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, March 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 March 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 — 6:30 p.m.

A. CALL TO ORDER

CLOSED SESSION – 6:30 p.m.

1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Government Code § 54957)
2. 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 Jaimelyn Ochoa, an 11th-grade student at South San Francisco High School.

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. SSF Education Foundation Transition Event

b. Strategic Plan Strategy Sessions & Quarterly Step Back Update

c. Student and Staff Acknowledgements

d. 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/BoardMeeting03132025 beginning at 3:00 p.m. on Monday, March 10, until 3:00 p.m. on Thursday, March 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.

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N. INFORMATION ONLY PRESENTATIONS

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

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: South San Francisco High School

Principal James Lothschutz will present the educational priorities and programs at South San Francisco High School.

b. Performance Management – Literacy 1

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

O. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

1. BUSINESS SERVICES

a. Second Interim Financial Report

Assistant Superintendent Ted O will present, to the Board, the 2024-25 Second Interim Financial Report, for the period ending January 31, 2025.

ACTION

BUSINESS SERVICES

a. Approval of the Second Interim Financial Report and Positive Certification of Financial Condition 2

Staff recommends the approval of the 2nd 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.

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 February 5, 2025 Special Board meeting	3 – 35
b.	Minutes of the February 13, 2025 Regular Board Meeting	36 – 85
2. EDUCATIONAL SERVICES		
a.	Permission for South San Francisco High School wrestling team to travel to Fresno, CA, April 11 – 13, 2025.	86
b.	Permission for South San Francisco High School wrestling team to travel to Fresno, CA, May 16 – 18, 2025.	87
c.	Permission for South San Francisco High School wrestling team to travel to Fresno, CA, May 30 – June 1, 2025.	88
d.	Permission for staff to attend the Community Engagement Initiative Meeting in Anaheim, CA, May 1 – 3, 2025.	89 – 90
e.	Permission for staff to attend the Institute for Educational Leadership Conference in Minneapolis, MN, May 27 – 30, 2025.	91 – 92
f.	Permission for staff to attend the National Mariachi Education Workshop in Las Vegas, NV, June 23 – 27, 2025.	93
3. HUMAN RESOURCES		
a.	Certificated Personnel Assignment Order	94
b.	Classified Personnel Assignment Order	95
4. BUSINESS SERVICES		
a.	Gifts to the District	96 – 97
b.	Fundraising events for the 2024-25 school year	98 – 99
c.	Professional services agreements under $25,000	100 – 101

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ACTION

1. ADMINISTRATION

a. Approval of District's New and Updated Board Bylaws and Policies 102 – 116

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

1. BP 0510 - School Accountability Report Card
2. BP 1114 - District Sponsored Social Media
3. BP 6112 - School Day
4. BP 6142.92 - Mathematics Instruction
5. BP 6152.1 - Placement in Mathematics Courses

2. EDUCATIONAL SERVICES

a. Approval of the Agreement with Imagine Learning TWIG Science Collaborative Research Study 117 – 127

Staff recommends the approval of the agreement with Imagine Learning for the Twig Science Research Study, covering the school years from 2021-2022 through 2024-2025.

b. Approval of Purchase from Flex Ground for the Rubber Flooring at the Children's Center Playground 128 – 144

Staff recommends the purchase approval of the Pour-N-Place rubber flooring from Flex Ground for the Children's Center Program playground.

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3. HUMAN RESOURCES

a. Approval of the Elimination of Classified Positions in the Student Services Department and the Adoption of Resolution No. 25-07 145 – 147

Staff recommends approval of the elimination of one (1) Administrative Assistant and one (1) School Community Attendance Liaison in the Student Services department, and the adoption of Resolution #25-07.

b. Approval of the MOU with University of San Francisco (USF) for the Employment of Students with Intern Credentials for the 2025-2027 School Years 148 – 158

Staff recommends the approval of the MOU with USF for the employment of university students who have a valid intern credential, effective July 1, 2025 through June 30, 2027.

c. Approval of the MOU with University of San Francisco (USF) for Unpaid Internship Placements of University Students for the 2025-2027 School Years 159 – 168

Staff recommends the approval of the MOU with USF to provide unpaid internship placements to university students, effective July 1, 2025 through June 30, 2027.

d. Approval of the Agreement with Scoot Education, Inc. for Total Support Staffing Services for the 2025-2026 School Year 169 – 189

Staff recommends the approval of the agreement with Scoot Education, Inc. to provide total support staffing services, effective for the 2025-2026 school year.

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4. BUSINESS SERVICES

b. Approval of the Agreement with Protech Consulting and Engineering, Inc. for the Westborough MS Field & Pavement Improvement Project 190 – 214

Staff recommends the approval of the agreement with Protech Consulting and Engineering, Inc. for hazardous materials consulting services for the Westborough Middle School Field and Pavement Improvements project in the amount of $33,267.00.

c. Approval of the Proposal with MoonChef for Vended Meal Services 215 – 216

Staff recommends the approval of the proposal from MoonChef to provide vended meal services during the El Camino High School central kitchen/cafeteria modernization bond project in the amount of $3,994,639.90.

d. Acceptance of Notice of Completion for the HVAC Package A Project #15-23 217 – 219

Staff recommends the acceptance for the HVAC Package A Project #15-23 at El Camino High School, Monte Verde Elementary School, Ponderosa Elementary School, Sunshine Gardens Elementary School and Westborough Middle School, as complete and ratify staff's action to file the Notice of Completion.

e. Acceptance of Notice of Completion for the HVAC Package B Project #16-23 220 – 222

Staff recommends the acceptance for the HVAC Package B Project #16-23 at Hillside Pre-School Classroom Wing, Parkway Heights MS Administration Wing, Spruce ES Gymnasium, and Martin ES Multi-Purpose Building/Administration Building/Classroom Wing A, as complete and ratify staff's action to file the Notice of Completion.

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

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

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
- Presentation – English Learner Master Plan
- 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

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

DATE: March 13, 2025

RE: Performance Management - Literacy Presentation

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:

Performance Management is an integrated, systematic approach that contains three parts: (Strategic planning-LCAP), collaborative learning, and accountability. Performance Management leverages data in a timely manner. It allows for a deeper analysis of performance by drilling down to root causes (asking a lot of 'why' questions) which then helps us in determining specific actions that can be taken to improve what occurs in a classroom and improve the overall performance at a school/department. Then, there is a plan to relentlessly follow up and monitor progress to determine if growth is occurring. The purpose of Performance Management is to provide level and overall performance data to determine if we are making progress towards defined metrics/targets. For this Literacy presentation, we are providing data on the district-mandated DIBELS (Dynamic Indicators of Early Literacy Skills) assessments, as well as information about the alignment of literacy to the district's Strategic Plan.

FISCAL IMPLICATIONS:

None at this time.

RECOMMENDATION:

For information and discussion only.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: March 13, 2025

RE: Approval of the 2024 - 25 2nd Interim Financial Report

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 Education Code requires school districts to submit interim financial reports twice a year. The 2nd Interim Financial Report reflects transactions as of January 31, 2025 and must be adopted by the Governing Board by March 15, 2025.

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

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

The South San Francisco Unified School District is submitting a **positive certification** for the 2024-25 2nd Interim Financial Report.

The complete 2024-25 2nd Interim Financial Report is available on the South San Francisco Unified School District website under Business Services, Financial Reporting.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

It is recommended the South San Francisco Unified School District Board of Trustees approve the positive certification for the 2024-25 2nd Interim Financial Report as presented.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting of February 5, 2025

OPEN SESSION

A. CALL TO ORDER - 5:30 p.m.

B. ROLL CALL

Board Members:	Ms. Amanda Anthony - Present Mrs. Amy Lam - Present Dr. Chialin Hsieh - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Jamie Wong, Student Board Member - Excused
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 - Absent Mr. Ted O, Assistant Superintendent, Business Services – Present

C. PLEDGE OF ALLEGIANCE was led by President Amanda Anthony

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

F. INFORMATION ONLY PRESENTATION

PRESENTATION

1. EDUCATIONAL SERVICES

a. 2025 Accountability Update: Math Pilot Update CA School Dashboard, Differentiated Assistance, and LCAP Mid-Year Update

The Educational Services Department provided updates on the ongoing math pilot for grades 3-12, focusing on improving math instruction. They then discussed the district's performance on the California Dashboard, followed by an overview of Differentiated Assistance efforts for student groups needing additional support. The presentation concluded with a mid-year update on the Local Control and Accountability Plan (LCAP), outlining progress toward district goals.

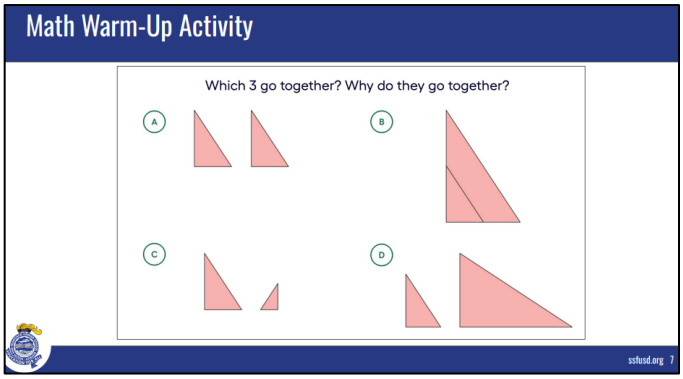
Math Pilot Update

Mr. Brockmeyer introduced the district's math adoption process, emphasizing the importance of selecting high-quality curriculum to support student success. He highlighted the goal of adopting materials that foster a growth mindset, rigorous instruction, problem-solving, and critical thinking skills, aligning with the "Portrait of a Graduate" vision. He shared that the presentation will cover the California math framework shifts, the current pilot status, the recommendation process, and next steps. Mr. Brockmeyer stressed the need for clarity in the adoption process.

Secondary math TOSA, Ms. Mullassery, began the presentation with an interactive math exercise called "Which Three Go Together?" Trustees were given a set of triangles and asked to group three that shared a common characteristic, explaining their reasoning. Trustees Anthony, Lam, and Hsieh shared different perspectives, noting similarities in proportions, orientation, and size relationships among the triangles.

Ms. Mullassery explained that this activity is an example of an instructional routine from the current math curriculum pilot. It encourages students to develop number sense, procedural fluency, and critical thinking by comparing images and

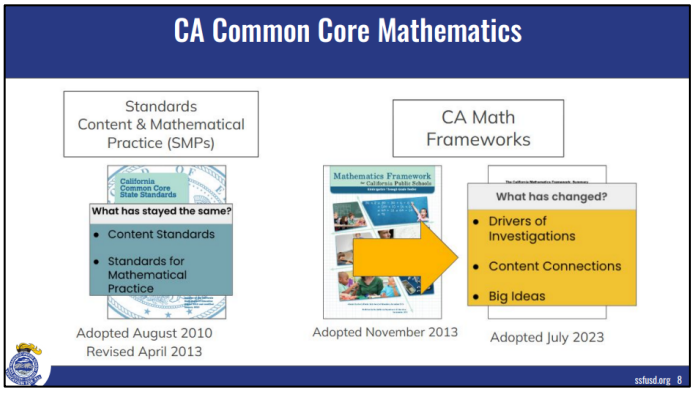
articulating their observations. She emphasized that there is no single correct answer and that the goal is to foster mathematical reasoning and student engagement in a low-stakes environment.



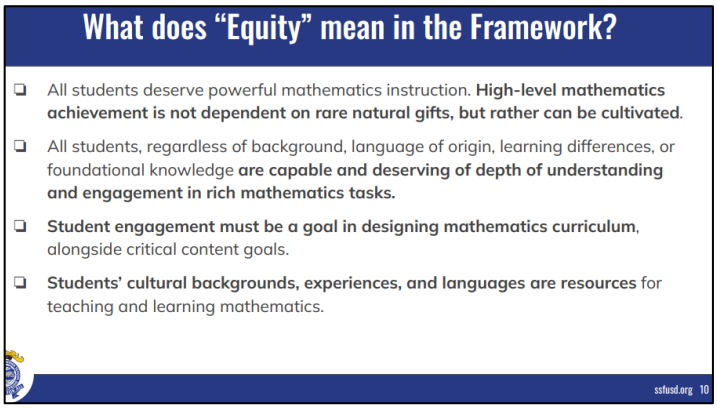
Elementary math TOSA, Ms. Seigel, explained that these activities are carefully designed to align with specific grade-level standards, making it easier for teachers to implement effective and intentional math instruction. She highlighted how warm-ups, like the triangle exercise, help students develop mathematical language and reasoning skills by encouraging clarifying questions and critical thinking.

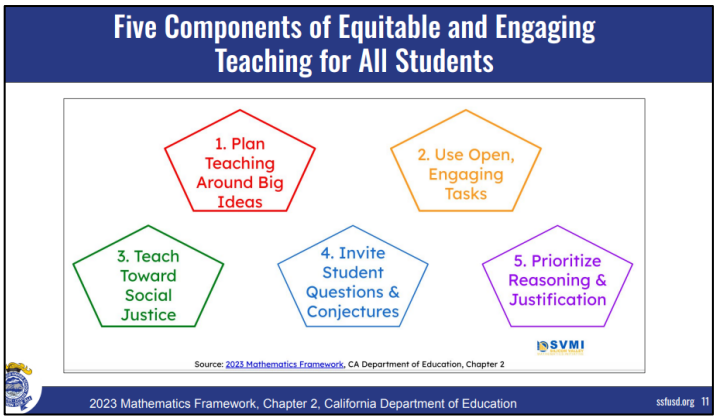
<u>CA Math Framework</u>

Ms. Seigel then shared the California's updated 2023 math framework, which guides the implementation of Common Core math standards. While the standards themselves have not changed, the new framework emphasizes mathematical practices, how students engage with math rather than just what they learn. Key components include "Drivers of Investigations," which make math more relevant, and "Content Connections," which structure learning around big ideas for greater coherence across grade levels.

