or establish any past practice for any purpose whatsoever and shall not be cited by any party in any future proceeding, except as it relates to enforcing this specific MOU.

DocuSigned by:
Shari Giusti
A05BC7E1AEEA47F...

2/5/2025

Shari Giusti — Date
President, South San Francisco Classroom Teachers Association

DocuSigned by:
J. Marwan Hannon
9BE9E0D45FBA4EA...

2/4/2025

J. Marwan Hannon — Date
Assistant Superintendent, Human Resources and Student Services

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

DATE: February 13, 2025

RE: SSFUSD Assistant Superintendent of Teaching and Learning Job Description

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ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☒ **Goal 3:** Purposeful Partnerships
☒ **Goal 4:** Empowered Educators
☒ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

The Assistant Superintendent of Teaching and Learning joins SSFUSD at a pivotal moment for the district, as we embark on our five-year journey to strengthen instruction, empower educators, and center students through powerful partnerships and equitable systems. As a senior leader in the district, the Assistant Superintendent will play a key role in leading district wide initiatives. The Assistant Superintendent of Teaching and Learning will also take responsibility for many of the initiatives within the Exceptional Instruction priority of our Strategic Plan, including designing and overseeing the implementation of an instructional vision, ensuring there is high-leverage instructional practices being utilized across the district, adopting high-quality instructional materials aligned to that vision, strengthening instructional leadership at school sites, strengthening support for multilingual learners and developing innovative and engaging experiences for students.

The Assistant Superintendent reports directly to the Superintendent, serves as a member of Cabinet, and manages the Teaching and Learning Department. The Assistant Superintendent is responsible for overall planning, organization, and administration of all teaching and learning programs, including curriculum development, professional learning and development for teachers and school leaders, assessment strategies, and data analysis. The Assistant Superintendent will also be responsible for state and local reporting and compliance for categorical programs and special education. Finally, the Assistant Superintendent will play a critical role in supporting the Superintendent in supporting and coaching principals, including overseeing coaching programs, completing annual evaluations, and ensuring schools and district office teams work in alignment.

FISCAL IMPLICATIONS:

The Assistant Superintendent of Teaching and Learning will be included with all other current existing Assistant Superintendent positions in the South San Francisco Unified School District Cabinet Members' Salary Schedule 2024-2025 Range ESUP. The annual salary range is $207,795 to $248,119 and the annual work calendar is twelve (12) months. A copy of the salary schedule is enclosed with this Board memo and publicly available on our district website.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the job description for the Assistant Superintendent of Teaching and Learning, effective for the 2025-2026 school year.

Job Title:	**Assistant Superintendent of Teaching and Learning**
Classification:	☐ Classified - represented (CSEA) ☐ Classified - unrepresented ☐ Classified Management - unrepresented ☐ Certificated - represented (CTA) ☐ Certificated - unrepresented ☑ **Certificated Management - unrepresented**
Work Year:	260 days/12 months 17 Holidays 26 Vacation Days 12 Sick Days Longevity Pay
Hours/Schedule	Unrepresented staff
Benefits:	Medical, dental, and vision plans; defined benefit pension plans; disability; life insurance; 403(b)/457(b) tax-deferred retirement savings plans; flexible spending account options; employee assistance program; Master's/Doctoral Degree stipends; mileage stipend, and vacation time
Salary Range:	$207,795 to $248,119
Approval Dates:	Board of Trustees: Pending

OVERVIEW OF SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
The South San Francisco Unified School District (SSFUSD) community includes 15 schools supporting 8,000 students in Daly City, San Bruno, and South San Francisco.

Our mission is that in partnership with our community, SSFUSD will provide exceptional instruction, engaging experiences, and equitable and accessible opportunities and resources to further support our diverse student body so that students are equipped to learn, thrive, navigate their future with purpose, and impact their community.

In February 2024, the School Board for SSFUSD adopted our new Vision and Five-Year Strategic Plan. As a member of the Cabinet, the Assistant Superintendent of Teaching and Learning, will be responsible for leading initiatives to ensure the district delivers on its promises in the Strategic Plan.

POSITION SUMMARY
The Assistant Superintendent of Teaching and Learning joins SSFUSD at a pivotal moment for the district, as we embark on our five-year journey to strengthen instruction, empower educators, and center students through powerful partnerships and equitable systems. As a senior leader in the district, the Assistant Superintendent will play a key role in leading district wide initiatives. The Assistant Superintendent of Teaching and Learning will also take responsibility for many of the initiatives within the Exceptional Instruction priority of our Strategic Plan, including designing and

overseeing the implementation of an instructional vision, ensuring there is high-leverage instructional practices being utilized across the district, adopting high-quality instructional materials aligned to that vision, strengthening instructional leadership at school sites, strengthening support for English language / multilingual learners and developing innovative and engaging experiences for students.

The Assistant Superintendent reports directly to the Superintendent, serves as a member of Cabinet, and manages the Teaching and Learning department. The Assistant Superintendent is responsible for overall planning, organization, and administration of all teaching and learning programs, including curriculum development, professional learning and development for teachers and school leaders, assessment strategies, and data analysis. The Assistant Superintendent will also be responsible for state and local reporting and compliance for categorical programs and special education. Finally, the Assistant Superintendent will play a critical role in supporting the Superintendent in supporting and coaching principals, including overseeing coaching programs, completing annual evaluations, and ensuring schools and district office teams work in alignment.

ESSENTIAL DUTIES

Provide Org-wide Leadership as a Member of Cabinet

- Serve as a member of the Superintendent's senior cabinet, advising on and contributing to district-wide initiatives.
- Work with the Superintendent and other Cabinet members to implement our Strategic Plan, including annual strategic initiatives in service of Strategic Plan.
- Collaborate with other Cabinet and department leaders to ensure alignment across district programs and initiatives.
- Act as a spokesperson for the district, including publicly representing SSFUSD and the Superintendent in Board of Education meetings, at schools, in the community, and to county and state institutions.
- Model SSFUSD core values, foster professional growth, and support a strong, inclusive, ~~people~~ learner-centered culture across the district.

Lead Teaching and Learning Strategy

- Develop a multi-year vision for teaching and learning across strong systems of instruction, curriculum development, professional development, assessment strategy, and use of data, with a focus on student populations like multilingual learners and students with special needs.
- In collaboration with school leaders and district leaders, design and lead implementation for new curriculum adoption, coaching frameworks, data reviews, and program evaluations.
- Partner with the Talent department to ensure teachers are onboarded, supported, and given the resources to lead effectively in their classrooms.
- Set goals for the Teaching and Learning department and lead the department through a change management process to deliver on goals.
- Ensure directors within the Teaching and Learning department collaborate and work in alignment to serve schools.
- Use academic data to regularly and effectively analyze trends and plan for the future.

Provide High-Quality, Responsive Professional Development for School Leaders

- Support the Superintendent to supervise site leaders, including evaluation. Working with the Superintendent, establish clear performance expectations and accountability measures for school leaders that are both responsive to school needs and aligned with the district's strategic priorities.
- With the support of the Director of School Leadership, design coaching programs as well as additional support structures to strengthen instructional leadership for both principals and assistant principals.
- Collaborate with other district leaders to ensure alignment of professional learning and development initiatives with district goals and priorities.
- Ensure that the Teaching and Learning department collaborates closely with site leaders to design and implement all instructional programs.
- In partnership with the Talent department, build pipeline programs for future site leaders.
- Facilitate opportunities for school leaders to engage in ongoing learning, networking, and professional growth.

Lead strategy and implementation of high quality curriculum, instruction, and assessments, with the support of the Director of Curriculum, Instruction, and Assessment

- Oversee adoption of high-quality instructional materials aligned to the district's instructional vision.
- Oversee training and support for site leaders, teachers, and staff on instructional materials, to maximize student learning.
- Ensure that assessments align with the adopted curricula.
- Oversee the district's assessment calendar and assessment implementation to ensure accurate and comprehensive academic data for all students, including training for teachers, assessment coordinators, and site and district leaders so that the district has excellent information about student learning.

Lead use of academic data, reporting, educational technology, and compliance, with the support of the Director of Data, EdTech, and Accountability

- Monitor the implementation of the district's instructional programs to ensure clear communication, awareness of, and accountability of school performance by analyzing and sharing trends from academic data.
- Oversee the use of academic data at the district and site level to ensure that leaders are using accurate and timely data to identify trends and make decisions.
- Ensure compliance with federal, state, and local code governing schools.
- Ooversee revising and implementing the district's Local Control and Accountability Plan (LCAP) and site-specific School Plans for Student Achievement (SPSAs), including supporting site leaders with setting ambitious goals, reviewing plans at a district level for alignment with district priorities, supporting site leaders with implementation, and sharing plans with the community.

Lead vision and implementation of special education and pupil personnel services programming, with the support of the Director of Special Education and Pupil Personnel Services

- Monitor the district's support of students with special needs with the goal of maximizing student learning.

- Ensure the district follows all federal laws, rules and regulations associated with special education.
- Monitor and ensure that special education programs are designed and implemented in collaboration with school and district leaders to ensure coherence and alignment to the mission, vision and values of the district.
- Oversee adoption of high-quality instructional materials aligned to the district's instructional vision in alignment to best practices for students with disabilities.
- Oversee training and support for site leaders, teachers, and staff on instructional materials, to maximize student learning for students with disabilities..
- Monitor and oversee the implementation of special education programs and ensure they will be designed and in alignment with the allocation of funds available for the special education program.

Note: The job description is not designed to cover or contain a comprehensive listing of duties, responsibilities, and activities that are required of the employee. Duties, responsibilities, and activities may change or new ones may be assigned at any time with or without notice.*

COMPETENCIES

- *Abilities:*
  - *Problem-solving*
    - Ability to problem-solve, maintain confidentiality, set priorities, and meet deadlines and schedules.
    - Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.
    - Ability to gather, collate, interpret, and analyze data.
    - Ability to analyze issues and create and implement action plans.
  - *Collaboration and Management*
    - Ability to work respectfully with diverse individuals and/or groups.
    - Use tact, discretion, and empathy to resolve internal staff matters.
    - Seek continuous feedback and proactively adjust approaches to improve human capital functions.
    - Ability to effectively express ideas orally and in writing.
    - Ability to establish and maintain effective working relationships and to effectively work as part of a team.
    - Ability to interpret educational policies and procedures.
    - Ability to work independently with little to no supervision.
- *Knowledge:*
  - Best practices for curriculum development, professional development programs, and assessment strategies
  - Best practices for evaluation of academic programs
  - Federal, state, and local laws and regulations for special student populations, including special education and categorical programs
- *Skills:*
  - Effectively lead the Teaching and Learning department, including supervising and coordinating staff, setting goals, coaching leaders, and ensuring the department is aligned to district initiatives.