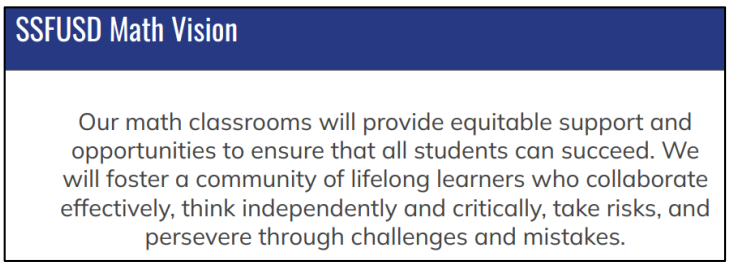


Equity is a major focus of the framework, ensuring all students, regardless of background, language, or learning differences have access to high-quality math instruction. The framework highlights five principles for equitable teaching: planning around big ideas, using open-ended tasks, incorporating social justice, encouraging student questions, and prioritizing reasoning and justification.

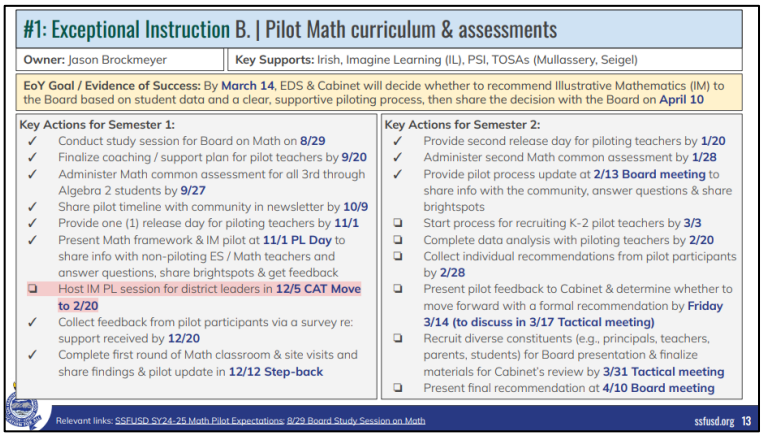




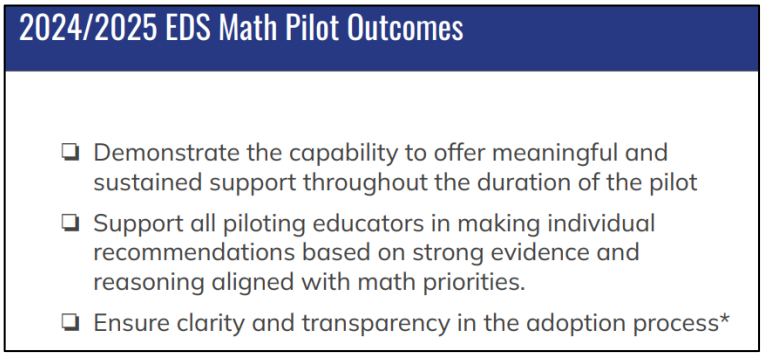
Ms. Seigel shared the district's math vision, which was developed collaboratively by teachers and aligns with the principles of the new framework.



Mr. Brockmeyer continued by emphasizing that adopting and implementing new math materials is a key priority for the district. He shared that overall, the district is on track with the goals set for the year. The process is progressing well, although there was one rescheduled event, the principal professional learning session. The math pilot program is currently underway, with teachers piloting the new materials. The pilot phase will continue through March, and final recommendations for curriculum adoption will be made in April.

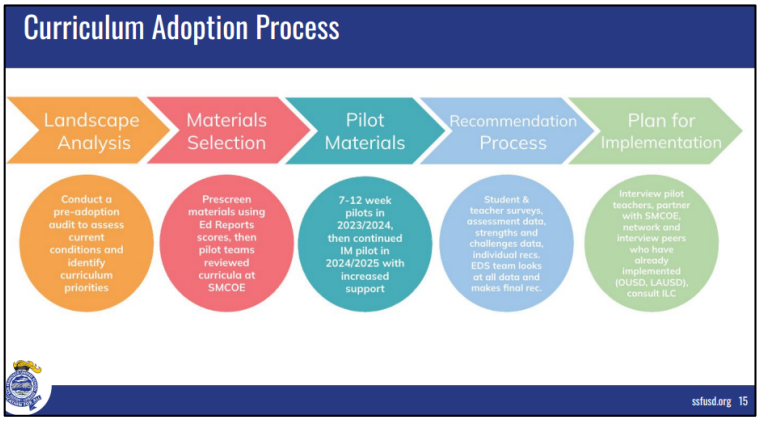


A major focus this year has been providing meaningful and sustained support to teachers in the pilot program. Mr. Brockmeyer emphasized that the piloting teachers are receiving the necessary support and resources to effectively engage with the new curriculum. This support is aligned with the district's math priorities.

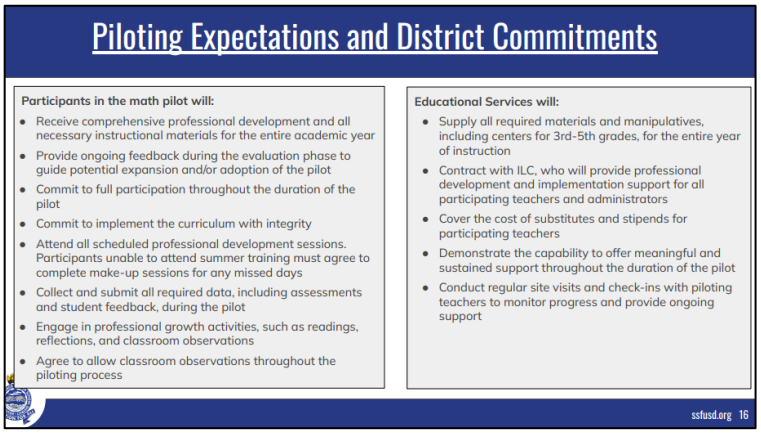


Mr. Brockmeyer explained the curriculum adoption process, starting with a landscape analysis and collaboration with student achievement experts to identify curriculum needs. The district then selected materials that met basic standards

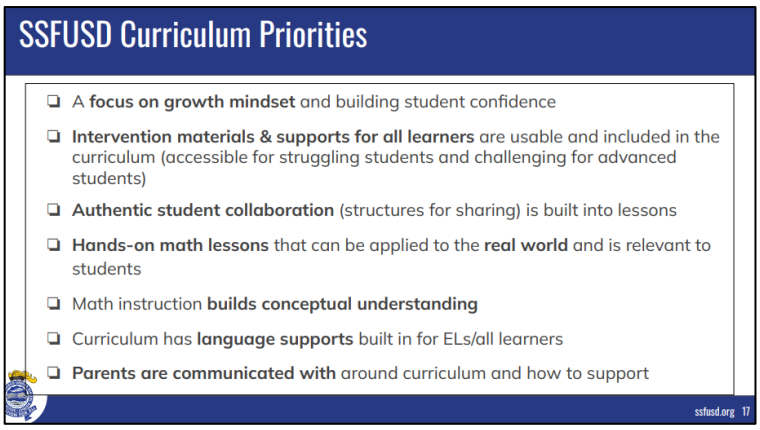
for alignment and rigor. This year, only one curriculum is being piloted, with a decision on adoption by the end of March. Based on past experiences, the district has learned that piloting two curricula in one year is too challenging, so they plan to allow more time for teachers to reflect before moving into the recommendation and implementation phases.



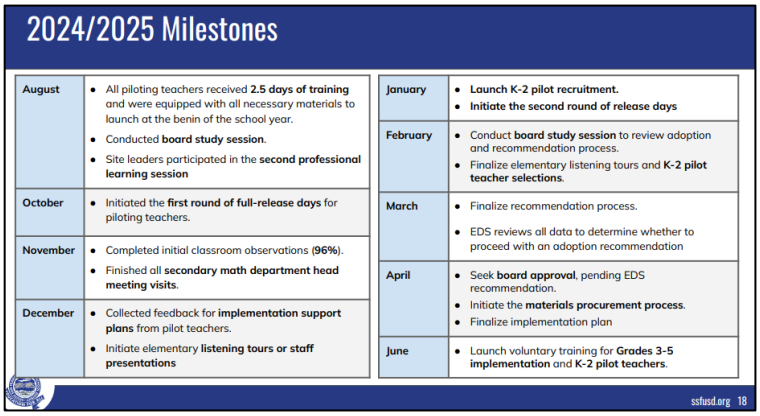
He continued by presenting the expectations for piloting teachers and the support provided, emphasizing the importance of integrity in the process.



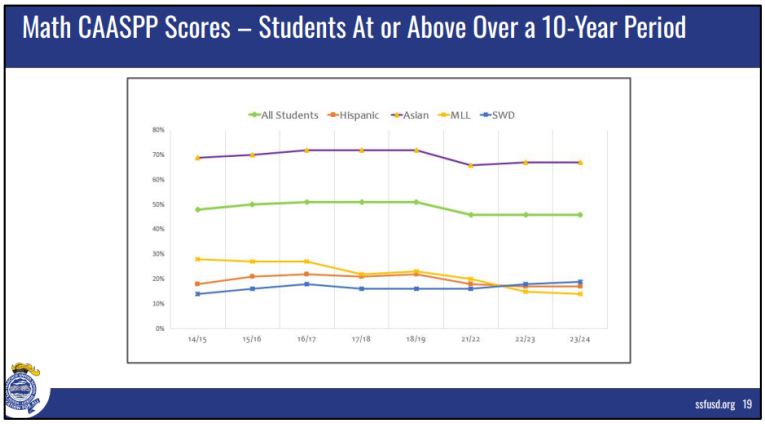
The curriculum aligns with the district's learner-centered vision, focusing on growth mindset, inclusivity, and hands-on learning.



Teachers received extensive training, including summer preparation and collaborative lesson studies.

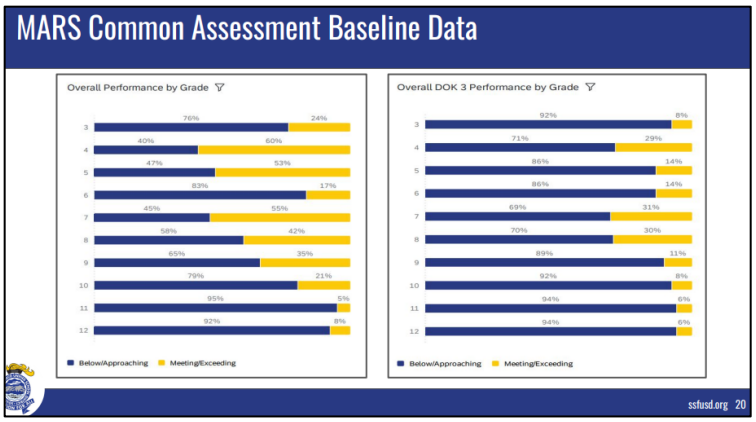


The district is analyzing math achievement data over the last decade to identify areas for improvement, particularly in supporting high-quality curriculum implementation.



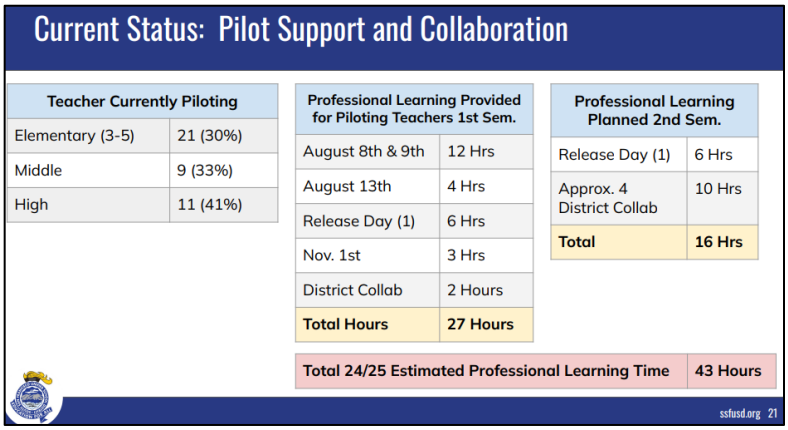
Pre- and post-assessments are being used to track progress, with a focus on depth of knowledge (DOK), which evaluates

how well students can apply concepts in new situations.



Trustee Richardson expressed interest in how the curriculum fosters social justice, reasoning, and cultural relevance. Mr. Brockmeyer explained that the framework encourages students to think critically and solve problems collaboratively, shifting the role of teachers to facilitators. This approach promotes student engagement and deeper understanding, where the focus is on students' thinking processes and not just finding the right answer.

Mr. Brockmeyer highlighted that over a third of teachers from grades 3 through high school are participating in the pilot. He emphasized the substantial support provided, totaling around 43 hours of professional development. However, time remains a challenge, with the district controlling only 22 hours of professional learning time, falling short of the 50 hours needed for effective implementation. While summer training could help, participation is voluntary, complicating the situation. These factors are being closely considered as the process progresses.



2024-2025 Piloting Sites and Teams

3rd	4th	5th	6th	7th	8th	Alg1	Geom	Alg2
Spruce	Buri	JS	ALMS	PHMS	PHMS	Baden	Baden	ECHS
Martin	JS	Martin	PHMS	WMS	WMS	SSFHS	ECHS	SSFHS
Skyline	Monte Verde	Monte Verde	WMS				SSFHS	
		Spruce						

Classroom visit observations were shared, noting that all but one teacher has been observed, some multiple times. The focus has been on assessing implementation, support, and student engagement. Key takeaways include the use of structured routines and strategies, such as math talks and warm-ups, which are fostering engagement. Additionally, student-centered practices align with the district's learner-centered vision, ensuring that students are actively involved in their learning. Increased engagement and collaboration have been notable highlights of the process so far.

Current Status - Piloting Teacher Classroom Visit Takeaways

Pilot Teacher Classroom Observed	97% (40 out of 41 Teachers)

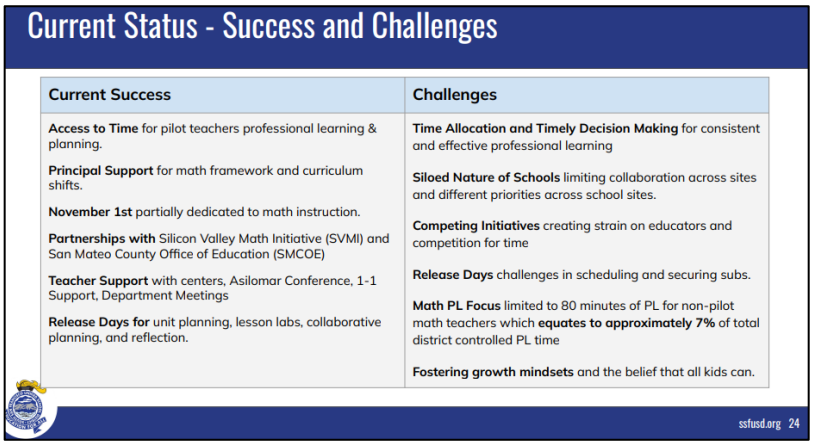
Key Initial Observation Takeaways

1. **Structured Routines and Strategies**
   - Evidence of Math Language Routines (MLRs) and other discourse protocols, such as *Notice/Wonder*, *Turn and Talk*, and structured pair/group work used consistently though implementation levels vary
   - Emphasis on explaining reasoning, defending answers, and making thinking visible through student collaboration.
2. **Student-Centered Practices**
   - Evidence of teachers working towards shifting the cognitive load and encouraging students to lead discussions and share multiple strategies for problem-solving.
3. **Increased Engagement and Peer Collaboration**
   - Evidence of students actively engaged in discussions around math content including students analyzing, debating, and comparing solutions collaboratively.

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Mr. Brockmeyer highlighted both successes and challenges in the piloting process. Successes include securing time for piloting teachers through collaboration time, release days, and adjustments to other commitments. Principals have been supportive of the math framework and curriculum, and on November 1st, all math educators engaged in framework learning, which was well received. Challenges remain, particularly with time allocation, as schools operate in silos with multiple competing initiatives. While release days are valuable for professional development, they also pose

challenges for teachers who prefer to be in their classrooms. Finding the right time for training when teachers are fresh and able to engage deeply continues to be a struggle.

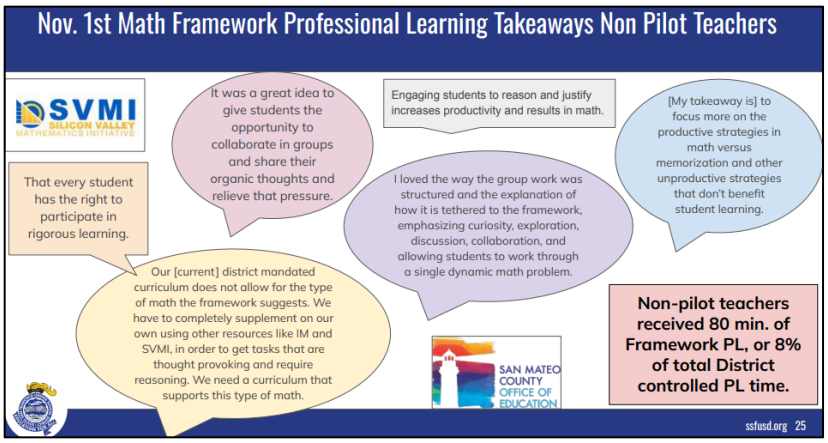


Trustee Lam shared some comments and a personal connection to the math pilot, highlighting the struggles of one of her children with math despite strong effort and perseverance. She expressed interest in how the pilot program impacts students like hers, noting that her child is part of the pilot and has seen some improvement this year. She inquired about further analysis comparing pilot and non-pilot students, potential comparisons to previous years, and the possibility of gathering insights through focus groups.

Mr. Brockmeyer explained that this is the first time the district has given a task in this manner, so the analysis will compare pilot versus non-pilot students. Ms. Mullassery added that using the same task twice will help show how students have grown from September to now. Ms. Seigel clarified that the pre- and post-assessment comparison looks at individual student growth rather than comparing groups, focusing on trends in depth of knowledge, reasoning, and communication. Ms. Mullassery also mentioned a student survey with the option for empathy interviews to elevate student voice. Mr. Brockmeyer noted that all scoring is being done externally to ensure quality and unbiased data.

Ms. Mullassery shared her excitement about the professional learning day on November 1, where all math educators in the district were trained. The event was a collaboration with the county office and SVMI, allowing about 200 educators to participate. Teachers engaged in a collaborative math task, were updated on the new framework, and learned about

equitable and engaging teaching strategies. Feedback was positive, with 85% of non-pilot teachers agreeing they learned something new about the framework. There are already plans to offer more sessions to deepen teachers' understanding and strengthen their knowledge of the math framework.



Trustee Lam raised a concern about shy students who struggle with speaking up in class, asking how these students are supported, given the emphasis on group work and verbal participation. Ms. Mullassery responded, explaining that they aim to create tasks with a "low floor" that gives every student an entry point and fosters collaboration in a safe environment. She emphasized the importance of cultivating a classroom culture where students feel comfortable sharing. Ms. Seigel added that teachers are aware of shy students and have strategies to help, such as having students share with a partner or asking a partner to share what the shy student said. These approaches ensure all students can participate without feeling vulnerable or pressured.

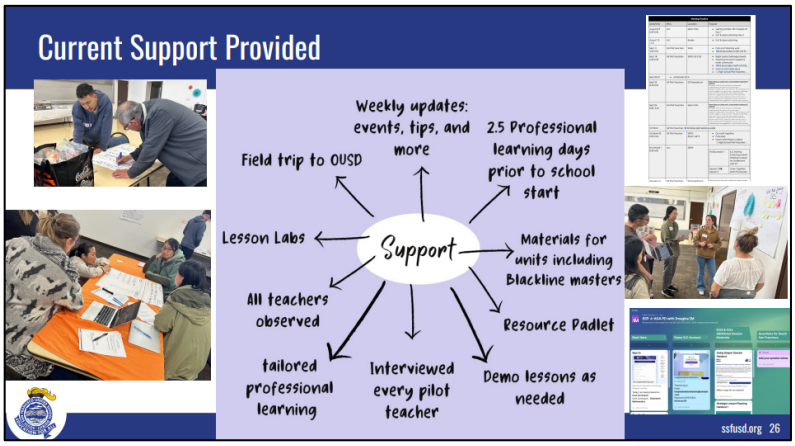
President Anthony asked if there are plans to continue working on the math framework in future professional development, especially since there was mention of being able to go deeper with more time. Ms. Mullassery responded that discussions with SVMI and the County are already underway for future professional learning opportunities. They are exploring options for summer sessions and looking at ways to integrate more professional development, particularly for the new K-2 pilot program, to continue refining the math framework.

Trustee Richardson asked if they had been successful in

recruiting more teachers into the pilot. Ms. Mullassery responded that for this pilot, they currently have 41 teachers involved and have already received a lot of interest for the upcoming K-2 pilot.

Ms. Mullassery outlined the various support initiatives that she and Ms. Seigel have been providing throughout the year. These include:

- Secondary teachers engaging in pre-school year planning sessions, collaborating on course unit narratives.
- Weekly updates and a resource Padlet, which includes blog posts and Q&A.
- Tailored professional learning based on teachers' needs.
- Field trips planned, including a visit to OUSD to observe the program in action.
- Lesson Labs and classroom observations of all teachers.
- 2.5 professional learning days provided before the school year.
- Creation and sharing of materials and black-line masters for teachers.
- Demonstrations of lessons and interviews with every pilot teacher.



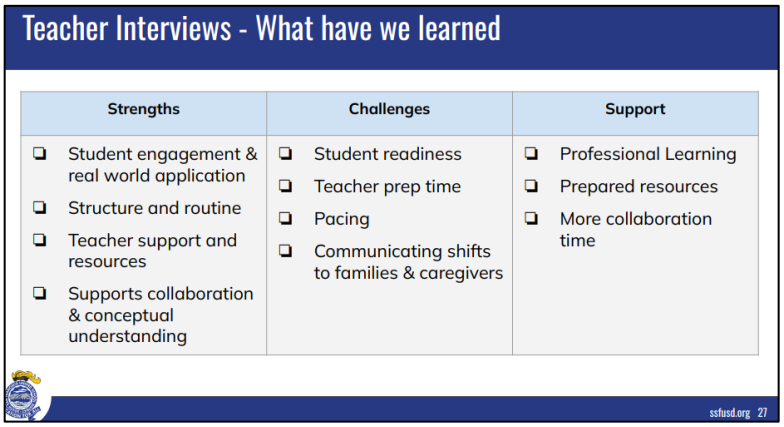
Ms. Mullassery shared insights from interviews with every pilot teacher, focusing on three key areas:

1. Strengths: What is working well in the classrooms.
2. Challenges: One major challenge identified was

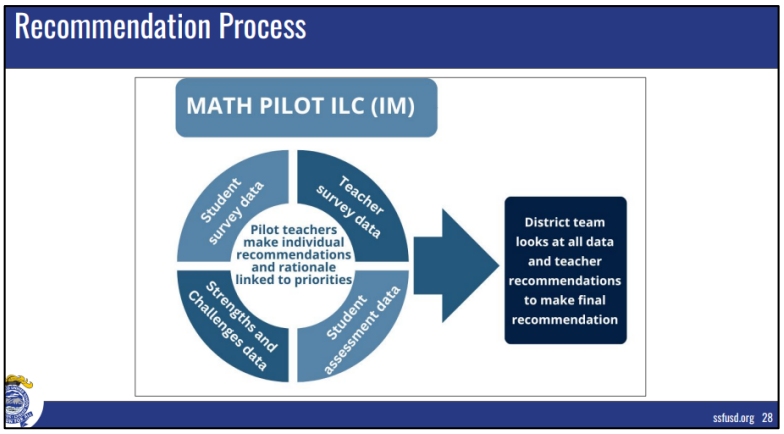
communicating shifts to families and caregivers. To address this, the team is working with Bay Ed Fund to strengthen parent connections, including conducting parent interviews.

3. Support Needed: Based on feedback, support needs will be incorporated into future professional learning and implementation plans.

This process ensures that necessary support will be provided and that the plan will evolve based on real-time teacher input.

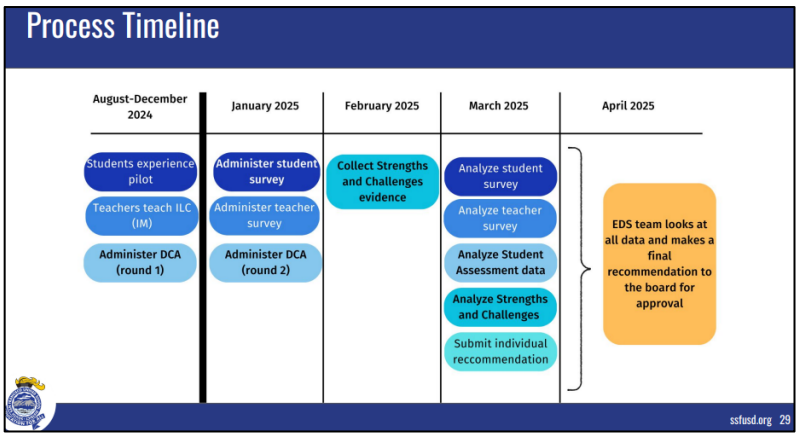


Ms. Mullassery outlined the recommendation process for piloting the curriculum, which is based on strong evidence and reasoning, in line with the district's math priorities. The process consists of five key components that are reviewed by the district team.