  - Establish and maintain effective collegial relationships with other people of diverse backgrounds, identities, experiences, and personalities, to model our district's core values and advance our district's mission, goals, and strategic priorities toward our district's vision.
  - Customer service orientation and ability to build customer service oriented systems.
  - Communicate effectively in English orally and in writing, and model communication skills using tact, patience, and courtesy to respond to the needs of district staff, students, families, community members, and other educational partners.
  - Operate computer technology, related software, and other office equipment, and flexibly learn new applications and systems as needed.
  - Meet district standards of professional and ethical conduct as outlined in Governing Board Policies and Administrative Regulations.
- *Physical requirements:* Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:
  - Ability to work at a desk, conference table, or in meetings of various configurations.
  - Ability to sit, stand, and traverse for extended periods of time.
  - Ability to see for purposes of performing duties, responsibilities, and activities.
  - Ability to understand speech at normal levels.
  - Ability to read laws and codes, rules and policies, and a variety of other printed materials and digital screens, and prepare/process documents.
  - Ability to operate standard office equipment, computer technology including keyboard, and other equipment necessary to complete required duties, responsibilities, and activities.
  - Ability to listen and speak with others to clearly and understandably communicate and exchange information during conversation.
  - Ability to walk, twist, stoop, crouch, kneel, bend/over, grasp, reach overhead, push, pull, move, lift and/or carry 0-50 pounds to waist height.
  - Ability to travel between sites.

REQUIRED EDUCATION, EXPERIENCE, LICENSES, AND CERTIFICATIONS

- *Education:*
  - **Preferred:** Master's Degree and/or Doctoral Degree (Ed.D.) from accredited college or university
  - **Required:** Bachelor's Degree from accredited college or university
- *Experience:*
  - **Preferred:** At least three (3) years in a PK-12 public school district management role (e.g., Director in Education Services Department); Experience with curriculum adoption, facilitating professional development, designing coaching programs
  - **Required:** Minimum of three (3) years of PK-12 public school district or public/private sector administration and management experience; Minimum of three (3) years of PK-12 public school site leadership experience (Principal/Assistant Principal); Minimum of three (3) years of PK-12 public school teaching experience;
- *Licenses:*
  - **Preferred:** None

    - **Required:** Valid California Driver's License
- *Certifications:*
    - **Preferred:** None
    - **Required:** Administrator's Credential, California Department of Justice & Federal Bureau of Investigation Criminal Background Check/Fingerprint Clearance

WORKING CONDITIONS

- *Environment:* Office environment with travel between district offices, school sites, and other facilities. Drive a vehicle to conduct work. May be required to use a personal vehicle.
- *Hazards:* Driving a vehicle during adverse weather conditions. Frequent interruptions. Exposure to dissatisfied employees.

NON-DISCRIMINATION POLICY

South San Francisco Unified School District programs, activities, and employment shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Board Policy 0410)

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

DATE: February 13, 2025

RE: SSFUSD Director of Data, Educational Technology, and Accountability Job Description

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ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☒ **Goal 3:** Purposeful Partnerships
☒ **Goal 4:** Empowered Educators
☒ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

Under the direct supervision of the Assistant Superintendent of Teaching and Learning, the Director of Data, Educational Technology, and Accountability will ensure and be available to provide direct support to various teams such that the district, school leaders, educators, and the broader SSFUSD community have accurate, actionable student performance and outcome data to set goals, inform decisions, and evaluate progress. The Director will also manage the compliance, reporting, and accountability for the district, and oversee our education technology strategy and implementation. The Director will also perform highly-skilled administrative, clerical, and technical tasks and other duties as assigned.

FISCAL IMPLICATIONS:

The Director of Data, Educational Technology, and Accountability will be included with all other current existing Director positions in the South San Francisco Unified School District Certificated Unrepresented Employees' Salary Schedule 2024-2025 (Schedule 1CM222, Range D). The annual salary range is $172,038 to $ 205,421 and the annual work calendar is two-hundred twenty-two (222) days. A copy of the salary schedule is enclosed with this Board memo and publicly available on our district website.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the job description for the Director of Data, Educational Technology, and Accountability, effective for the 2025-2026 school year.

Job Title:	**Director of Data, Educational Technology, and Accountability**
Classification:	☐ Classified - represented (CSEA) ☐ Classified - unrepresented ☐ Classified Management - unrepresented ☐ Certificated - represented (CTA) ☐ Certificated - unrepresented ☑ **Certificated Management - unrepresented**
Work Year:	222 Work Days/12 Months Longevity Pay
Hours/ Schedule	Unrepresented staff
Benefits:	Medical, dental, and vision plans; defined benefit pension plans; disability; life insurance; 403(b)/457(b) tax-deferred retirement savings plans; flexible spending account options; employee assistance program; Master's/Doctoral Degree stipends; mileage stipend, and vacation time
Salary Range:	$172,038 to $205,421
Approval Dates:	Board of Trustees: Pending

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OVERVIEW OF SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

The South San Francisco Unified School District (SSFUSD) community includes 15 schools supporting 8,000 students in Daly City, San Bruno, and South San Francisco.

Our mission is that in partnership with our community, SSFUSD will provide exceptional instruction, engaging experiences, and equitable and accessible opportunities and resources to further support our diverse student body so that students are equipped to learn, thrive, navigate their future with purpose, and impact their community.

In February 2024, the School Board for SSFUSD adopted our new Vision and Five-Year Strategic Plan. As a leader in the district, the Director of Data, Ed Tech, and Accountability will be responsible for leading initiatives to ensure the district delivers on its promises in the Strategic Plan.

POSITION SUMMARY

Under the direct supervision of the Assistant Superintendent of Teaching and Learning, the Director of Data, Educational Technology, and Accountability will ensure and be available to provide direct support to various teams such that the district, school leaders, educators, and the broader SSFUSD community have accurate, actionable student performance and outcome data to set goals, inform decisions, and evaluate progress. The Director will also manage the compliance, reporting, and accountability for the district, and oversee our education technology strategy and implementation. The Director will also perform

highly-skilled administrative, clerical, and technical tasks and other duties as assigned.

ESSENTIAL DUTIES

Student Performance and Outcomes Data

- Direct and implement comprehensive systems of student performance evaluation, including coordination of the district's state mandated testing programs.
- Manage the timely creation of accurate, comprehensible, accessible, and actionable data reports and evaluation findings for teachers, principals, community members, Superintendent's Cabinet, and Board of Education, and provide support to those constituents in analyzing, decision making, and planning based on that data.
- Goal setting:
    - Support Chief of Strategy and Communications in setting goals and measures of success for districtwide student outcomes;
    - Collaborate with other district and school leaders to clarify impact measures and targets for new vendors, partners, initiatives and/or programs.
- Plan, design, and evaluate the effectiveness of SSFUSD programs / initiatives, especially their impact on student outcomes utilizing quantitative and qualitative measures, including evaluation of local initiatives as well as federal, state, and other categorical programs
- Coordinate with Director of Curriculum, Instruction and Assessment to ensure that any technical needs are met for assessment administration (e.g., for CAASPP, DIBELs, etc)
- Manage data team, including a research analyst, educational data analyst, and program evaluation analyst.

Compliance, Reporting, and Accountability

- In collaboration with the Asst. Supt. of Teaching & Learning, revise and implement the district's Local Control and Accountability Plan (LCAP), and support site leaders to update their School Accountability Report Card (SARC), including supporting site leaders with setting ambitious goals, reviewing plans at a district level for alignment with district priorities, supporting site leaders with implementation, and sharing plans with the community;
- In collaboration with the Asst. Supt. of Teaching and Learning, ensure that Categorical Programs are administered effectively, efficiently, and in compliance with all state and federal requirements;
- Manage the Categorical Programs Analyst to apply for, monitor progress, and report on all categorical programs, in compliance with state / federal requirements.

Educational Technology

- Ensure that we have appropriate educational technology (hardware and software) to meet the instructional needs of our learners;
- Regularly review our educational technology, and oversee processes to identify, adopt, and implement new educational technology (with input from other T&L directors and the Director of Technology); this includes developing a training plan for educators who will be using the technology;
- Liaise with vendors, coordinate with the Business Services team on relevant

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contracts, and manage district-wide ed tech purchase and distribution;
- Manage Instructional Technologist and Ed Tech TOSA (teacher on special assignment) to support the effective, efficient use of educational technology in the district;
- Oversee CTIs at schools, in collaboration with the Director of Technology; this includes developing and leading professional learning, and clarifying responsibilities, priorities, and expectations for staff in the CTI role.

Organizational Leadership
- Serve as a member of the leadership team within the Teaching & Learning Department.
- Work with the Assistant Superintendent of Teaching & Learning, other Teaching & Learning directors, and other district leaders to implement the Strategic Plan, including annual strategic initiatives in service of the Strategic Plan.
- Collaborate with other leaders to ensure alignment across district programs and initiatives.
- Model SSFUSD values and equity- and student-centered leadership.
- Perform other duties as assigned by their supervisor and the Superintendent of South San Francisco Unified School District.

Note: The job description is not designed to cover or contain a comprehensive listing of duties, responsibilities, and activities that are required of the employee. Duties, responsibilities, and activities may change or new ones may be assigned at any time with or without notice.*

COMPETENCIES:
Abilities:
- Problem-solving
  - Ability to problem-solve, maintain confidentiality, set priorities, and meet deadlines and schedules.
  - Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.
  - Ability to gather, collate, interpret, and analyze data.
  - Ability to analyze issues and create and implement action plans.
- Collaboration
  - Ability to work respectfully with diverse individuals and/or groups.
  - Use tact, discretion, and empathy to resolve internal staff matters.
  - Seek continuous feedback and proactively adjust approaches to improve human capital functions.
  - Ability to effectively express ideas orally and in writing.
  - Ability to establish and maintain effective working relationships and to effectively work as part of a team.
  - Ability to interpret educational policies and procedures.
  - Ability to work independently with little to no supervision.
- Research design and program evaluation
  - Ability to provide coaching on research design, methodological, and statistical decisions.

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- Ability to analyze trends and patterns in data to extract actionable insights.