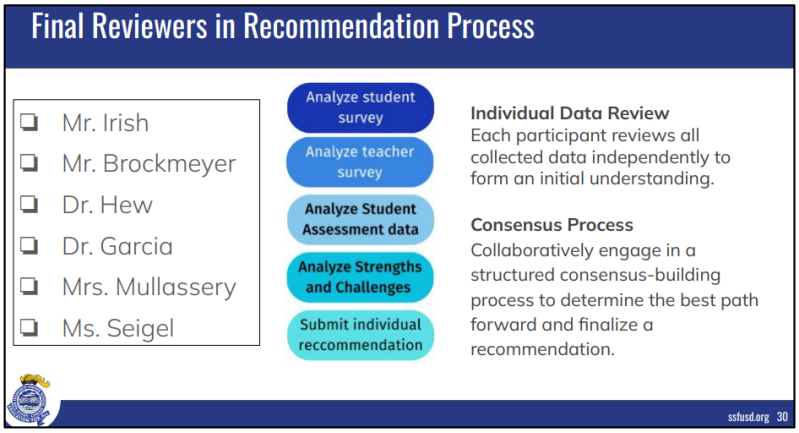


First, during the first semester, teachers piloted the curriculum while students experienced it. This was followed by assessments, including the District Common Assessment

(DCA) in September and January. Next, surveys for both students and teachers were administered, with the student survey already completed and the teacher survey coming soon. Additionally, the teams began a protocol to analyze strengths and challenges, which will continue through February and March. In March, the team will analyze the data from the student survey, teacher survey, assessment data, and strengths/challenges. Teachers will then submit individual recommendations.



Finally, all data will be reviewed by the district team, including Director Yacoub, and a collaborative consensus-building process will be used to determine the best path forward.



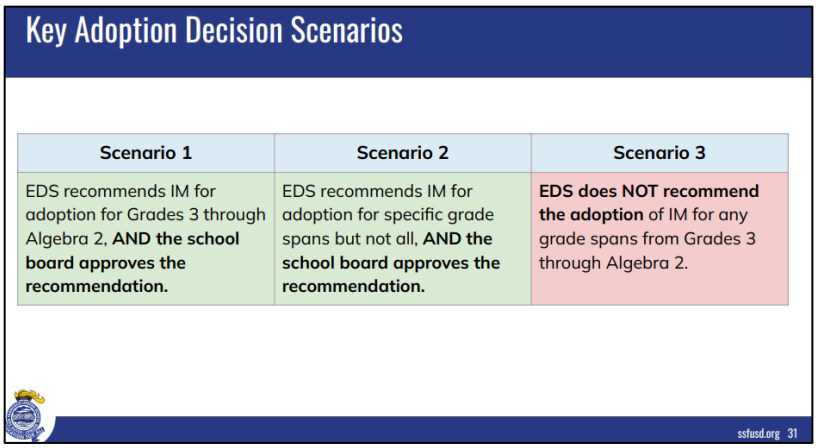
Mr. Brockmeyer outlined potential scenarios for the recommendation process regarding the adoption of the curriculum.

1. Scenario 1: The recommendation to adopt the curriculum for grades 3 through Algebra 2 is approved,

leading to full implementation.

2. Scenario 2: Some grade spans are approved for adoption, but others are not.

3. Scenario 3: The curriculum is not adopted at all.



Once a decision is made, the district faces many considerations. One key challenge is ensuring all teachers are supported, given that they may have varying levels of experience and training. There will also be decisions regarding which grade levels, especially in elementary school, will implement the new curriculum.

Another major consideration is finding time for teacher preparation. It's estimated that about 50 hours of professional learning are needed for successful implementation, but the district's limited time for training must be carefully managed to ensure educators get the support they need.

Mr. Brockmeyer also emphasized the importance of measuring the success of the implementation. Although it may take several years to see substantial growth in student outcomes, internal measures will help track progress from the start to ensure the program is being implemented effectively. Next year, the district plans to have both implementation and pilot teams, with continuous support and alignment of priorities across all schools.

Finally, if the district decides not to adopt the current materials, the district will reevaluate other options that align with its priorities. The piloting process would continue until a

formal decision is made. If materials like IM are not adopted, teachers will continue using the current materials until a new curriculum is officially adopted. This decision is especially significant because the district typically adopts math materials every 8-10 years, meaning the choice will affect an entire generation of students and could shape their educational experience for the next decade.

Trustee Hsieh expressed appreciation for the thorough presentation, noting the clarity of the pilot outcomes and the well-defined adoption process. She acknowledged the importance of understanding the process and appreciated how the curriculum priorities align with the district's values. She also valued the summary of teacher interviews, which outlined strengths, challenges, and necessary support, as well as the scenarios presented, which help the board understand the impact of their decision.

Trustee Hsieh raised a concern about the IM curriculum, noting that while it aligns with the California math framework and has good intentions regarding equity and accessibility, there are concerns that it might unintentionally lower math rigor. She referenced research suggesting that instead of elevating struggling students, it might hold high-achieving students back, potentially leaving them less prepared for college and STEM careers. She acknowledged that no curriculum is perfect and emphasized the need to ensure that the advanced math pathway does not limit opportunities for students who are ready to excel earlier, particularly in underserved communities with fewer supplemental resources. Additionally, she stressed the importance of professional development and curriculum resources to help teachers implement inquiry-based learning while maintaining fundamental math fluency. She wanted to ensure that both struggling and advanced students receive the necessary support.

In response to Trustee Hsieh, Mr. Brockmeyer agreed that no curriculum is perfect and sought clarification on whether Trustee Hsieh's concerns about rigor were based on specific research. He explained that the district relies on independent evaluations, such as EdReports, to ensure that any piloted curriculum meets the expectations of the standards and the framework. He emphasized that IM scored highly in these evaluations and that rigor is an area where the district aims

to improve, particularly based on assessment data. Lastly, he reiterated that the focus is not solely on IM but on the overall process of selecting the best curriculum.

Ms. Mullassery added that rigor in the framework integrates conceptual understanding, problem-solving, and computation, all of which are embedded in the IM curriculum.

President Anthony emphasized the need to support struggling students while ensuring high-achievers are not held back. She questioned whether IM provides opportunities for students to advance further. Mr. Brockmeyer reassured the board that IM meets rigorous standards and shifts focus from rote memorization to deep understanding. Ms. Mullassery added that the curriculum includes enrichment activities and trusts educators to adapt lessons to student needs. She also confirmed that advanced math pathways remain, including Algebra by eighth grade, Calculus in high school, and new Data Science courses. The district aims to strengthen these pathways while ensuring all students are challenged appropriately.

Trustee Hsieh acknowledged that “rigor” can be a sensitive term and emphasized that board members are not math experts but respect the expertise of educators. Mr. Brockmeyer reiterated that the district relies on independent experts, such as the county office and EdReports, to ensure the curriculum meets standards. The focus is on aligning with the district’s vision while addressing students’ math learning challenges. He emphasized that if enrichment is needed, it’s a solvable issue, and the process remains the priority in evaluating the curriculum’s effectiveness.

Trustee Murray thanked the team for their thorough report and inquired about whether there would be enough time to properly train teachers and provide support for parents to help their children. Mr. Brockmeyer acknowledged that time is a challenge but emphasized that the district controls scheduling and is committed to ongoing teacher support beyond initial training. He noted that discomfort with change is expected and necessary for progress. Ms. Mullassery added that implementation will be a multi-year process incorporating teacher feedback and best practices from other districts. She highlighted efforts to engage parents through partnerships and Family Math Nights, to which Trustee

Murray expressed interest in attending.

Mr. Brockmeyer encouraged visiting math classrooms across the district to observe how students engage with both piloting and non-piloting materials. He mentioned an upcoming visit to Oakland Unified School District, which has already implemented the curriculum. He expressed gratitude for the discussion and was pleased that the meeting helped clarify the process.

The Board recessed at 6:50 p.m. and reconvened at 7:00 p.m.

Dr. Hew addressed the Board of Trustees, cabinet, and the South San Francisco Unified community, explaining that she would be providing an update on the California School Dashboard and the district's accountability system. She noted that the mid-year update is required and is connected to the Local Control and Accountability Plan (LCAP). The update includes the latest dashboard data from November and the district's progress on LCAP goals.

California Dashboard

Dr. Hew began with an overview of the state accountability system, explaining how the California School Dashboard reports on priority areas and accountability indicators.

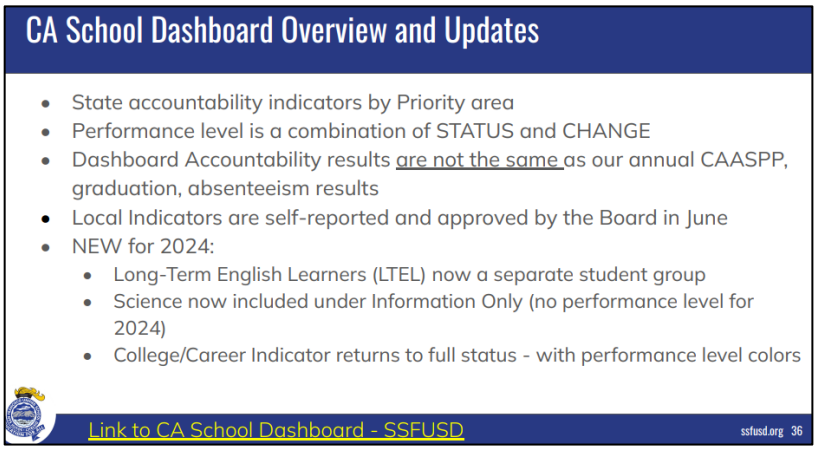


The Dashboard measures both status, which reflects the most recent year of data, and change, which captures growth or decline from the previous year. These measures apply to districts, schools, and student groups, providing a comprehensive view of performance in areas such as

graduation rates, chronic absenteeism, and test scores. She clarified that the accountability system used for the Dashboard differs from individual reports on DataQuest, such as CAASPP scores or graduation rates. The Dashboard accounts for growth over time, whereas DataQuest presents only a single-year snapshot. Additionally, local indicators, which include self-evaluations and survey data, are reported annually and adopted by the Board in June as part of the LCAP process.

Dr. Hew highlighted several updates to the Dashboard for the current school year. The number of student groups has expanded to 14, now including Long-Term English Learners (LTELs) as a separate category. Science results from the CAASPP are now included, although the state has not yet determined how they will factor into accountability measures. The College and Career Indicator has also returned, making this the first complete Dashboard since 2019.

Trustee Hsieh asked for clarification on how the Dashboard's accountability results differ from CAASPP reporting. Dr. Hew explained that the Dashboard includes both status and change, whereas DataQuest reports only a single-year graduation rate. Additionally, the Dashboard accounts for students who graduate in five or six years rather than just the traditional four-year rate, leading to slight differences in reported figures.

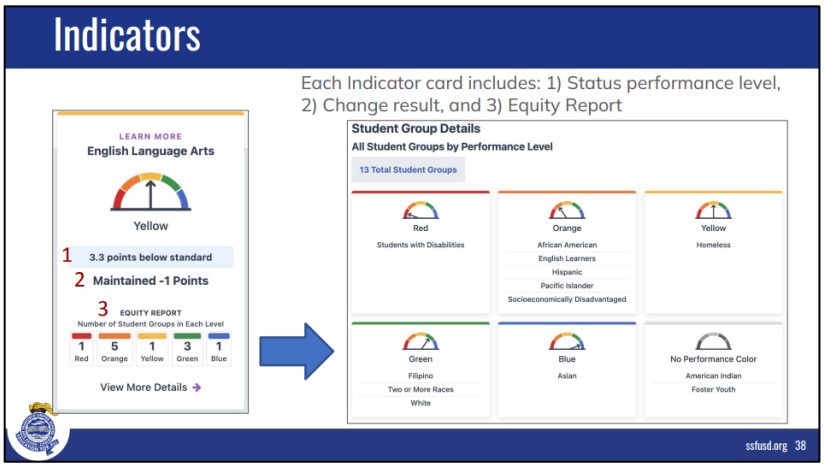


Dr. Hew explained that the first view of the California School Dashboard on the state website provides an overview of the district's performance. The indicators with a gauge represent the state-reported measures, while those with a blue

designation, such as “Basics” (which includes teachers, instructional materials, and facilities), are local indicators. She clarified that local indicators are self-reported by the district and evaluated annually.

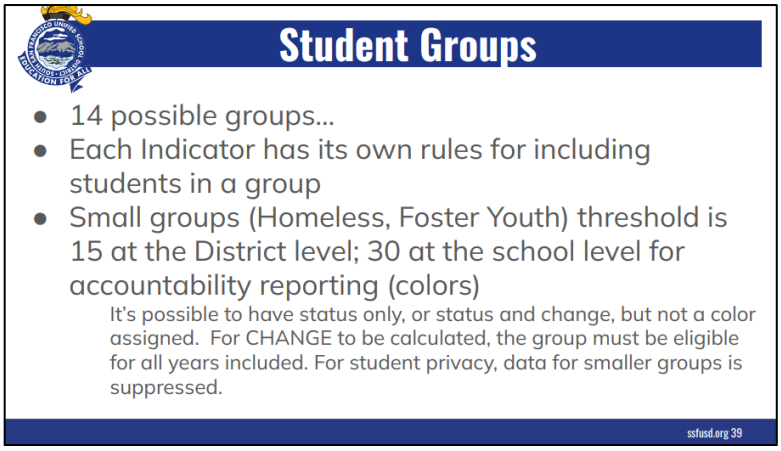


Each indicator on the dashboard is represented by a “card.” On the left side of the card, the first section displays the status, which refers to the most recent year of data. The second section shows the change, comparing the current data to the previous year. The third section is an equity representation, showing how many student groups fall into each level of performance. The performance levels, or colors, are calculated based on both status and change.