Knowledge:

- Knowledge of research methods, statistical analysis, and program evaluation using both qualitative and quantitative data and advanced statistical software in an applied setting.
- Knowledge of research tools and techniques.
- Knowledge of public education, teaching, learning, and accountability issues.
- Knowledge of applicable local, state, and federal laws and regulations related to educational data sources, data privacy regulations, and compliance requirements.
- Proficiency in descriptive and some inferential statistics, qualitative research methods, and effective data visualization

Skills:

- Skill in planning, developing, designing, and implementing activities that support educational research and program evaluation.
- Management of teams and individuals, including supervising and coordinating staff, setting goals, coaching, holding people accountable, coaching, and ensuring the team is aligned to district priorities.
- Establish and maintain effective collegial relationships with other people of diverse backgrounds, identities, experiences, and personalities, to model our district's core values and advance our district's mission, goals, and strategic priorities toward our district's vision.
- Customer service orientation and ability to build customer service oriented systems.
- Communicate effectively in English orally and in writing, and model communication skills using tact, patience, and courtesy to respond to the needs of district staff, students, families, community members, and other educational partners.
- Operate computer technology, related software, and other office equipment, and flexibly learn new applications and systems as needed.
- Meet district standards of professional and ethical conduct as outlined in Governing Board Policies and Administrative Regulations.

Physical requirements:

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:

- Ability to work at a desk, conference table, or in meetings of various configurations.
- Ability to sit, stand, and traverse for extended periods of time.
- Ability to see for purposes of performing duties, responsibilities, and activities.
- Ability to understand speech at normal levels.
- Ability to read laws and codes, rules and policies, and a variety of other printed materials and digital screens, and prepare/process documents.
- Ability to operate standard office equipment, computer technology including keyboard, and other equipment necessary to complete required duties, responsibilities, and activities.
- Ability to listen and speak with others to clearly and understandably communicate and exchange information during conversation.

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- Ability to walk, twist, stoop, crouch, kneel, bend/over, grasp, reach overhead, push, pull, move, lift and/or carry 0-50 pounds to waist height.

EDUCATION, EXPERIENCE, LICENSES, AND CERTIFICATIONS:

- **Education**:
  - Preferred: Master's Degree and/or Doctoral Degree (Ed.D.) from accredited college or university in education, statistics, research analysis, or related field.
  - Required: Bachelor's Degree from accredited college or university
- **Experience**:
  - Preferred: At least three (3) years in a PK-12 public school system-level management role; At least three (3) years as a PK-12 public school site leader (Principal/Assistant Principal); at least three (3) years experience in educational research, evaluation, testing, and/or technology
  - Required:
    - At least three (3) years of PK-12 public school teaching experience;
    - At least two (2) years experience as a direct manager of other staff;
    - At least one (1) of the following:
      - At least three (3) years as a PK-12 public school site leader (Principal/Assistant Principal), OR
      - At least three (3) years in a PK-12 public school system-level role (e.g., Curriculum & Instruction Specialist, TOSA, or Director of Curriculum), OR
      - At least three (3) years experience in educational research, evaluation, testing, and/or technology.
- **Licenses**:
  - Preferred: None
  - Required: Valid California Driver's License
- **Certifications**:
  - Preferred: None
  - Required: Valid Administrator's Credential; California Department of Justice & Federal Bureau of Investigation Criminal Background Check/Fingerprint Clearance

WORKING CONDITIONS

- **Environment**: Office environment with travel between District offices, school sites, and other facilities. Drive a vehicle to conduct work. May be required to use a personal vehicle.
- **Hazards**: Driving a vehicle during adverse weather conditions. Frequent interruptions.

NON-DISCRIMINATION POLICY:

South San Francisco Unified School District programs, activities, and employment shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex,sexual orientation, gender, gender identity, gender expression, or

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genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Board Policy 0410)

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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

DATE: February 13, 2025

RE: SSFUSD Director of School Leadership Job Description

ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
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☒ **Goal 5:** Equity-Centered Systems
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BACKGROUND:

The Director of School Leadership, a new role in SSFUSD, will have a crucial and important role by helping to coordinate, coach, and develop our school leaders and instructional coaches, and serve as a critical link between site and district-level leaders to ensure our strategies and actions are focused and aligned at all levels. The Director of School Leadership will also perform highly-skilled administrative, clerical, and technical tasks and other duties as assigned. This position will be under the direct supervision of the Assistant Superintendent of Teaching and Learning.

FISCAL IMPLICATIONS:

The Director of School Leadership will be included with all other current existing Director positions in the South San Francisco Unified School District Certificated Unrepresented Employees' Salary Schedule 2024-2025 (Schedule 1CM222, Range D). The annual salary range is $172,038 to $205,421 and the annual work calendar is two-hundred twenty-two (222) days. A copy of the salary schedule is enclosed with this Board memo and publicly available on our district website.

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In February 2024, the School Board for SSFUSD adopted our new Vision and Five-Year Strategic Plan. As a district leader, the Director of School Leadership is responsible for leading initiatives to ensure the district delivers on its promises in the strategic plan.

POSITION SUMMARY

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ESSENTIAL DUTIES

Ensure Every School has Exceptional School Leaders

- Nurture and coach school leaders in their multidimensional roles as instructional, site, operational, fiscal, and team leaders to ensure results and growth;
- Offer guidance and resources to assist principals and assistant principals in addressing challenges and maximizing opportunities for student success;
- Identify emerging leaders within SSFUSD; collaborate with the Asst. Supt. of Human Resources to build an internal leadership development program;
- Recruit highly qualified, equity-centered school leaders and educators;
- Along with other central office leaders, be prepared to step in and provide school leadership when needed due to principal absence to ensure minimal disruption to student experiences and outcomes.

Provide High-Quality, Responsive Professional Development and Support for School Leaders

- Coach school leaders effectively toward school performance goals and work, in collaboration and consultation with the Assistant Superintendent of Teaching & Learning;
- In collaboration with the Asst. Supt. of Teaching & Learning and Superintendent, establish clear performance expectations and accountability measures for school leaders that are both responsive to school needs and aligned with the district's strategic priorities;
- In collaboration with the Asst. Supt. of Teaching & Learning, manage the design, implementation, and evaluation of professional development programs for all principals and assistant principals;
- In collaboration with the Asst. Supt of Teaching & Learning, propose and coordinate the calendar and agendas for site leader meetings / convenings;
- Collaborate with other district leaders to ensure alignment of professional learning initiatives with district goals and priorities;
- Represent the perspectives and interests of school leaders in team discussions and initiatives;
- Co-facilitate school visits with the superintendent and other cabinet members to observe and capture the implementation of key practices and programs;
- Facilitate opportunities for school leaders to engage in ongoing learning, networking, and professional growth.

Promote Focus and Alignment around our Strategic Priorities

- Keep a close pulse on how school leaders and educators are interpreting and implementing district strategies through regular school and classroom visits and conversations with school leaders;
- Identify and highlight systemic challenges to other district leaders, particularly when lack of clarity or tension between competing priorities are contributing to implementation challenges at the site and classroom level;

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- When challenges arise, bring together school- and district-level leaders to identify solutions that advance district priorities and are feasible to implement in our sites.
- Build positive relationships with team members across the organization to influence outcomes and maintain project momentum.
- Model good cross-functional leadership, and improve collaboration across internal and external stakeholders by driving communication, information sharing, and alignment.
- Serve as primary communication channel for district leaders with principals;
    - Coordinate with Cabinet and directors to gather, synthesize, and share resources or requests with site leaders
    - Streamline and ensure that communication to principals is coherent, intentional, and aligned to our strategic priorities
- In collaboration with the Asst. Supt. of Teaching & Learning, support school leaders to revise and implement their School Plan for Student Achievement (SPSA), including supporting school leaders with setting ambitious goals, reviewing plans at a district level for alignment with district priorities, supporting school leaders with implementation, and sharing plans with the community;
- Support the creation of master schedules for secondary schools each year;
    - Advise the Asst. Supt. of Student & Family Services on the deadlines for enrollment and creating master schedules for the following year;
    - Develop and refine tools and/or templates for secondary school leaders to use when creating master schedules for the upcoming school year.

Develop and Lead SSFUSD's Instructional Coaching Program

- Develop and continuously improve SSFUSD's instructional coaching strategy and practices in support of SSFUSD's instructional vision;
- Establish clear priorities, performance expectations and accountability measures for instructional coaches that are aligned with the district's strategic priorities and responsive to specific school needs;
- Manage the design, implementation, and evaluation of professional learning programs for all instructional coaches and our Beginning Teacher Support & Assessment (BTSA) program;
- Facilitate opportunities for instructional coaches to engage in ongoing learning, networking, and professional growth;
- Support site leaders to manage and evaluate instructional coaches in alignment with district-wide performance expectations;
- Direct our support for new teacher induction and development, including managing our BITSA Coordinator.

Monitor & Support the Realization of SSFUSD's Instructional Vision

- Monitor the site-level implementation of SSFUSD's instructional program to ensure constant communication, awareness of, and accountability for school performance;
- Co-create and monitor key program dashboards on a regular basis (e.g., student enrollment and attendance) to evaluate recommended improvement strategies;

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- Collaborate with Director of Curriculum, Instruction, and Accountability to support site leadership to ensure high-quality implementation of SSFUSD's instructional vision;
- Collaborate with Director of Data, Ed Tech, and Accountability to support successful implementation of assessment and data gathering, and to evaluate aspects of the SSFUSD program;
- Use program evaluation research to design and implement actions that improve learning and provide an engaging and purposeful environment.
- Consistently join principals and assistant principals for school walk-throughs and classroom observations.

Develop Strong District and School Cultures

- Champion the SSFUSD mission and model our core values in every moment;
- Breathe life into our shared vision for school improvement towards realizing our portrait of a graduate among SSFUSD's students, staff, parents, and the community;
- Promote extremely high expectations for student achievement among SSFUSD staff, students, and parents in an enabling and supportive manner;
- Maintain a high-performance culture in which everyone in the SSFUSD community works towards achieving ambitious goals and dramatically improving student experiences and outcomes;
- Foster a culture of collaboration, innovation, and continuous improvement among school leaders;
- Project a positive image and establish and maintain a work environment conducive to positive staff morale and commitment; and
- Communicate effectively and clearly with the support team, students, staff, and parents.

Organizational Leadership

- Serve as a member of the leadership team within the Teaching & Learning Department.
- Work with the Assistant Superintendent of Teaching & Learning, other Teaching & Learning directors, and other district leaders to implement the Strategic Plan, including annual strategic initiatives in service of the Strategic Plan.
- Collaborate with other leaders to ensure alignment across district programs and initiatives.
- Model SSFUSD values and equity- and student-centered leadership.
- Perform other duties as assigned by their supervisor and the Superintendent of South San Francisco Unified School District.