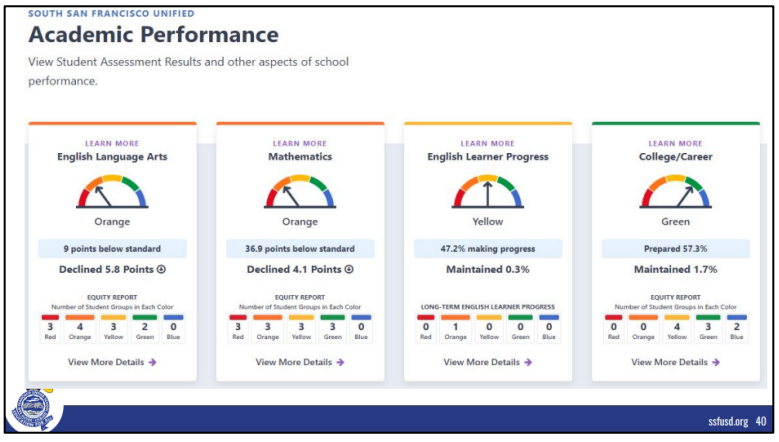


Dr. Hew explained that adding the long-term English learner group increased the total student groups to 14. Each indicator, like academics, chronic absenteeism, and suspension rates, counts students differently, affecting

performance colors on the dashboard. Smaller groups, especially those under 30 students, may not receive a performance color due to insufficient data for calculating status and change over two years.

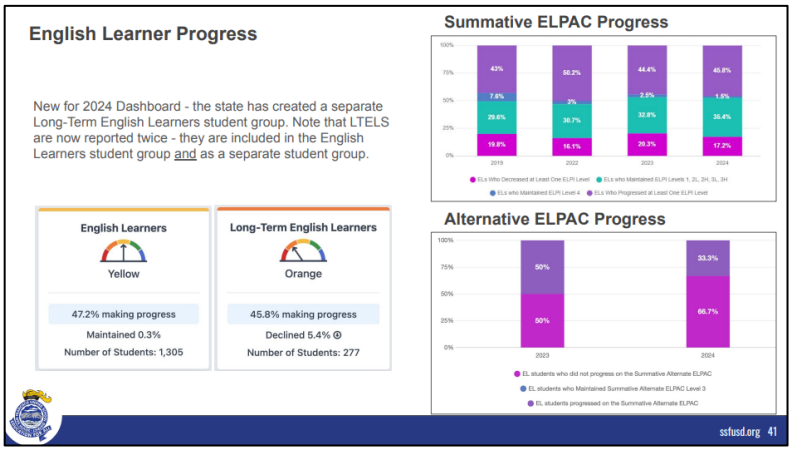


Under academic performance, there are four key indicators. English language arts is measured using CAASPP ELA and California alternate assessments, considering both status and change. Mathematics follows the same approach with CAASPP and alternate assessments. The English learner progress indicator now includes separate data points for general English learners and long-term English learners. Lastly, the College and Career indicator is reporting both status and change, with performance colors returning this year.



The dashboard for English learner progress includes two cards: one for the overall English learner group and another specifically for long-term English learners, defined as students who have been an English learner for over seven

years. It shows progress in the English Learner Proficiency Assessment for California (ELPAC) from one year to the next, illustrating how students advance through different levels. There is also a breakdown for students taking an alternative version of the ELPAC, for a smaller group of students.

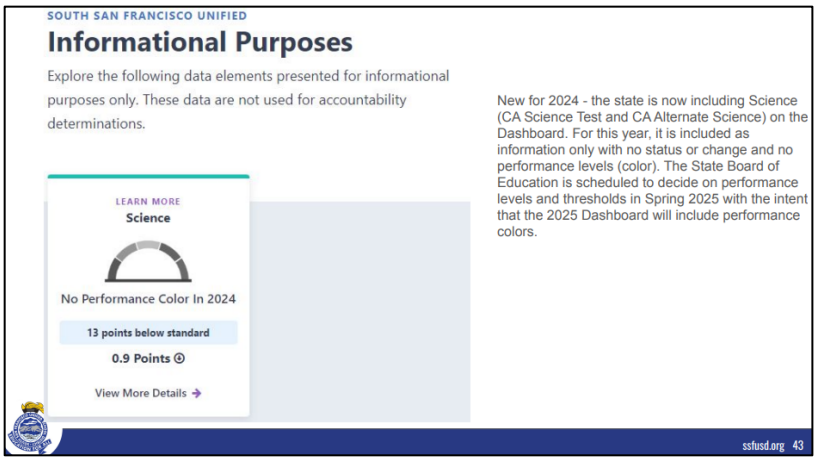


Academic Engagement includes chronic absenteeism and graduation rate. Chronic absenteeism is an indicator of student engagement in elementary and middle schools, but high schools do not report this on the dashboard due to other indicators like graduation rate and the College and Career indicator. While absenteeism data is still available through DataQuest or year-by-year reports, it is not included for high schools on the dashboard. Regarding conditions and climate, Dr. Hew explained that the suspension rate is reported for all student groups across elementary, middle, and high school levels.

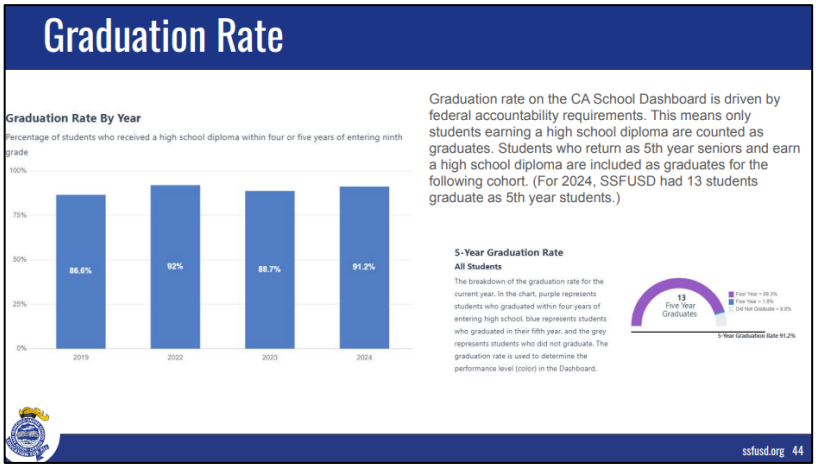


Dr. Hew explained that for the first time this year, the science test data is being included in the dashboard for informational

purposes. The state is currently evaluating what it looks like to have this data included. The State Board of Education will be discussing and making a decision regarding how science will be incorporated as an accountability measure in next year's dashboard for 2025. A final decision is expected to be made sometime this summer.

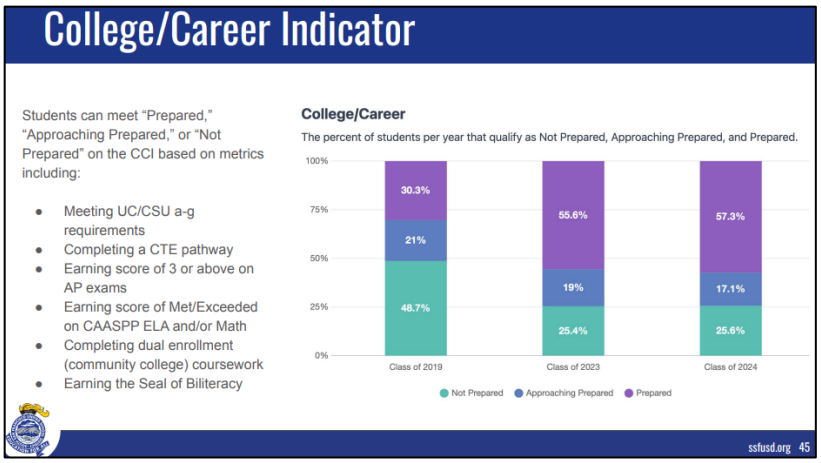


The graduation rate on the dashboard includes the most recent graduating class, their four-year graduation rate, and students who graduated as fifth-year or sixth-year students. In the 2024 cohort, 13 students graduated as fifth-year students. Dr. Hew highlighted the positive aspect of students continuing their education and completing graduation requirements beyond the traditional four-year timeline.

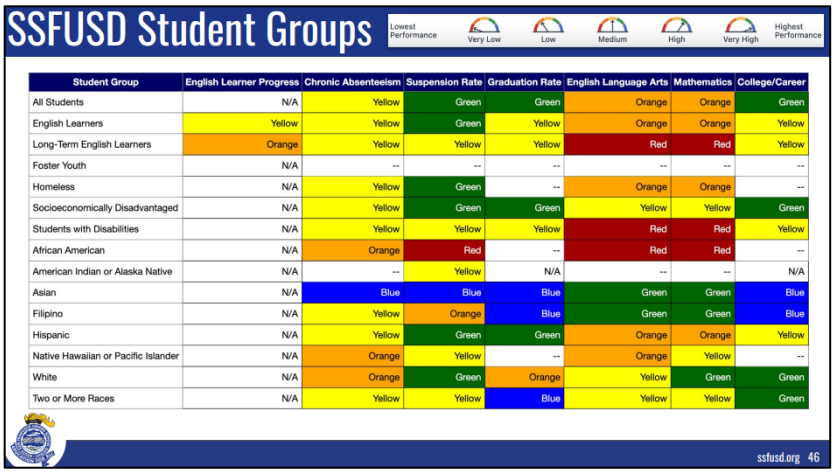


Dr. Hew shared the progress of the College and Career indicator, noting that the class of 2019 had a preparedness rate of 30.3% for college and career readiness. She highlighted efforts since then, such as the introduction of

Career Technical Education programs, enhanced counseling support, and college preparatory electives, which have led to significant improvements in the college and career preparedness rate for the classes of 2023 and 2024. These efforts reflect the district's dedication to supporting students' post-high school success.



Dr. Hew reviewed several slides presenting the district's aggregate data for various student groups and indicators, including English learner progress, chronic absenteeism (for elementary and middle schools), suspension rate, graduation rate (for high schools), English Language Arts, math, and the college and career indicator. She emphasized that the performance level colors reflect both status and change in data. Even if a student group has a lower status, such as a lower graduation rate, improvements or significant growth from the previous year are recognized in the accountability system.



Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Yellow	Green	Green	Orange	Orange	Green
English Learners	Yellow	Yellow	Green	Yellow	Orange	Orange	Yellow
Long-Term English Learners	Orange	Yellow	Yellow	Yellow	Red	Red	Yellow
Foster Youth	N/A	--	--	--	--	--	--
Homeless	N/A	Yellow	Green	--	Orange	Orange	--
Socioeconomically Disadvantaged	N/A	Yellow	Green	Green	Yellow	Yellow	Green
Students with Disabilities	N/A	Yellow	Yellow	Yellow	Red	Red	Yellow
African American	N/A	Orange	Red	--	Red	Red	--
American Indian or Alaska Native	N/A	--	Yellow	N/A	--	--	N/A
Asian	N/A	Blue	Blue	Blue	Green	Green	Blue
Filipino	N/A	Yellow	Orange	Blue	Green	Green	Blue
Hispanic	N/A	Yellow	Green	Green	Orange	Orange	Yellow
Native Hawaiian or Pacific Islander	N/A	Orange	Yellow	--	Orange	Yellow	--
White	N/A	Orange	Green	Orange	Yellow	Green	Green
Two or More Races	N/A	Yellow	Yellow	Blue	Yellow	Yellow	Green

Dr. Hew continued to share slides with data on the schools within the district. She pointed out that certain indicators were not represented at the elementary level due to small student groups, resulting in blank cells or no data. She emphasized that the absence of data was due to insufficient student numbers to justify assigning a color on the dashboard. At the middle school level, more student groups were visible due to larger populations. For high schools, such as Baden, fewer student groups were reported, and there were more areas with missing data. Dr. Hew clarified that while some data might be absent from the dashboard, it is still accessible for individual students when necessary.

Trustee Richardson questioned about the lack of quantifiable attendance data on the dashboard, particularly wondering why chronic absenteeism was not being tracked as it had been in the past. She expressed the importance of these numbers for applying to grants and federal programs and questioned whether the district was no longer applying for such grants. Dr. Hew responded by clarifying that the district does, in fact, track attendance and closely monitors chronic absenteeism, particularly for elementary and middle schools where it remains an indicator on the dashboard. She explained that chronic absenteeism is not included for high schools on the dashboard due to the inclusion of other indicators like graduation rate and College and Career Readiness. These additional measures balance the need for academic engagement, as absenteeism often correlates with lower graduation rates. While chronic absenteeism is not on the high school dashboard, it is still monitored across all grade levels and reported in other formats. Dr. Hew assured that attendance and absenteeism are closely tracked, and that Mr. Sebers and his team are actively working on differentiated assistance, which includes tracking attendance data.