**__Note__: The job description is not designed to cover or contain a comprehensive listing of duties, responsibilities, and activities that are required of the employee. Duties, responsibilities, and activities may change or new ones may be assigned at any time with or without notice.*

COMPETENCIES

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Abilities:

- Problem-solving
    - Ability to problem-solve, maintain confidentiality, set priorities, and meet deadlines and schedules.
    - Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.
    - Ability to gather, collate, interpret, and analyze data.
    - Ability to analyze issues and create and implement action plans.
- Collaboration
    - Ability to work respectfully with diverse individuals and/or groups.
    - Use tact, discretion, and empathy to resolve internal staff matters.
    - Seek continuous feedback and proactively adjust approaches to improve human capital functions.
    - Ability to effectively express ideas orally and in writing.
    - Ability to establish and maintain effective working relationships and to effectively work as part of a team.
    - Ability to interpret educational policies and procedures.
    - Ability to work independently with little to no supervision.

Knowledge:

- Best practices for school leadership
- Best practices for designing and implementing effective professional learning and coaching for school leaders

Skills:

- Management of teams and individuals, including supervising and coordinating staff, setting goals, coaching, holding people accountable, coaching, and ensuring the team is aligned to district priorities.
- Establish and maintain effective collegial relationships with other people of diverse backgrounds, identities, experiences, and personalities, to model our district's core values and advance our district's mission, goals, and strategic priorities toward our district's vision.
- Customer service orientation and ability to build customer service oriented systems.
- Communicate effectively in English orally and in writing, and model communication skills using tact, patience, and courtesy to respond to the needs of district staff, students, families, community members, and other educational partners.
- Operate computer technology, related software, and other office equipment, and flexibly learn new applications and systems as needed.
- Meet district standards of professional and ethical conduct as outlined in Governing Board Policies and Administrative Regulations.

Physical requirements:

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- Ability to walk, twist, stoop, crouch, kneel, bend/over, grasp, reach overhead, push, pull, move, lift and/or carry 0-50 pounds to waist height.

EDUCATION, EXPERIENCE, LICENSES, AND CERTIFICATIONS

- **Education**:
  - Preferred: Master's Degree and/or Doctoral Degree (Ed.D.) from accredited college or university
  - Required: Bachelor's Degree from accredited college or university
- **Experience**:
  - Preferred: At least three (3) years in a PK-12 public school district management role (e.g., Director in Education Services Department); Experience facilitating professional learning for school leaders; experience designing coaching programs; experience providing instructional coaching to teachers;
  - Required: Minimum of three (3) years of PK-12 public school district site leadership experience (Principal/Assistant Principal); Minimum of three (3) years of PK-12 public school teaching experience
- **Licenses**:
  - Preferred: None
  - Required: Valid California Driver's License
- **Certifications**:
  - Preferred: None
  - Required: Valid Administrator's Credential; California Department of Justice & Federal Bureau of Investigation Criminal Background Check/Fingerprint Clearance

WORKING CONDITIONS

- **Environment**: Office environment with travel between District offices, school sites, and other facilities. Drive a vehicle to conduct work. May be required to use a personal vehicle.
- **Hazards**: Driving a vehicle during adverse weather conditions. Frequent interruptions.

NON-DISCRIMINATION POLICY:

South San Francisco Unified School District programs, activities, and employment shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or

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mental disability, sex,sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Board Policy 0410)

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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

DATE: February 13, 2025

RE: SSFUSD Director of Curriculum, Instruction, and Assessment Job Description

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ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
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☒ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

Under the direct supervision of the Assistant Superintendent of Teaching and Learning, the Director of Curriculum, Instruction, and Assessment is a key champion of SSFUSD's student-centered instructional vision. The Director ensures that educators have aligned, high quality, research-based curriculum, materials, and assessments. They help clarify and refine high-impact instructional strategies, and they design and manage district-wide professional learning opportunities so educators are able to use these tools and practices to deliver exceptional instruction for our students. The Director will also perform highly-skilled administrative, clerical, and technical tasks and other duties as assigned.

FISCAL IMPLICATIONS:

The Director of Curriculum, Instruction, and Assessment will be included with all other current existing Director positions in the South San Francisco Unified School District Certificated Unrepresented Employees' Salary Schedule 2024-2025 (Schedule 1CM222, Range D). The annual salary range is $172,038 to $ 205,421 and the annual work calendar is two-hundred twenty-two (222) days. A copy of the salary schedule is enclosed with this Board memo and publicly available on our district website.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the job description for the Director of Curriculum, Instruction, and Assessment, effective for the 2025-2026 school year.

Job Title:	**Director of Curriculum, Instruction, and Assessment**
Classification:	☐ Classified - represented (CSEA) ☐ Classified - unrepresented ☐ Classified Management - unrepresented ☐ Certificated - represented (CTA) ☐ Certificated - unrepresented ☑ **Certificated Management - unrepresented**
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Benefits:	Medical, dental, and vision plans; defined benefit pension plans; disability; life insurance; 403(b)/457(b) tax-deferred retirement savings plans; flexible spending account options; employee assistance program; Master's/Doctoral Degree stipends; mileage stipend, and vacation time
Salary Range:	$172,038 to $205,421
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POSITION SUMMARY

Under the direct supervision of the Assistant Superintendent of Teaching and Learning, the Director of Curriculum, Instruction, and Assessment is a key champion of SSFUSD's student-centered instructional vision. The Director ensures that educators have aligned, high quality, research-based curriculum, materials, and assessments. They help clarify and refine high-impact instructional strategies. And they design and manage district-wide professional learning opportunities so educators are able to use these tools and practices to deliver exceptional instruction for our students. The Director will also perform

highly-skilled administrative, clerical, and technical tasks and other duties as assigned.

ESSENTIAL DUTIES

Coordinate and serve as point person for programs across all subject areas

- Coordinate our academic programs to ensure we offer a comprehensive and robust educational program that enables our students to learn, thrive, navigate their future purposefully, and impact their community for the better. This includes:
    - English language development (ELD) and meeting the instructional needs of multilingual learners
    - Literacy and English Language Arts (ELA)
    - Social sciences (including history, social studies, ethnic studies, etc.)
    - STEM (e.g., science, technology, engineering, math, financial literacy)
    - Visual and performing arts (VAPA), world languages, and physical education
    - Career Technical Education (CTE);
    - Middle College, independent study, and other specialized programs
- Manage and evaluate subject-specific coordinators, TOSAs, and other staff to define, refine, and implement our academic program;
- Stay abreast of statewide subject-specific programs, opportunities, and requirements relating to specific subjects, with support from subject matter experts on the T&L team and within our schools;
- Identify, manage, and foster partnerships with local businesses or educational institutions to create opportunities for our students to learn and prepare for career and/or college;
- Coordinate with the Asst. Supt. of Student and Family Services to refine enrollment projections for multilingual learners;
- In collaboration with the Asst. Supt. of Teaching & Learning and Asst. Supt of Human Resources, recommend site-level staffing models and staffing allocations for multilingual learners (e.g., bilingual paraprofessionals, ELD teachers) for the following school year.

Ensure High Quality Curriculum & Materials In Classrooms

- Ensure that we have high quality, research-based curriculum and materials in each of our classrooms;
- Regularly review our curricula and materials, and oversee processes to identify, adopt, and implement new curricula and materials;
- Identify and manage TOSAs (teachers on special assignment) as needed to support new curriculum adoption;
- Liaise with vendors, coordinate with the business services team on relevant contracts, and manage the district-wide purchase and distribution of curriculum and materials.

Champion and Refine our Instructional Vision and Practices

- Serve as a champion for SSFUSD's instructional vision and key instructional practices;
- In collaboration with the Asst. Supt. for Teaching & Learning, coordinate efforts to review, refine, and improve our instructional vision and key instructional practices;
- Work with subject matter experts (in our schools, our district office, or external

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experts) to identify effective subject-specific instructional practices, in alignment with our Instructional Vision;
- Ensure that our instructional practices respond to the needs of our diverse student body, with particular attention to the needs of multilingual learners and students with special needs, who make up a significant proportion of our students.
- Collaborate with the Director of Special Education and Pupil Personnel Services to ensure alignment on effective instructional practices across general ed and special education teachers, and explore opportunities to expand inclusion of students with special needs in general ed settings.

Assessment
- Develop and maintain a district-wide assessment strategy that ensures that educators and leaders have timely, accurate data to inform instructional decisions;
- Set and manage the district-wide assessment calendar, including state and local assessments (e.g. CAASPP, ELPAC, DIBELs, and other local assessments)
    - Coordinate with Director of Data, Ed Tech, and Accountability to ensure the assessment calendar and administration plan comply with any state mandates
    - Coordinate with Director of School Leadership to ensure that the assessment calendar and administration plan is feasible at the site level
- Regularly review our assessments, and oversee processes to identify, adopt, and implement new assessments;
    - Collaborate with the Director of Data, Ed Tech and Accountability to evaluate and select assessments, and ensure that SSFUSD has appropriate hardware and software to administer the assessments
- Build a culture and practice of data-driven instruction and collaborate with the Director of Data, Ed Tech and Accountability and the Director of School Leadership to train / oversee school leaders on how to use assessment data
- Oversee the administration of the English Language Proficiency Assessment of California (ELPAC) test at our sites, analyze the assessment data, and use that analysis to inform instructional, professional learning, and/or staffing decisions

Districtwide Professional Learning and Support for Teachers
- Manage the design, implementation, and evaluation of professional learning programs for all;
    - Set the calendar and agenda for district-wide educator professional learning
    - Identify and coordinate facilitators for all professional learning sessions, e.g., district leaders with expertise in the relevant area, TOSAs, teacher leaders, principals, or outside experts)
- Facilitate opportunities for educators to engage in ongoing learning, networking, and professional growth;
- Coordinate with the Director of School Leadership to ensure school leaders understand our educator professional learning plan for the year, and can align / augment school-level professional learning and instructional coaching.
- Coordinate with the Director of Special Education to ensure that special education teachers, paras, and related service providers understand key instructional strategies

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that general education teachers are prioritizing, so they can align their instruction and support.
- Manage and lead the ELD Curriculum & Instruction Specialist and ELD TOSAs
- Manage and lead the Literacy Coordinator, who coordinates reading specialists and interventionists, to ensure they are trained in best practices for literacy instruction and intervention

Organizational Leadership
- Serve as a member of the leadership team within the Teaching & Learning Department.
- Work with the Assistant Superintendent of Teaching & Learning, other Teaching & Learning directors, and other district leaders to implement the Strategic Plan, including annual strategic initiatives in service of the Strategic Plan.
- Collaborate with other leaders to ensure alignment across district programs and initiatives.
- Model SSFUSD values and equity- and student-centered leadership.
- Perform other duties as assigned by their supervisor and the Superintendent of South San Francisco Unified School District.

Note: The job description is not designed to cover or contain a comprehensive listing of duties, responsibilities, and activities that are required of the employee. Duties, responsibilities, and activities may change or new ones may be assigned at any time with or without notice.*

COMPETENCIES:
Abilities:
- Problem-solving
  - Ability to problem-solve, maintain confidentiality, set priorities, and meet deadlines and schedules.
  - Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.
  - Ability to gather, collate, interpret, and analyze data.
  - Ability to analyze issues and create and implement action plans.
- Collaboration
  - Ability to work respectfully with diverse individuals and/or groups.
  - Use tact, discretion, and empathy to resolve internal staff matters.
  - Seek continuous feedback and proactively adjust approaches to improve human capital functions.
  - Ability to effectively express ideas orally and in writing.
  - Ability to establish and maintain effective working relationships and to effectively work as part of a team.
  - Ability to interpret educational policies and procedures.
  - Ability to work independently with little to no supervision.

Knowledge:
- Best practices for curriculum design and adoption
- Best practices for assessment design, evaluation, and adoption

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- Best practices for meeting the instructional needs of multilingual learners
- Best practices for designing and implementing effective professional learning and coaching for school leaders

Skills:

- Management of teams and individuals, including supervising and coordinating staff, setting goals, coaching, holding people accountable, coaching, and ensuring the team is aligned to district priorities.
- Establish and maintain effective collegial relationships with other people of diverse backgrounds, identities, experiences, and personalities, to model our district's core values and advance our district's mission, goals, and strategic priorities toward our district's vision.
- Customer service orientation and ability to build customer service oriented systems.
- Communicate effectively in English orally and in writing, and model communication skills using tact, patience, and courtesy to respond to the needs of district staff, students, families, community members, and other educational partners.
- Operate computer technology, related software, and other office equipment, and flexibly learn new applications and systems as needed.
- Meet district standards of professional and ethical conduct as outlined in Governing Board Policies and Administrative Regulations.

Physical requirements:

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:

- Ability to work at a desk, conference table, or in meetings of various configurations.
- Ability to sit, stand, and traverse for extended periods of time.
- Ability to see for purposes of performing duties, responsibilities, and activities.
- Ability to understand speech at normal levels.
- Ability to read laws and codes, rules and policies, and a variety of other printed materials and digital screens, and prepare/process documents.
- Ability to operate standard office equipment, computer technology including keyboard, and other equipment necessary to complete required duties, responsibilities, and activities.
- Ability to listen and speak with others to clearly and understandably communicate and exchange information during conversation.
- Ability to walk, twist, stoop, crouch, kneel, bend/over, grasp, reach overhead, push, pull, move, lift and/or carry 0-50 pounds to waist height.

EDUCATION, EXPERIENCE, LICENSES, AND CERTIFICATIONS:

- **Education**:
  - Preferred: Master's Degree and/or Doctoral Degree (Ed.D.) from accredited college or university
  - Required: Bachelor's Degree from accredited college or university
- **Experience**:
  - Preferred: At least three (3) years in a PK-12 public school system-level management role; At least three (3) years as a PK-12 public school site

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leader (Principal/Assistant Principal); Experience teaching multilingual learners; experience with curriculum and assessment adoptions
    - Required:
        - At least three (3) years of PK-12 public school teaching experience;
        - At least two (2) years experience as a direct manager of other staff;
        - At least one (1) of the following:
            - At least three (3) years as a PK-12 public school site leader (Principal/Assistant Principal), OR
            - At least three (3) years in a PK-12 public school system-level role (e.g., Curriculum & Instruction Specialist, TOSA, or Director of Curriculum).
- **Licenses**:
    - Preferred: None
    - Required: Valid California Driver's License
- **Certifications**:
    - Preferred: None
    - Required: Valid Administrator's Credential; California Department of Justice & Federal Bureau of Investigation Criminal Background Check/Fingerprint Clearance

WORKING CONDITIONS

- **Environment**: Office environment with travel between District offices, school sites, and other facilities. Drive a vehicle to conduct work. May be required to use a personal vehicle.
- **Hazards**: Driving a vehicle during adverse weather conditions. Frequent interruptions.

NON-DISCRIMINATION POLICY:

South San Francisco Unified School District programs, activities, and employment shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex,sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Board Policy 0410)

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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

DATE: February 13, 2025

RE: SSFUSD Coaching Coordinator Job Description

ALIGNMENT WITH STRATEGIC PLAN:

☒ **Goal 1:** Exceptional Instruction
☒ **Goal 2:** Engaged Students
☒ **Goal 3:** Purposeful Partnerships
☒ **Goal 4:** Empowered Educators
☒ **Goal 5:** Equity-Centered Systems
☐ **N/A:** Not Applicable

BACKGROUND:

SSFUSD is committed to launching a robust coaching program for our site leaders and educators. The Coaching Coordinator will support and strengthen the instructional coaching program, ensuring alignment with our district's Instructional Vision and Portrait of an Educator. The Coaching Coordinator will play a key role in developing, supporting, and coordinating the work of our site-based instructional coaches. This individual will work in close partnership with the Director of School Leadership and principals, helping to implement a cohesive, equity-driven coaching framework that enhances teacher growth and student learning. The Coaching Coordinator will provide training, resources, and ongoing professional development to ensure coaches are equipped to support teachers effectively.

FISCAL IMPLICATIONS:

The Coaching Coordinator will be included with all other current existing Coordinator positions in the South San Francisco Unified School District Certificated Unrepresented Employees' Salary Schedule 2024-2025 (Schedule 1CM222, Range H). The annual salary range is $138,781 to $165,711 and the annual work calendar is two-hundred twenty-two (222) days. A copy of the salary schedule is enclosed with this Board memo and publicly available on our district website.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the job description for the Coaching Coordinator, effective for the 2025-2026 school year.

Job Title:	**Coaching Coordinator**
Classification:	☐ Classified - represented (CSEA) ☐ Classified - unrepresented ☐ Classified Management - unrepresented ☐ Certificated - represented (CTA) ☑ Certificated - unrepresented ☐ Certificated Management - unrepresented
Work Year:	222 days/12 months Longevity Pay
Hours / Schedule	Unrepresented staff
Benefits:	Medical, dental, and vision plans; defined benefit pension plans; disability; life insurance; 403(b)/457(b) tax-deferred retirement savings plans; flexible spending account options; employee assistance program; Master's/Doctoral Degree stipends; mileage stipend, and vacation time
Salary Range:	$138,781 to $165,711
Approval Dates:	Board of Trustees: Pending

OVERVIEW OF SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

The South San Francisco Unified School District (SSFUSD) community includes 15 schools supporting 8,000 students in Daly City, San Bruno, and South San Francisco.

Our mission is that in partnership with our community, SSFUSD will provide exceptional instruction, engaging experiences, and equitable and accessible opportunities and resources to further support our diverse student body so that students are equipped to learn, thrive, navigate their future with purpose, and impact their community.

In February 2024, the School Board for SSFUSD adopted our new Vision and Five-Year Strategic Plan. As a member of the cabinet, the Assistant Superintendent of Talent, will be responsible for leading initiatives to ensure the district delivers on its promises in the strategic plan.

POSITION SUMMARY

SSFUSD is committed to launching a robust coaching program for our site leaders and educators. We are seeking a Coaching Coordinator to support and strengthen this instructional coaching program, ensuring alignment with our district's Instructional Vision and Portrait of an Educator. The Coaching Coordinator will play a key role in developing, supporting, and coordinating the work of our site-based instructional coaches. This individual will work in close partnership with the Director of School Leadership and

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principals, helping to implement a cohesive, equity-driven coaching framework that enhances teacher growth and student learning.

While principals will select, manage, and evaluate instructional coaches, the Coaching Coordinator will provide training, resources, and ongoing professional development to ensure coaches are equipped to support teachers effectively. The Coordinator will also help facilitate collaboration across sites, identify best practices, and ensure alignment between coaching efforts and district-wide instructional priorities. The Coaching Coordinator does not have a supervisory role over our instructional coaches, but serves as a supportive thought partner and mentor to instructional coaches, principals, and district leaders in implementing high-quality instructional coaching.

ESSENTIAL DUTIES

- Coaching Program Implementation and Support:
    - In partnership with SSFUSD's Coaching Committee, help refine SSFUSD's coaching vision, framework, and essential components of effective coaching, ensuring coaching strategies are evidence-based, culturally responsive, and focused on equity-centered instruction.
    - Assist in planning, successfully implementing, and monitoring the progress of our coaching program, collecting and analyzing data on coaching effectiveness and using insights to improve coaching practices and ensure continuous professional growth for our coaches.
    - Coordinate & develop our site-based Instructional Coaches, designing training and supporting instructional coaches in coaching strategies, lesson planning, and data-driven instruction to enhance teacher effectiveness.
    - Develop and facilitate ongoing professional development for instructional coaches, helping them refine their skills in facilitation, observation, and feedback.
    - Serve as a thought partner to coaches and site leaders, troubleshooting challenges and identifying best practices in instructional support.
    - Foster a collaborative coaching network, facilitating opportunities for coaches to share insights and strategies across school sites.
- Leadership and Supervision:
    - Work closely with the Director of School Leadership, Asst. Supt. of Teaching & Learning, and other Teaching & Learning team members and partners to ensure our coaching efforts align with SSFUSD's Instructional Vision and Portrait of an Educator.
    - Collaborate with principals and district leaders to refine coaching goals and track progress in improving instructional practices.
    - Support site leaders in embedding coaching into school-wide professional learning structures, including Instructional Leadership Teams (ILTs) and Professional Learning Communities (PLCs).
    - Provide administrative leadership and support to ensure coaching program

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objectives are understood and promoted district-wide.
    - Provide input to principals for coach evaluations as requested.
- Coordination and Communication:
    - Act as a bridge between district leadership, principals, and instructional coaches, ensuring clarity and alignment in coaching expectations.
    - Develop and share coaching resources, tools, and protocols that support consistency and effectiveness across schools.
    - Assist principals in tracking coaching impact, ensuring coaching efforts are improving teacher practice and student learning outcomes.
    - Collaborate across departments to develop and implement identified goals.
    - Serve as a district resource for school sites regarding the coaching program.
- Monitoring and Evaluation:
    - Conduct site visits and meetings with site administration to monitor coaching program operations.
    - Evaluate and provide feedback on coaching programming.
    - Generate student data reports to measure program effectiveness.
- Administrative Responsibilities:
    - Facilitate, lead, and attend relevant meetings and conferences.
    - Manage and maintain records pertinent to coaching program operations.
- Other Duties:
    - Perform other related duties as assigned.