Trustee Hsieh expressed her pleasure in seeing the positive results on the College and Career indicator, highlighting strong performance in both the “Prepared” and “Approaching Prepared” categories. She then asked for clarification on the definition of “Approaching Prepared.” Dr. Hew explained that there are eight criteria for students to meet the “Prepared” measure for College and Career Readiness, such as meeting CAASPP ELA and math standards, passing two AP exams

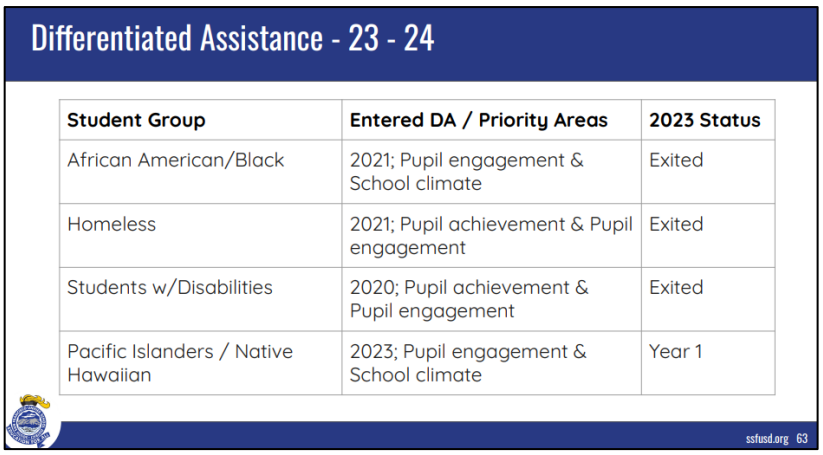
with a score of three or higher, taking college-level courses, completing A-G requirements, and completing a Career Technical Education (CTE) pathway. To be considered "Prepared," students must meet at least two of these criteria. If students meet one, they are categorized as "Approaching Prepared." Those who meet none or do not graduate are considered "Not Prepared."

Differentiated Assistance

Dr. Hew explained that the state identifies school districts for differentiated assistance based on the dashboard. This support is provided to districts with student groups that are not meeting the desired performance levels. A student group qualifies for differentiated assistance if they are in the red category for two or more indicators.

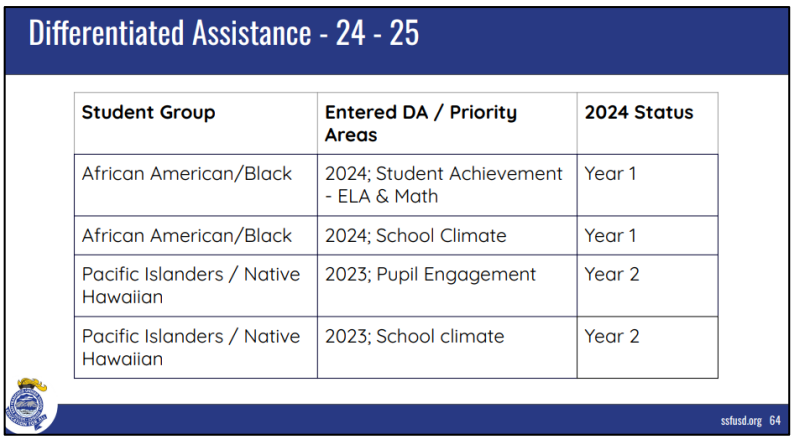


Dr. Hew reviewed last year's differentiated assistance status, explaining that the district entered differentiated assistance for the Pacific Islander student group due to challenges in academic engagement (chronic absenteeism) and school climate (suspensions). However, the district made significant progress, with three student groups: 1. African American students, 2. homeless students, and 3. students with disabilities, successfully exiting differentiated assistance based on the 2023 dashboard results. A considerable amount of work, including collaboration with the County Office of Education, was done to support the Pacific Islander student group.



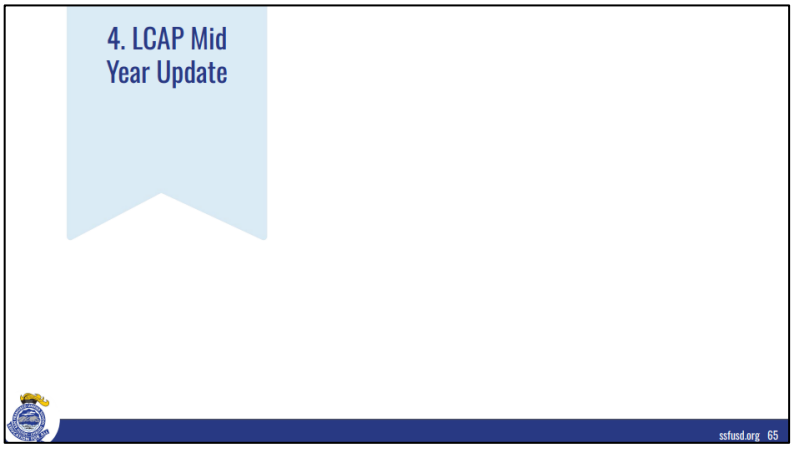
Dr. Hew discussed the district's ongoing efforts to monitor chronic absenteeism, particularly within student groups such as Pacific Islanders. With this year's dashboard results, it was noted that one student group, the African American student group, was identified in the red category for two or more indicators at the district level. As a result, the African American student group has re-entered differentiated assistance for the third time, specifically due to student achievement in English Language Arts and Math, as well as school climate, measured by the suspension rate.

She emphasized that both the Pacific Islander and African American student groups are relatively small, which means that each student has a greater numerical impact on the overall percentages. This fluctuation contributes to the movement of these student groups in and out of differentiated assistance from year to year. However, progress has been made, particularly for the Pacific Islander student group, where chronic absenteeism and suspension rates have improved compared to the previous year. While they no longer meet the criteria for differentiated assistance based on the current dashboard data, they remain in year two of the differentiated assistance cycle, as support continues across multiple years.



LCAP Mid-Year Update

Dr. Hew provided an overview of the Local Control Accountability Plan (LCAP) midyear update. This mid-year update highlights the advancements made toward the goals outlined in the LCAP. For the 2024–2027 school years, the district has aligned the LCAP with the strategic plan, ensuring that its five goals are directly connected to the five goals of the strategic plan. This update reflects the district's commitment to maintaining a cohesive approach in tracking progress and implementing initiatives that support student achievement and overall school improvement.

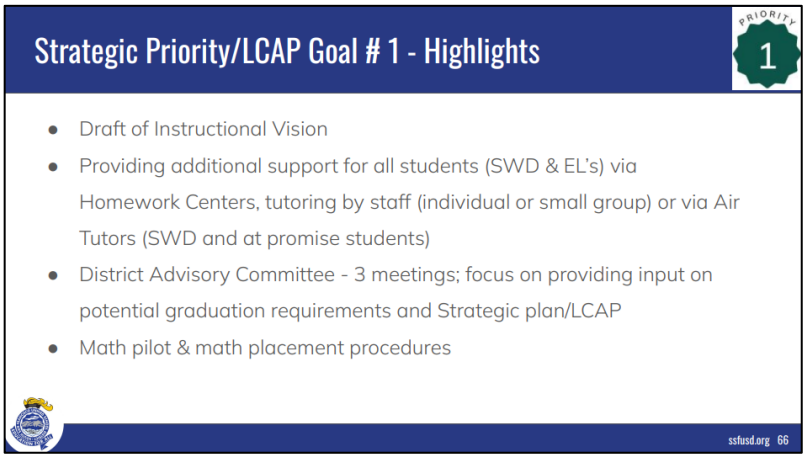


A key focus for Strategic Plan goal one, has been the development of the district's instructional vision. This work has involved drafting and refining the vision through stakeholder feedback, including input from site leaders and teachers across the district. The district is continuing to refine this vision, with plans to finalize it by spring.

Efforts to provide additional support to students with

disabilities and multilingual learners have expanded, including the implementation of homework centers, Air Tutors, and other resources at the school level. In addition, the district has formed a District Advisory Committee to focus on progress monitoring related to the Strategic Plan. This committee is also reviewing graduation requirements in light of upcoming legislative changes, analyzing relevant data to inform potential updates, with more details expected later this spring.

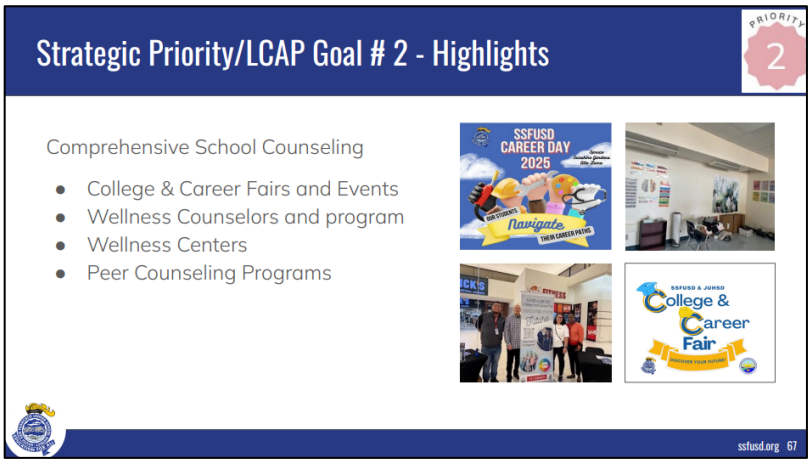
Dr. Hew also referenced the district's ongoing work with the math pilot and math placement procedures. These initiatives are aimed at strengthening instructional practices and ensuring equitable access to rigorous academic pathways for all students.



Strategic Plan goal two is to engage students, with a focus on developing a comprehensive school counseling model. A significant part of this work has been supporting students in navigating their path to graduation and postsecondary opportunities. The district has placed a strong emphasis on college and career readiness, hosting events such as the College and Career Fair at Serramonte Mall in the fall.

Dr. Hew shared that several upcoming career events are scheduled at school sites, providing students with opportunities to explore different career pathways. Parkway's career fair was set for later in the month, followed by Spruce in March. In May, both Sunshine Gardens and Alta Loma will host career fairs, allowing students to engage in meaningful conversations about future career opportunities.

She mentioned that the district has been expanding its wellness initiatives. Wellness counselors are actively developing the wellness program, and secondary schools are in the process of launching wellness centers to provide students with greater access to mental health and well-being resources. Some school sites are also working on implementing peer counseling programs to further support student wellness and engagement.



Dr. Hew also noted, Mr. Sebers and his team have been doing significant work around school climate, particularly addressing chronic absenteeism and suspension rates. Their efforts have been centered on implementing restorative practices and exploring alternatives to suspension to create a more supportive and inclusive school environment. By focusing on these strategies, the district aims to improve student engagement, reduce disciplinary actions, and ensure that students have the necessary support to remain in school and succeed academically.



For Goal Three, Purposeful Partnerships, the districts is actively working with the community and outreach teams to strengthen partnerships that benefit our students. The goal is to help our students recognize their impact within the community while also collaborating with community organizations to better support our students and their families. Through these partnerships, we aim to create a network of resources that fosters student success both inside and outside of the classroom.



Goal Four focuses on Empowered Educators, with a key highlight being the successful filling of positions outlined in the LCAP. Dr. Hew explained that the roles listed in the presentation reflect those that were actually filled, although a few additional planned positions couldn't be filled due to various reasons. The positions that were filled have directly impacted the work at school sites, providing essential support in areas such as reading and math, and playing a critical role in supporting teachers and improving the quality of instruction.

Strategic Priority/LCAP Goal # 4 - Highlights

PRIORITY 4

POSITION	# OF POSITIONS
READING SPECIALISTS	13
CURRICULUM & INSTRUCTION SPECIALIST	1
ELD TOSA'S	6
SPECIAL EDUCATION TOSA'S	1

POSITION	# OF POSITIONS
SOCIAL SCIENCE TOSA	1
TECH TOSA'S	2
MATH TOSA'S	2
SCIENCE TOSA'S	2

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Strategic Priority/LCAP Goal # 4 - Highlights

PRIORITY 4

POSITION	# OF POSITIONS
CAREER TECHNICAL EDUCATION COORDINATOR	1
COUNSELOR ON SPECIAL ASSIGNMENT	1
WELLNESS COUNSELORS	5

POSITION	# OF POSITIONS
ACADEMIC COUNSELOR	1
RTI/MATH INTERVENTIONIST	0.5 (4 SCHOOLS - BURI, JS, PONDO, MV)
OFFICE ASSISTANTS	Multiple (25 HOURS)
COMMUNITY LIAISONS	3

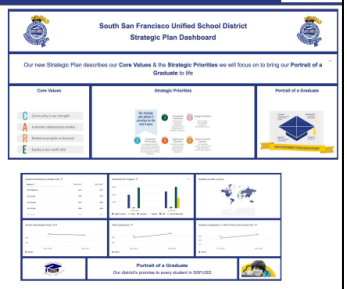
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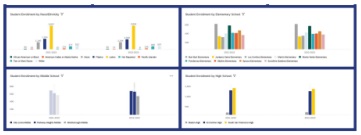
Goal five of the Strategic Plan focuses on Equity-Centered Systems. Dr. Hew highlighted the work with Mr. O on multi-year planning and resource allocation, as well as the development of a community dashboard for transparency on district progress. Another key initiative is the Portrait of a Graduate, with strong engagement from students and teachers to raise awareness of the district's goals.

Strategic Priority/LCAP Goal # 5 - Highlights

PRIORITY 5

- Multi-year annual planning
- District Strategic Plan Community Dashboard
- Portrait of a Graduate work





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Trustee Hsieh inquired about the number of students

participating in the dual enrollment program, referencing page 69. Dr. Hew explained that the number is fluid because students may sign up for the program but not follow through for various reasons. She noted that a precise number would be available at the end of the year, but offered to provide a midyear snapshot if needed. Trustee Hsieh acknowledged the response and clarified that the inquiry was out of curiosity, with no additional work needed at the moment.

Trustee Richardson mentioned that there are 70 students participating in the program, with 35 juniors and 35 seniors. Dr. Moore clarified that Trustee Richardson was referring to the Middle College program, not the dual enrollment program, which are two separate programs. Dr. Hew explained that while all Middle College students take dual enrollment classes, there are also other students enrolled in dual enrollment courses, which are high school classes that earn college credit simultaneously. Dr. Hew offered to share the specific dual enrollment numbers at a later time.