Note: The job description is not designed to cover or contain a comprehensive listing of duties, responsibilities, and activities that are required of the employee. Duties, responsibilities, and activities may change or new ones may be assigned at any time with or without notice.*

COMPETENCIES:

Abilities:

- *Abilities:*
    - *Commitment to SSFUSD Mission & Growth Mindset*
        - Belief in and commitment to the mission and vision of SSFUSD
        - Commitment to continuous professional learning and a growth mindset for others' ability to learn and develop
    - *Coaching Adult Learners & Systems Building:*
        - Ability to coach adult learners and foster a culture of collaboration, trust, and continuous improvement
        - Strategic thinking with a focus on systems-building and alignment across schools
    - *Problem-solving*
        - Ability to problem-solve, maintain confidentiality, set priorities, and meet deadlines and schedules.
        - Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.
        - Ability to gather, collate, interpret, and analyze data.

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        - Ability to analyze issues and create and implement action plans.
    - *Collaboration and Management*
        - Ability to work respectfully with diverse individuals and/or groups.
        - Use tact, discretion, and empathy to resolve internal staff matters.
        - Seek continuous feedback and proactively adjust approaches to improve human capital functions.
        - Ability to effectively express ideas orally and in writing.
        - Ability to establish and maintain effective working relationships and to effectively work as part of a team.
        - Ability to interpret educational policies and procedures.
        - Ability to work independently with little to no supervision.

Knowledge:

- Knowledge of California State Common Core Standards and Next Generation Science Standards
- Knowledge of district curriculum and assessments
- Knowledge of data-driven instructional and assessment strategies
- Knowledge of coaching models and adult learning theory
- Knowledge of second-language acquisition theory, culturally responsive teaching and support for multilingual learners, and experience with English Language Development

Skills:

- Ability to design and lead high-quality professional development
- Ability to support instructional coaches in providing actionable, equity-centered teacher support
- Ability to assess coaching impact through qualitative and quantitative data
- Ability to build strong relationships with instructional coaches, site leaders, district leadership, and other colleagues
- Excellent written and oral communication skills for collaboration and staff development

Physical requirements:

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:

- Ability to work at a desk, conference table, or in meetings of various configurations.
- Ability to sit, stand, and traverse for extended periods of time.
- Ability to see for purposes of performing duties, responsibilities, and activities.
- Ability to understand speech at normal levels.
- Ability to read laws and codes, rules and policies, and a variety of other printed materials and digital screens, and prepare/process documents.
- Ability to operate standard office equipment, computer technology including keyboard, and other equipment necessary to complete required duties, responsibilities, and activities.

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- Ability to listen and speak with others to clearly and understandably communicate and exchange information during conversation.
- Ability to walk, twist, stoop, crouch, kneel, bend/over, grasp, reach overhead, push, pull, move, lift and/or carry 0-50 pounds to waist height.

EDUCATION, EXPERIENCE, LICENSES, AND CERTIFICATIONS:

- **Education**:
  - Required: A valid teaching credential; CLAD or higher level EL certification.
  - Preferred: Masters in Teaching.
- **Experience**:
  - Required: Minimum of three (3) years of satisfactory teaching experience.
  - Preferred: Five (5) years of exemplary teaching experience. Experience mentoring or coaching others.
- **Licenses**:
  - Required: Valid California Driver's License
  - Preferred: None
- **Certifications**:
  - Required: California Department of Justice and Federal Bureau of Investigation Criminal Background Check/Fingerprint Clearance
  - Preferred: None

WORKING CONDITIONS

- **Environment**: Office environment with travel between District offices, school sites, and other facilities. Drive a vehicle to conduct work. May be required to use a personal vehicle.
- **Hazards**: Driving a vehicle during adverse weather conditions. Frequent interruptions.

NON-DISCRIMINATION POLICY:

South San Francisco Unified School District programs, activities, and employment shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex,sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Board Policy 0410)

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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: February 13, 2025

RE: Approval of Auditor Contract Renewal for 2024/25 – 2026/27

ALIGNMENT WITH STRATEGIC PLAN:

☐ **Goal 1:** Exceptional Instruction
☐ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☒ **N/A:** Not Applicable

BACKGROUND:

In accordance with Education Code Section 41020, the governing board of each school district shall provide for an audit of the books and accounts of the school districts each fiscal year. Separate audit reports are needed for the District financials, Measure T and Measure J, and they must be filed with the State of California by December 15th each year. The audits shall be made by a certified public accountant or public accountant, licensed by the California Board of Accountancy.

SSFUSD has a current contract with Eide Bailly LLP for audit services. The contract for auditing services expired on June 30, 2024. As a result, the District needs to renew the contract. Staff are very happy with the services provided by Eide Bailly and would like to review the contract for another three years. Attached is the contract for audit services for fiscal years 2024-25, 2025-26, and 2026-27.

FISCAL IMPLICATIONS:

The cost for the audit services is as follows:

2024-25: $79,000
2025-26: $84,500
2026-27: $90,000

All audit fees are paid for by the General Fund (Fund 01) and bond funds.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustee approve the 3-year contract from Eide Bailly LLP for the amounts noted above.

EideBailly

CPAs & BUSINESS ADVISORS

School District Contract

This agreement made and entered into this _____ of _____, 2025, between the Governing Board of the South San Francisco Unified School District, of San Mateo County, State of California, hereafter referred to as "District" and Eide Bailly LLP, Certified Public Accountants, hereafter referred to as "Auditors".

We understand the services we are to provide the District for the years ended June 30, 2025, June 30, 2026, and June 30, 2027.

You have requested that we audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District for the years then ended June 30, 2025, June 30, 2026, and June 30, 2027, and the related notes to the financial statements, which collectively comprise the District's basic financial statements. In addition, we will audit the entity's compliance over major federal award programs for the periods ended June 30, 2025, June 30, 2026, and June 30, 2027. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the entity's major federal award programs.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS) and in accordance with *Government Auditing Standards*, and/or state or regulatory audit requirements will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Accounting principles generally accepted in the United States of America (U.S. GAAP), as promulgated by the Governmental Accounting Standards Board (GASB) require that certain information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by GASB, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

1. Management's Discussion and Analysis.
2. Budgetary Comparison Schedules.

3. Schedule of Changes in the District's Net OPEB Liability and Related Ratios.
4. Schedule of District's Proportionate Share of the Net OPEB Liability – MPP Program
5. Schedule of the District's Proportionate Share of the Net Pension Liability.
6. Schedule of District's Contributions for Pension.
7. Notes to RSI.

Supplementary information other than RSI will accompany the District 's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

1. Schedules required by the current *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, issued by the Education Audit Appeals Panel.*
2. Combining Statements – Non-Major Governmental Funds

Schedule of Expenditures of Federal Awards

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Audit of the Financial Statements

We will conduct our audit in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and in accordance with any state or regulatory audit requirements. As part of an audit in accordance with these standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and/or state or regulatory audit requirements. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

Reporting

We will issue a written report upon completion of our audit of the District's basic financial statements. Our report will be addressed to the governing body of the District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s), to our auditor's report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

We also will issue a written report on *State Compliance* upon completion of our audit.

Annual Report – Form and Content, Delivery

The form and content of the annual audit shall be in conformity, to the extent practicable, with such form and content as may be prescribed by the State of California under Section 41020 of the *Education Code*, including the required compliance audit provisions of the Uniform Guidance, Audits of State of Local Governments, issued by the U.S. Office of Management and Budget, as issued pursuant to the Single Audit Act Amendments of 1996 and Title 2 U.S. CFR Part 200, Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards (Uniform Guidance).

The audit shall be completed and the audit report shall be delivered in accordance with time requirements as specified in the current Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, issued by Educational Audit Appeals Panel, unless delayed by circumstances beyond the control of the Auditors. To continue our efforts in environmental responsibility, an electronic copy of the audit report will be provided to the District. In addition, required copies will be filed with the applicable governmental units.

Audit of Major Program Compliance

Our audit of the District's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the entity has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major federal award programs. Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget OMB *Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. However, our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the basic financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of basic financial statements that are free from material misstatement, whether due to fraud or error;
3. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received, including federal awards and funding increments received prior to December 26, 2014 (if any), and those received in accordance with the Uniform Guidance (generally received after December 26, 2014);
4. For maintaining records that adequately identify the source and application of funds for federally funded activities; For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance;
5. For the design, implementation, and maintenance of internal control over federal awards;
6. For establishing and maintaining effective internal control over federal awards that provides reasonable assurance that the nonfederal entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
7. For identifying and ensuring that the entity complies with federal statutes, regulations, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
8. For disclosing accurately, currently, and completely, the financial results of each federal award in accordance with the requirements of the award;
9. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
10. For taking prompt action when instances of noncompliance are identified;
11. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
12. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
13. For submitting the reporting package and data collection form to the appropriate parties;
14. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
15. To provide us with:
    a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, and relevant to federal award programs, such as records, documentation, and other matters;
    b. Additional information that we may request from management for the purpose of the audit; and
    c. Unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.
16. For including the auditor's report in any document containing financial statements that indicates that such financial statements have been audited by us, including:
    i. A written acknowledgement of all the documents that management expects to issue that will be included in the annual report and the planned timing and method of issuance of that annual report; and
    ii. A final version of the annual report (including all the documents that, together, comprise the annual report) in a timely manner prior to the date of the auditor's report.

17. For adjusting the basic financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current period under audit are immaterial, both individually and in the aggregate, to the basic financial statements as a whole;
18. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
19. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
20. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on compliance;
21. For the accuracy and completeness of all information provided;
22. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
23. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of federal awards in any document that contains the schedule of expenditures of federal awards and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule of expenditures of federal awards no later than the date of issuance by you of the schedule and our report thereon.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility (a) for the preparation of the supplementary information in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding supplementary information, (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information, and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Nonattest Services

With respect to any nonattest services we perform, we agree to perform the following:

- Prepare or assist with preparing financial statements, including the SEFA, footnote disclosures, and government-wide conversion entries, in conformity with U.S. generally accepted accounting principles based on information provided by you.
- Complete the auditee's portion of the Data Collection Form

We will not assume management responsibilities on behalf of South San Francisco Unified School District. South San Francisco Unified School District's management understands and agrees that any advice or recommendation we may provide in connection with our audit engagement are solely to assist management in performing its responsibilities.

The District's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities. Our firm will advise South San Francisco Unified School District with regard to tax positions taken in the preparation of the tax return, but South San Francisco Unified School District must make all decisions with regard to those matters.