Trustee Richardson expressed appreciation for the numbers presented and mentioned she has noticed a big change. She pointed out that restorative justice efforts have really improved and the expulsion rate has dropped significantly. She is happy to see that the staff is really tuned in to what the community needs, especially when it comes to equity. Trustee Richardson also shared that she's feeling optimistic because more students are coming to school and the district seems to be on the right track. She thanked everyone for their hard work.

Trustee Murray expressed gratitude for the update and mentioned that it's always a pleasure to receive the information and have it presented. She thanked everyone for their efforts.

President Anthony thanked everyone for the presentation.

ADJOURNMENT – 7:33 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of 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.

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

Board Members:	Ms. Amanda Anthony – Present Mrs. Amy Lam - Present Dr. Chialin Hsieh - Present Mrs. Patricia Murray - Absent Mrs. Mina Richardson - Present Ms. Josephine Harsana, 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 - Absent Mr. Ted O, Assistant Superintendent, Business Services - Present

C. PLEDGE OF ALLEGIANCE was led by Monte Verde Elementary School 5th grade student Bianca Lapus. Principal Mirt introduced Bianca highlighting her hardworking nature, positive attitude, and growth mindset. Bianca excels in singing and dancing and even showcased her talent in last year's school talent show with impressions. Principal Mirt shared an anecdote about Bianca's dedication to learning, noting that she proactively asked about the CAASPP testing dates which is not a typical question from students. When asked why, Bianca explained that she wanted to compare her scores from last year to measure her progress, demonstrating her commitment to self-improvement.

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 – Assistant Superintendent Hannon provided an update on Jane Doe v. South San Francisco USD (Case No. 22-CIV-0526). The board unanimously approved a settlement in which the plaintiff agreed to dismiss the lawsuit and release the district from all claims in exchange for a $250,000.00 payment, with both parties bearing their own costs.

Mr. Hannon also shared that the Board unanimously voted to non-reelect one probationary certificated employee. In a 3-1 vote, they approved the release of two certificated administrators. Additionally, the board unanimously voted to release 16 temporary certificated employees.

F. REVIEW OF AGENDA – None

G. PTA COUNCIL REMARKS

Monte Verde PTA President, Walsy Wong shared an update on Monte Verde PTA's efforts and upcoming events. Now in her sixth year of volunteering and second term as president, she highlighted key district-wide PTA events, including Monte Verde's Feast of Nations on February 20th and several restaurant fundraisers throughout the month. She recognized and thanked PTA members and parent volunteers for making community events like the Fall Carnival, Craft Cocoa & Claus, and Movie Nights possible. Beyond events, the PTA also supports assemblies, field trips, the Art in Action program, and the yearbook, enriching students' school experience.

Ms. Wong emphasized how Monte Verde PTA aligns with the district's Graduate AIMS, fostering learning through book donations, promoting wellness through events, and teaching real-world skills with activities like the Holiday Gift Shop. She concluded by expressing gratitude for the community's support in helping students grow and thrive.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – Elizabeth Bales-Stutes, President of the South San Francisco Federation of Adult Educators, provided an update on the adult school's focus on strengthening its ESL writing curriculum and developing CTE programs. She also expressed solidarity with the CTA during their contract negotiations with the district. She voiced concern about the elimination of a TOSA position. She explained that one person would have to manage the work currently supporting 500 teachers, which she fears will lead to an inadequate level of support, particularly in managing technology needs for educators. She emphasized that, as the district's priority is to support students, teachers must also be adequately supported for that to happen.

South San Francisco Classroom Teachers Association – Shari Giusti President of the South San Francisco Classroom Teachers Association, addressed the board, expressing appreciation for the meeting despite the stormy weather. She acknowledged the current political instability, mentioning that the California Teachers Association (CTA) is working to prepare resources for members on how to support students in the event of ICE raids. Ms. Giusti also shared her concerns about changes occurring locally in the school district. She emphasized the need for thoughtful decision-making, prioritizing both efficiency and empathy for students and staff. She called for more inclusion of teachers' voices in the decision-making process, particularly in regard to the new instructional coaching position. She requested that SSFUSD bargain with the SSFCTA regarding the position's job description, ensuring that it is implemented positively to support educators' professional growth. Additionally, she proposed that future phases of the district's strategic plan involve more teacher involvement, collaboration, and support to celebrate successes and address challenges. Ms. Giusti concluded with a call for unity and support in rising up together, ending with a reference to Monte Verde's motto, "Fly Like an Eagle."

California School Employees Association Chapter 197 – None

I. PERSONNEL COMMISSION

Assistant Superintendent Hannon announced that the next Personnel Commission meeting will take place on Tuesday, February 18, 2025, at 5:00 p.m. in the district office boardroom

J. ITEMS FROM THE BOARD - President Anthony shared a quick announcement, mentioning a “Know Your Rights” workshop where she learned that it’s important for everyone, not just those without documentation, to carry a red card. This helps ensure solidarity and prevents assumptions about who may be a target. She encouraged all to consider carrying the red card.

Trustee Lam mentioned that the Board Bylaw Committee had met recently and would be approving the minutes at tonight’s meeting.

K. SUPERINTENDENT’S REPORT

a. Introduction of new student Trustee Josephine Harsana – Dr. Moore introduced Student Trustee Josephine Harsana, the ASB president and spring representative for South San Francisco High School. Although she has already been sharing student updates with the board and community, she will now actively participate in discussions, offering valuable student perspectives on various programs, policies, and practices. She expressed excitement about her contributions. She also took a moment to acknowledge Jamie Wong, Fall Student Trustee. Dr. Moore praised Ms. Wong for her professionalism, insightful updates, and strong communication skills during her time representing El Camino High School. She expressed appreciation for Ms. Wong’s contributions and looks forward to her continued updates on school events.

b. Resource Allocation & Strategic Staffing – Dr. Moore shared that this past fall, the district launched Strategic Staffing initiatives as part of its broader strategic plan. Focused on equity-driven systems, the plan aims to establish a transparent and structured annual planning process. The goal is to allocate resources including personnel, time, and funding in an equitable, sustainable manner aligned with the district’s strategic priorities. She noted that a more detailed presentation on the topic would follow later in the meeting.

c. SSFHS 6-Year WASC Accreditation – Dr. Moore announced that the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), has granted South San Francisco High School a six-year accreditation through June 30, 2031. This decision was based on the school’s submitted report and a successful accreditation visit. A mid-cycle visit will take place during the 2027-28 school year. She congratulated the staff, students, and families for their hard work in achieving this accomplishment.

d. Superintendent Symposium Update – Dr. Moore shared her experience attending the Superintendent Symposium through ACSA, expressing gratitude to the board for their support. The event brought together superintendents from across California for shared learning and

collaboration. As a member of the planning committee, she helped shape this year's theme: *Leading with Gratitude and Embracing Our Purpose: Empowering Students and Educators to Thrive*. The symposium featured sessions on educational equity, leadership, instructional excellence, and strategies for continuous improvement. She highlighted how many of the insights gained align with the district's strategic plan and will help support ongoing growth.

e. Other – Dr. Moore acknowledged the concerns and anxiety within the community regarding the current national climate. She shared a key takeaway from the Superintendent Symposium: the importance of staying the course in supporting students and families despite the rapid changes in executive orders. She reaffirmed the district's commitment to providing a safe, inclusive educational environment for all students, regardless of legal status, gender identity, ethnicity, or background. If any laws change, the district will work closely with the board and legal counsel to determine next steps. For now, the focus remains on stability and support for students and families.

L. STUDENT TRUSTEE REPORTS

1. Josephine Harsana, Spring Student Trustee and ASB President of SSFHS opened her update with a warm welcome, expressing her honor in representing the school. With Valentine's Day approaching, students are celebrating with the annual "Marriage in the Quad" tradition, where they can participate in fun, fake wedding ceremonies officiated by Mr. Capitan, who is legally ordained. Valentine grams with roses and handwritten cards are also being sold to spread school spirit. She congratulated winter sports athletes on wrapping up their season, highlighting achievements in wrestling, soccer, and basketball. The boys' and girls' basketball teams are preparing for their big rivalry game against El Camino, where they will also celebrate their senior nights. Clubs remain active, with the mock trial team placing fourth in their league and the Red Cross Club collecting 24 units of blood to aid wildfire victims. The Earth Club is planning its annual camping trip in March to Big Sur. ASB elections are highly competitive this year, with campaign week beginning soon. ASB officers will also join counselors on middle school visits to encourage eighth graders to get involved. Prom is scheduled for April 26 at the Fox Theater with an "Old Hollywood" theme. Several class fundraisers are coming up, including events at Raising Cane's, Milk Tea Lab, and New Horizons. Lastly, she celebrated the success of History Day, where 22 projects advanced to the county competition, showcasing students' research and creativity. She congratulated those moving forward and wished them luck.

Trustee Richardson asked about the time of the basketball game. Ms. Harsana explained that it is a quad game, meaning all four teams will play, with Girls JV starting first at 4:00 p.m.

2. Jamie Wong, Fall Student Trustee and ASB President of ECHS shared her update, starting with a warm greeting and expressing excitement about upcoming school events. She highlighted El Camino's second-ever Food Court, happening tomorrow, after the success of the first one. This event allows clubs to showcase their missions while selling food through a token-based system. To build excitement for the Hoops Rally and the big rivalry game against South City, the school hosted a Valentine's themed spirit week, with themed dress-up days like Cuddle Love Monday (PJs), Perfect Pair Tuesday (twinning outfits), and Crazy in Love Wednesday (mismatched clothing). The week will wrap up with Valentine's Day Friday, where students will wear red, pink, or white. She congratulated winter sports athletes, recognizing senior players in wrestling, basketball, and soccer who have made significant contributions to their teams. The boys' soccer team won 4-0 on their Senior Night, while the girls celebrated with a dinner and gifts in the cafeteria. Ms. Wong also invited everyone to attend the Jim Cresta Memorial Car Show on March 8, honoring a beloved educator who dedicated 57 years to El Camino High School. The event will feature classic and custom vehicles, with proceeds going to the Jim Cresta Scholarship Fund for graduates pursuing a trade or vocation. She concluded by thanking everyone and wishing them a safe three-day weekend.

M. PUBLIC COMMENTS

Michelle Bartoli, a fourth-grade teacher at Monte Verde Elementary, shared her experience piloting the Illustrative Math program over the past six months. While she appreciates the program's real-world math problems and its emphasis on collaboration and discussion, she has significant concerns about its effectiveness. Her primary concern is the lack of practice opportunities, as each lesson only includes two to four math problems, with just one additional problem available for assignment. Beyond that, teachers have limited options to reinforce concepts. She finds the math centers insufficient, cumbersome, and ultimately unhelpful in providing the necessary support for students. Ms. Bartoli also expressed concerns about the program's student-led learning approach, where teachers serve as guides rather than providing direct instruction. While the goal is to encourage independent problem-solving, she has observed that students who lack foundational math skills often become confused and frustrated. Some students struggle to stay on task, while others shut down entirely due to frustration. She shared that the program does not encourage pulling small groups for additional support, which she believes is necessary to help struggling students. Ms. Bartoli emphasized that for students to reach their full potential, they need both foundational knowledge support and advanced challenges for those excelling in math, neither of which she feels the program provides sufficiently. She does not believe the positives outweigh the negatives, but if the district chooses to adopt the program, she urges the board to ensure that teachers receive ongoing math training, significant support beyond the first year, and access to supplemental programs such as IXL to provide additional practice. She also stressed the importance of having a clear roadmap and implementation plan with district resources to support both students and teachers in making the program as effective as possible.

Lucie Bradshaw, a teacher from Junipero Serra and a 20-year veteran, spoke passionately about her dedication to teaching but emphasized that her “why” also includes her paycheck. She highlighted the financial struggles teachers face in advancing their salaries, requiring them to pay for additional coursework while encountering administrative obstacles in tracking their earned units. She raised concerns about ongoing payroll issues, with teachers experiencing significant delays and poor communication regarding their raises. Some have waited months or even a year, facing unanswered emails and misplaced records. She questioned whether district leaders faced similar challenges and urged the board to take immediate action to resolve the pay discrepancies.

Megan Connery, a teacher at El Camino High School, expressed concerns after reviewing the data presented at the recent study session regarding the district’s Common Assessment (MARS task). She mentioned that teachers, herself included, had not seen this data beforehand and questioned its accuracy, especially for 12th graders who might be behind their grade level. She also highlighted that the material assessed was from September, which could lead to underperformance due to students potentially forgetting the content. Ms. Connery pointed out that comparing pilot students to non-pilot students was not reasonable, as pilot students at El Camino are enrolled in honors classes, making the data less reliable. She also raised concerns about the survey given only to pilot students, which she felt did not provide a complete view. Additionally, some of her Algebra 2 students have participated in the pilot program for two years, experiencing both the Illustrative Math and Carnegie Learning curriculums. Ms. Connery expressed interest in seeing how these students would evaluate both programs.