Fees and Timing

Andrew Park is the engagement partner for the audit services specified in this letter. Responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report. We expect to begin our audit on a mutually agreed upon date.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses, including administrative charges. Invoices are payable upon presentation. Our fee for the audit shall be $62,000 for the year ended June 30, 2025, $67,500 for the year ended June 30, 2026, and $73,000 for the year ended June 30, 2027. Additionally, our fees for the financial and performance audits of the District's Measure J will be $8,000 for each fiscal years ended June 30, 2025 through June 30, 2027 and Measure T will be $9,000 for each fiscal years ended June 30, 2025 through June 30, 2027.

The final installment will represent the 10% withheld amount pursuant to *Education Code* 14505 and will be presented for payment upon certification by the Controller that the audit report conforms to the reporting provisions of the Audit Guide. All billings for additional audit fees or services will be billed as these services are provided. In accordance with *Education Code* Section 14505 (b), the District shall withhold 50% of the audit fee for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the Audit Guide. This contract shall be null and void if a firm or individual is declared ineligible pursuant to subdivision (c) of Section 41020.5. The withheld amount shall not be payable unless payment is ordered by the State Board of Accountancy or the audit report for that subsequent year is certified by the Controller as conforming to reporting provisions of the Audit Guide.

We will notify you immediately of any circumstances we encounter that could significantly affect this initial fee estimate. Whenever possible, we will attempt to use the District's personnel to assist in the preparation of schedules and analyses of accounts. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit. Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. To assist with this process, we will provide you with a Prepared-by-Client (PBC) request that identifies the information required to perform our engagement, as well as a planned timeline for the engagement. A failure to provide this information in an accurate and timely manner may result in an increase in our fees and/or a delay in the completion of our engagement.

Other circumstances may arise under which Eide Bailly must perform additional audit work and, may require additional billings for these services. Examples of such circumstances include, but are not limited to:

- Changing audit requirements.
- New professional standards or regulatory requirements (i.e. accounting for leases under GASB 87).
- Work caused due to the identification of, and management's correction of, inappropriate application of accounting pronouncements.
- Erroneous or incomplete accounting records.
- New or unusual transactions.
- Failure of District staff to prepare and provide information in a timely manner.
- Lack of availability of appropriate personnel during the audit fieldwork.
- Change in state compliance requirements.
- New federal programs requiring audit if it results in an increase in the number of programs requiring audit in a given year (the fee above assumes one program each year will be audited).

We may be requested to make certain audit documentation available to outside parties, including regulators, pursuant to authority provided by law or regulation or applicable professional standards. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the outside party, who may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in making such audit documentation available or in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our audit procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt.

Other Matters

During the course of the engagement, we will only provide confidential engagement documentation to you via Eide Bailly's secure portal or other secure methods, and request that you use the same or similar tools in providing information to us. Should you choose not to utilize secure communication applications, you acknowledge that such communication contains a risk of the information being made available to unintended third parties. Similarly, we may communicate with you or your personnel via e-mail or other electronic methods, and you acknowledge that communication in those mediums contains a risk of misdirected or intercepted communications.

Should you provide us with remote access to your information technology environment, including but not limited to your financial reporting system, you agree to (1) assign unique usernames and passwords for use by our personnel in accessing the system and to provide this information in a secure manner; (2) limit access to "read only" to prevent any unintentional deletion or alteration of your data; (3) limit access to the areas of your technology environment necessary to perform the procedures agreed upon; and (4) disable all usernames and passwords provided to us upon the completion of procedures for which access was provided. We agree to only access your technology environment to the extent necessary to perform the identified procedures.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your website or elsewhere, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, "service providers") in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider.

We agree to retain our audit documentation or work papers for a period of at least eight years from the date of our report.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

Neither of us may use or disclose the other's confidential information for any purpose except as permitted under this engagement letter or as otherwise necessary for Eide Bailly to provide the services. Your confidential information is defined as any information you provide to us that is not available to the public. Eide Bailly's confidential information includes our audit documentation for this engagement. Our audit documentation shall at all times remain the property of Eide Bailly LLP. The confidentiality obligations described in this paragraph shall supersede and replace any and all prior confidentiality and/or nondisclosure agreements (NDAs) between us.

You agree to share all facts that may affect your financial statements, even if you first become aware of those facts after the date of the auditor's report but before the date your financial statements are issued.

At the conclusion of our audit engagement, we will communicate to the governing board the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;

- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

Government Auditing Standards require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

Eide Bailly LLP is a member of HLB International, a worldwide organization of accounting firms and business advisors, ("HLB"). Each member firm of HLB, including Eide Bailly LLP is a separate and independent legal entity and is not owned or controlled by any other member of HLB. Each member firm of HLB is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of HLB or any other member firm of HLB and hereby specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of HLB.
Eide Bailly LLP formed The Eide Bailly Alliance Network, a network for small to mid-sized CPA firms across the nation. Each member firm of The Eide Bailly Alliance, including Eide Bailly LLP, is a separate and independent legal entity and is not owned or controlled by any other member of The Eide Bailly Alliance. Each member firm of The Eide Bailly Alliance is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of The Eide Bailly Alliance or any other member firm of The Eide Bailly Alliance and hereby specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of The Eide Bailly Alliance.

Eide Bailly LLP has owners that are not licensed as certified public accountants as permitted under Section 5079 of the California Business Code. It is not anticipated that any of the non-licensee owners will be performing services for South San Francisco Unified School District.

MEDIATION

Any disagreement, controversy or claim arising out of or related to any aspect of our services or relationship with you (hereafter a "Dispute") shall, as a precondition to litigation in court, first be submitted to mediation. In mediation, the parties attempt to reach an amicable resolution of the Dispute with the aid of an impartial mediator. Mediation shall begin by service of a written demand. The mediator will be selected by mutual agreement. If we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA"). Mediation shall be conducted with the parties in person in Rancho Cucamonga. Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties. Neither party may commence a lawsuit until the mediator declares an impasse.

LIMITED INDEMNITY

Eide Bailly LLP and its partners, affiliates, officers and employees (collectively "Eide Bailly") shall not be responsible for any misstatements in your financial statements that we may fail to detect as a result of misrepresentations or concealment of information by any of your owners, directors, officers or employees. You shall indemnify and hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys' fees arising from any such misstatement or concealment of information.

If through no fault of Eide Bailly we are named as a party to a dispute between you and a third party, you shall indemnify and hold Eide Bailly harmless against any losses, damages, settlements, judgments, awards, and the costs of litigation (including attorneys' fees) we incur in connection with the dispute.

Eide Bailly shall not be entitled to indemnification under this agreement unless the services were performed in accordance with professional standards in all material respects.

LIMITATION OF LIABILITY

The exclusive remedy available to you for any alleged loss or damages arising from or related to Eide Bailly's services or relationship with you shall be the right to pursue claims for actual damages that are directly caused by Eide Bailly's breach of this agreement or Eide Bailly's violation of applicable professional standards. In no event shall Eide Bailly's aggregate liability to you exceed two times fees paid under this agreement, nor shall Eide Bailly ever be liable to you for incidental, consequential, punitive or exemplary damages, or attorneys' fees.

TIME LIMITATION

You may not bring any legal proceeding against Eide Bailly unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we delivered our report, return, or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the audit. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of a possible Dispute.

GOVERNING LAW AND VENUE

Any Dispute between us, including any Dispute related to the engagement contemplated by this agreement, shall be governed by California law. Any unresolved Dispute shall be submitted to a federal or state court located in Rancho Cucamonga, California.

ASSIGNMENTS PROHIBITED

You shall not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly to any person.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

We appreciate the opportunity to be your certified public accountants and look forward to working with you and your staff.

Respectfully,



Andrew Park, CPA
Partner

****

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of South San Francisco Unified School District by:

Name: _____

Title: _____

Date: _____

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

Lori Shelton, Director of Bond Program

DATE: February 13, 2025

RE: Approve Resolution No. 25-03 Supporting Award of Lease-Leaseback (Site Lease and Facilities Lease) Agreements and Authorization to Enter into Lease-Leaseback (Site Lease and Facilities Lease) Agreements with Alten Construction, LLC for the El Camino High School Central Kitchen and Cafeteria Project

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ALIGNMENT WITH STRATEGIC PLAN:

☐ **Goal 1:** Exceptional Instruction
☐ **Goal 2:** Engaged Students
☐ **Goal 3:** Purposeful Partnerships
☐ **Goal 4:** Empowered Educators
☐ **Goal 5:** Equity-Centered Systems
☒ **N/A:** Not Applicable

BACKGROUND:

On February 28, 2019, the District's Board of Trustees ("Board") adopted Administrative Regulation No. 3311.2, regarding required procedures and guidelines ("Best Value Methodology") for evaluating the qualifications of proposers that ensure the best value selections by the District are conducted in a fair and impartial manner pursuant to Education Code section 17406. AR 3311.2 was amended on February 18, 2021.

The District incorporated the Best Value Methodology into the Request for Qualifications and Proposals ("RFQ/P") for the Project, which was issued and publicly advertised on November 25, 2024, and December 2, 2024, in the San Jose Mercury News and San Mateo County Newspaper; and, also advertised in the Bay Area Builders Exchange, Builders Exchange of Santa Clara County, San Francisco Builders Exchange, and Bidnet National, commencing on November 25, 2024. The District received seven (7) proposals.

District staff and District consultants reviewed the proposals submitted in response to the RFQ/P in accordance with the adopted Best Value Methodology and taking into consideration the proposers' demonstrated competence and professional qualifications necessary for the

satisfactory performance of the services required as well as additional information presented during the interview phase.

Alten Construction, LLC received the highest score and is found to be the best value for the project. District staff negotiated the Site Lease and Facilities Lease (together, "Lease-Leaseback Agreements") for the Project with Alten Construction, LLC.

District staff seek Board approval of the award of the Lease-Leaseback (Site Lease and Facilities Lease) Agreements to Alten Construction, LLC.

FISCAL IMPLICATIONS:

Initial fiscal impact for preconstruction services only in the amount of $410,000.00, which includes $10,000.00 for preconstruction services and $400,000.00 in Allowances for early purchase of long-lead equipment and materials. After the preconstruction services are completed and the Guaranteed Maximum Price (construction cost) is negotiated, the Facilities Lease agreement will be amended to add the Guaranteed Maximum Price and Project Schedule.

The Measure T Bond Program (Fund 21) will be utilized to cover the cost.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve, pass, and adopt Resolution No. 25-03 supporting the award of the Lease-Leaseback (Site Lease and Facilities Lease) Agreements for the El Camino High School Central Kitchen and Cafeteria Project and authorize District staff to enter into the Lease-Leaseback (Site Lease and Facilities Lease) Agreements with Alten Construction, LLC in the amount of $410,000.00.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Resolution No. 25-03

RESOLUTION SUPPORTING AWARD OF LEASE-LEASEBACK AGREEMENTS FOR EL CAMINO HIGH SCHOOL CENTRAL KITCHEN AND CAFETERIA PROJECT

WHEREAS, the South San Francisco Unified School District ("District") is currently undertaking a project known as the El Camino High School Central Kitchen and Cafeteria Project ("Project"); and

WHEREAS, on February 28, 2019, the District's Board of Trustees ("Board") adopted Administrative Regulation No. 3311.2, regarding required procedures and guidelines ("Best Value Methodology") for evaluating the qualifications of proposers that ensure the best value selections by the District are conducted in a fair and impartial manner pursuant to Education Code section 17406; and

WHEREAS, on February 18, 2021, the Board adopted a revised Administrative Regulation No. 3311.2;

WHEREAS, the District incorporated the Best Value Methodology in a Request for Qualifications and Proposals (RFQ/P) for the Project, identifying criteria evaluated based on numerical score, and the minimum qualification score, which was advertised in the San Jose Mercury News and San Mateo County Newspaper, once a week for two weeks, commencing on November 25, 2024 and completed on December 8, 2024, and also advertised in the Bay Area Builders Exchange, Builders Exchange of Santa Clara County, San Francisco Builders Exchange, and Bidnet National, commencing on November 25, 2024; and

WHEREAS, attached hereto as **Exhibit "A"** to this Resolution is a copy of the Proof of Publication; and

WHEREAS, District staff, in conjunction with District consultants, have reviewed proposals for the Project submitted in response to RFQ/P in accordance with the adopted Best Value Methodology and taking into consideration the proposers' demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required; and

WHEREAS, after consideration of all of the proposals, the Board hereby awards the Site Lease and Facilities Lease ("Lease-Leaseback Agreements") to Alten Construction, LLC ("LLB Entity"), who was the highest ranked respondent according to the adopted Best Value Methodology, for the Project; and

WHEREAS, LLB Entity has been prequalified pursuant to Public Contract Code section 20111.6; and

WHEREAS, Education Code section 17406 provides that the school district governing board shall issue a written decision supporting its contract award and stating in detail the basis of the award; and

WHEREAS, attached hereto as **Exhibit "B"** to this Resolution is a copy of the written findings of the Board supporting the Board's award of the Lease-Leaseback Agreements to LLB Entity for the Project.

NOW THEREFORE, BE IT RESOLVED, that the South San Francisco Unified School District Board of Trustees hereby determines and finds the following:

Section 1. That the foregoing recitals and the findings are true.

Section 2. That the District complied with the procedure set forth in Education Code section 17406, the Best Value Methodology adopted by the District and the Request for Qualifications and Proposals issued by the District.

Section 3. That LLB Entity provided the proposal with the best value to the District, taking into consideration the proposer's demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required.

Section 4. That, based on the foregoing, it is in the best interest of the District to award the Lease-Leaseback Agreements to LLB Entity for the Project.

Section 5. That the Superintendent, or designees, are authorized to enter into the Lease-Leaseback Agreements with LLB Entity, to negotiate and finalize the Guaranteed Maximum Price and any amendments, and to take any and all actions that are necessary to carry out, give effect to and comply with the terms and intent of this Resolution.

REGULARLY PASSED AND ADOPTED this 13th day of February 2025.

AYES in Favor of Said Resolution

_____ ATTEST:

_____ _____
Secretary/Clerk of the Board

_____

_____ _____
Superintendent of Schools

_____

EXHIBIT "A"

PROOF OF PUBLICATIONS

San Jose Mercury News
(510) 262-2740

2059308

SO. SAN FRANCISCO USD
GARZETTA BILLINGSLEA, ACCTS PAYABLE
398 B ST.
SOUTH SAN FRANCISCO, CA 94080

PROOF OF PUBLICATION
IN THE CITY OF SAN JOSE
IN THE STATE OF CALIFORNIA
COUNTY OF SANTA CLARA

FILE NO. RFQ/P El Camino H.S. Kitchen

San Jose Mercury News

The undersigned, being first duly sworn, deposes and says: That at all times hereinafter mentioned affiant was and still is a citizen of the United States, over the age of eighteen years, and not a party to or interested in the above entitled proceedings; and was at and during all said times and still is the principal clerk of the printer and publisher of the San Jose Mercury News, a newspaper of general circulation printed and published daily in the City of San Jose, County of Santa Clara, State of California as determined by the court's decree dated June 27, 1952, Case Numbers 84096 and 84097, and that said San Jose Mercury News is and was at all times herein mentioned a newspaper of general circulation as that term is defined by Sections 6000; that at all times said newspaper has been established, printed and published in the said County and State at regular intervals for more than one year preceding the first publication of the notice herein mentioned. Said decree has not been revoked, vacated or set aside.

I declare that the notice, of which the annexed is a true printed copy, has been published in each regular or entire issue of said newspaper and not in any supplement thereof on the following dates, to wit:

11/25/2024, 12/02/2024

Dated at San Jose, California
December 2, 2024

I declare under penalty of perjury that the foregoing is true and correct.

Principal clerk of the printer and publisher of the San Jose Mercury News

Legal No. **0006864856**

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
REQUEST FOR QUALIFICATIONS AND PROPOSALS (RFQ/P)
FOR EL CAMINO HIGH SCHOOL CENTRAL KITCHEN AND CAFETERIA
LEASE-LEASEBACK PRELIMINARY SERVICES AND CONSTRUCTION SERVICES

South San Francisco Unified School District ("District") is seeking proposals from qualified persons, firms, partnerships, corporations, associations, or professional organizations to provide Preliminary (Preconstruction) Services and Construction Services for the **EL CAMINO HIGH SCHOOL CENTRAL KITCHEN AND CAFETERIA** project ("Project"), under the District's Measure T Bond Program, in accordance with the lease-leaseback structure set forth in Education Code section 17406 et seq.

Statement of Qualifications (SOQ) along with the Proposal will be received until **2:00 PM, Thursday, January 9, 2025.** Respondents to this RFQ/P should email a PDF attachment of their SOQ labeled **"EL CAMINO HIGH SCHOOL CENTRAL KITCHEN AND CAFETERIA"** to the following email addresses: clwong@ssfusd.org and gdemartini@ssfusd.org. Any SOQ that is submitted after this time shall be deemed non-responsive and returned to the bidder. Each respondent is solely responsible for the timely submission of its SOQ. The District is not responsible for any technological issues in a respondent's ability to timely submit its SOQ or portion thereof.

Respondents to this RFQ/P must be prequalified through PQ Bids, prior to submitting a completed SOQ. Please use the link to PQ Bids on the District website (https://pqbids.com/ssfusd/), at https://www.ssfusd.org/apps/pages/construction, under the district's Facilities Construction page.

RFQ/P and all related documents will be housed at the SSFUSD's web site at the following link: https://www.ssfusd.org/apps/pages/construction, under Measure T bond Projects.

Each Respondent needs to attend one of the two **mandatory** information meeting and site walks of the existing cafeteria/kitchen building. The site walks will be conducted on
- **Site Walk #1 at 2:00 PM, Thursday, December 5, 2024**
- **Site Walk #2 at 2:00 PM, Tuesday, December 10, 2024**

Respondents that fail to attend one of the mandatory site walks shall be ineligible to respond to this RFQ/P.

Questions regarding this RFQ/P may be directed to **Calvin Wong** at clwong@ssfusd.org and must be submitted in writing on or by **5:00 PM, Thursday, December 19, 2024.**

If the District issues addenda to this RFQ/P, Respondents are solely responsible for and must acknowledge receipt of addenda in their response. Failure to acknowledge and respond to any addenda issued by the District may, in the District's sole discretion, render the Developer's Response to be deemed non-responsive and may be rejected.

Respondents that intend to submit a response must hold a Class B Contractors License that is current, valid, and in good standing with the California Contractor's State License Board and must prequalify through the PQ Bids prequalification process.

This Project is subject to labor compliance monitoring and enforcement of compliance with prevailing wage requirements by the Department of Industrial Relations pursuant to Labor Code § 1771.4, and skilled and trained workforce requirement pursuant to Public Contract Code § 2600. Contractors of all tiers must be currently registered and qualified to perform public work pursuant to Labor Code § 1725.5 and 1771.1. All Respondents must be prequalified by the District in accordance with Public Contract Code § 20111.6. First tier electrical, mechanical, and plumbing subcontractors must be prequalified prior to the time subcontractor bids are submitted. Developer shall comply with all applicable federal, state and local laws regarding COVID-19.

SJMN/SMCT 6864856 Nov. 25;Dec. 2, 2024

EXHIBIT "B"

FINDINGS REGARDING THE AWARD OF THE LEASE-LEASEBACK AGREEMENTS FOR SOUTH SAN FANCISCO UNIFIED SCHOOL DISTRICT EL CAMINO HIGH SCHOOL CENTRAL KITCHEN AND CAFETERIA PROJECT

WHEREAS, LLB Entity received 97 out of 100 points for Previous K-12 Project Experience; and

WHEREAS, LLB Entity received 147 out of 150 points for Lease-Leaseback Project-Specific Experience; and

WHEREAS, LLB Entity received 95 out of 100 points for Project Team Staffing; and and

WHEREAS, LLB Entity received 330 out of 350 points for Pricing and Compensation

WHEREAS, LLB Entity received 35 out of 40 points for Preliminary Preconstruction Services Experience; and

WHEREAS, LLB Entity received 35 out of 40 points for Demonstrated Cost Management; and

WHEREAS, LLB Entity received 33 out of 40 points for Value Engineering Practices;

WHEREAS, LLB Entity received 35 out of 40 points for Skilled and Trained Workforce Labor Expertise; and

WHEREAS, LLB Entity received 30 out of 40 points for Subcontractor Procurement; and

WHEREAS, LLB Entity received 35 out of 50 points for Insurance and Safety; and

WHEREAS, LLB Entity received 50 out of 50 points for Bonding Capacity; and

WHEREAS, LLB Entity received 278 out of 300 points for Interview; and

WHEREAS, LLB Entity overall combined score was 1200 out of 1300 points, based on RFQ/P evaluation criteria, which was the greatest number of points in accordance with the methodology described in the RFQ/P, and was ranked as the best value to the District out of the seven (7) proposals submitted.