Shali Tapia, introduced herself as a dedicated employee of the district and a parent of a senior at El Camino High School. She shared her deep concern for the safety of high school students. Ms. Tapia recounted two incidents where her daughter was physically attacked by other students, with the most recent occurring on January 27th. Despite her daughter’s attempts to de-escalate the situation and not fight back, the attack persisted, and no action had been taken after she previously reported harassment. She expressed frustration over the lack of support from the school administration and the Director of Student Services with no outreach to check on her daughter’s well-being. She highlighted that the response from the administration was not just disappointing for her daughter but indicative of a larger problem affecting other parents as well. Ms. Tapia urged the board to prioritize support for high school students, particularly those dealing with trauma, and emphasized that counselors are needed at the high school level just as much as at the elementary level.

N. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Monte Verde Elementary School

Dr. Moore introduced Principal Debby Mirt who would be

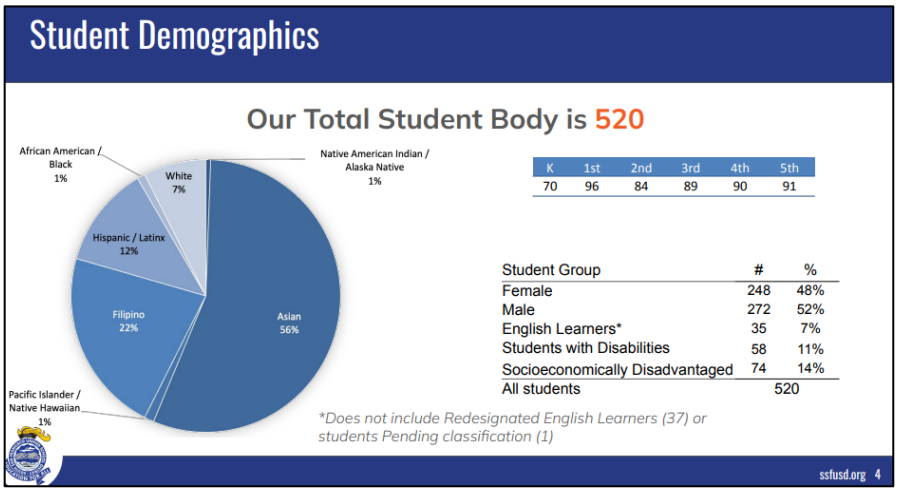
presenting key information, data, and insights about Monte Verde Elementary School to the board and the community.

Introduction

Principal Mirt began her presentation by acknowledging the district and Monte Verde's shared values and strategic priorities. She emphasized the strength of their community, noting strong relationships among staff and families, with some teachers even speaking at the meeting that evening. She highlighted that Monte Verde holds high expectations for all students, regardless of their subgroup. Principal Mirt also pointed out that many El Camino and South City graduates are actively involved on campus, either teaching in classrooms or working in the office, and several of these graduates now have children attending the school.

Student Demographics

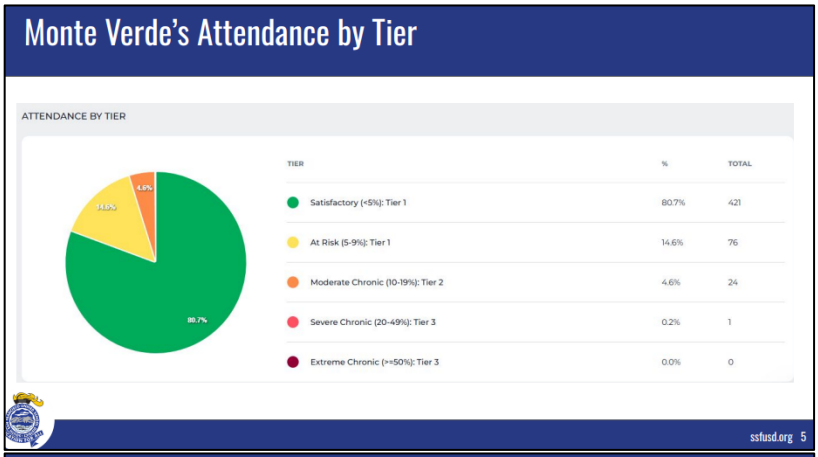
Principal Mirt noted that the number of English Learners has decreased over the years, now standing at 35. Additionally, the percentage of students with disabilities has risen to 58, making up 11% of the student population, up from a previous range of 9%.

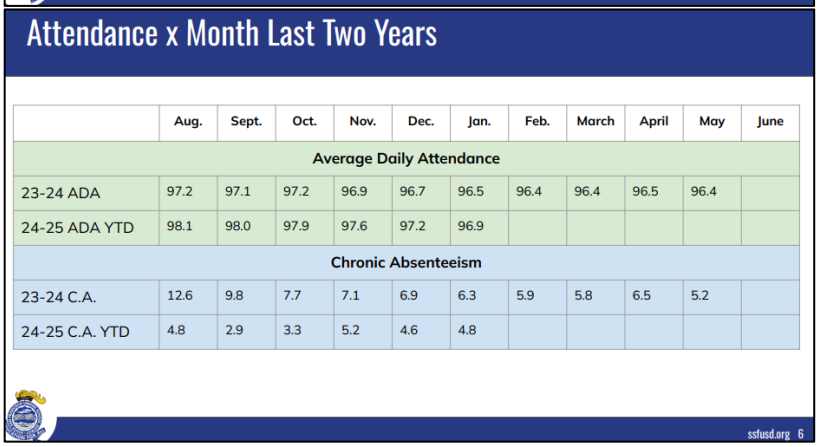


Attendance

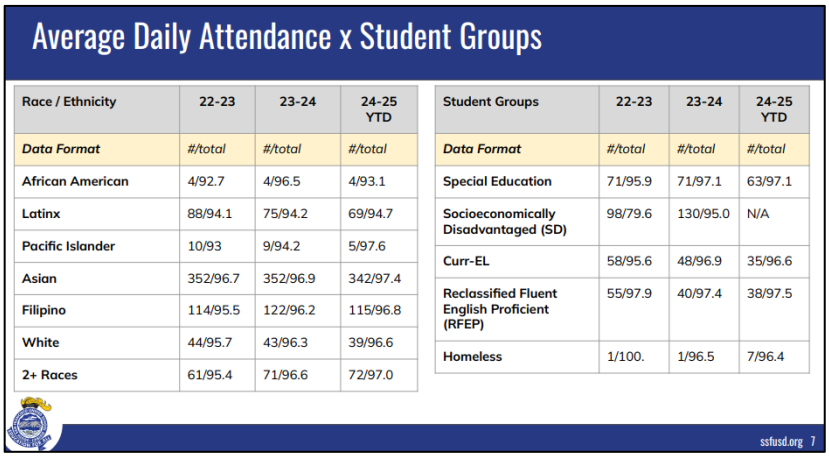
The school's attendance is generally strong, with 80% of students falling into the satisfactory range. Only one student is in the severe chronic attendance category, and this case is due to illness. Notably, there are no students in the extremely chronic attendance range. While January tends to be the worst month for attendance, overall, the school has maintained an attendance rate of over 96% for most months,

with September being the highest. The school's attendance has improved from the previous year.



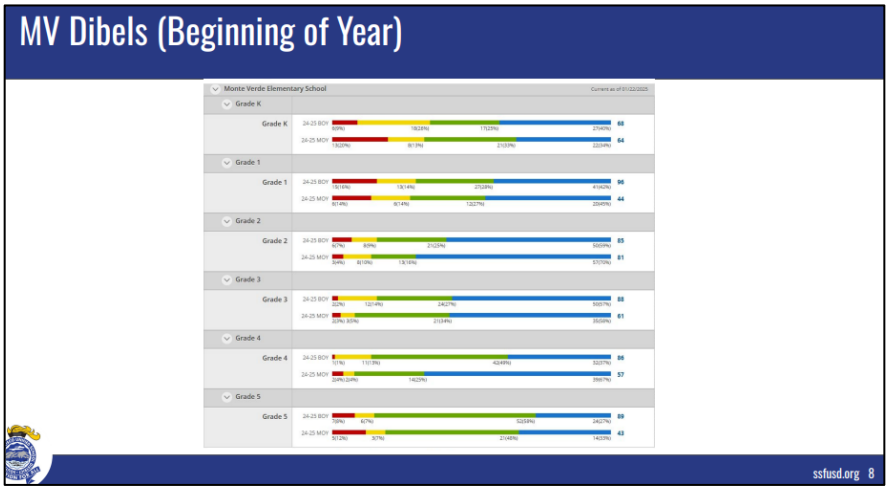


She shared that when breaking down attendance by subgroups, there were notable improvements. The Pacific Islander group showed improvement from the previous year, and special education students are attending more regularly.



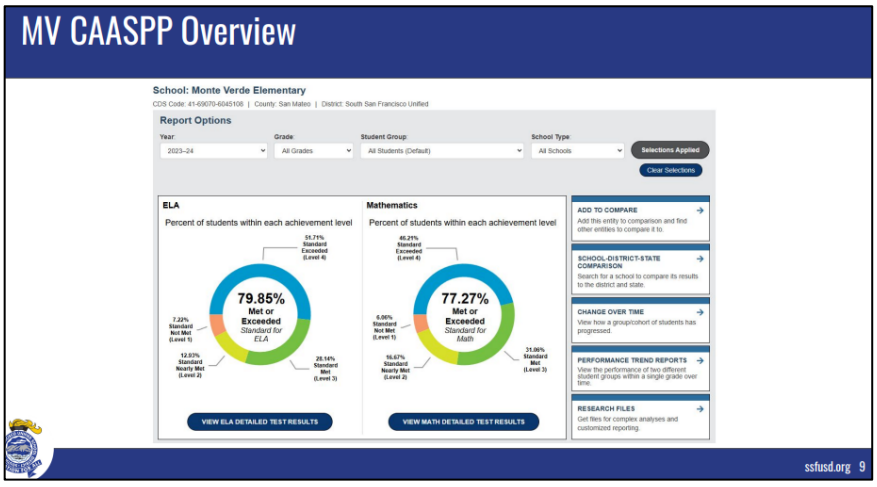
DIBELS

Principal Mirt addressed the DIBELS reading screening, noting that while the beginning-of-year scores were reliable, the middle-of-year data had some integrity issues. Not all students had been tested at the time the slide was created, meaning some data was incomplete and could not be fully counted.

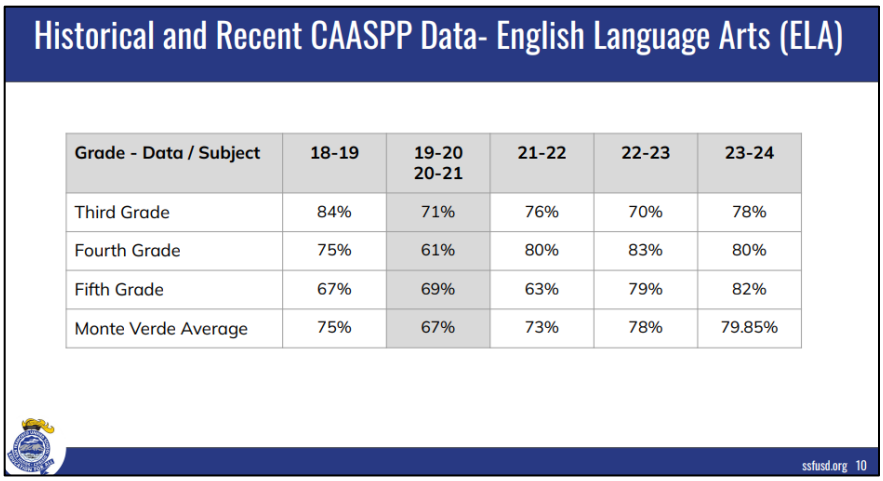


CAASPP

Principal Mirt reported that nearly 80% of students were proficient in language arts and 77.27% in math, both outstanding scores. She noted that while language arts scores improved, math scores saw a slight decrease, but maintaining such high performance in both areas is challenging.

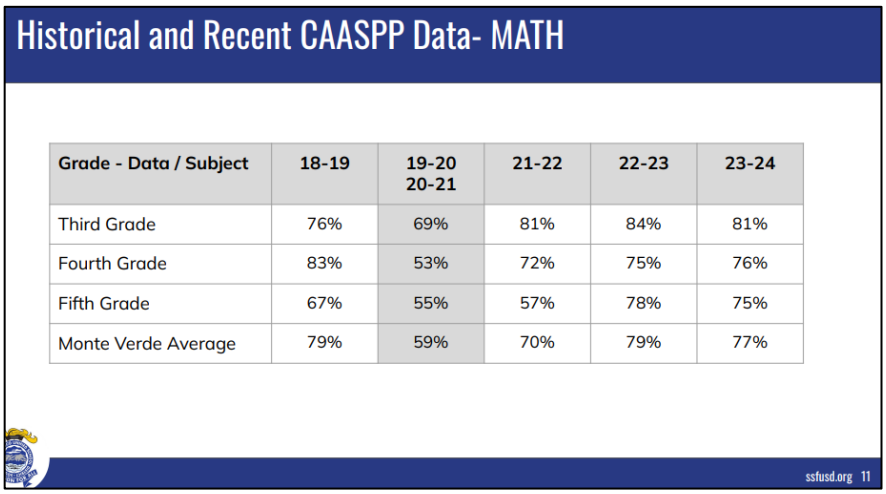


She discussed the language arts performance over the past five years by grade level, highlighting the dip in scores following the year of distance learning. She expressed pride in Monte Verde's efforts during that time but acknowledged that students need direct instruction from professionals, as they cannot teach themselves.



Grade - Data / Subject	18-19	19-20 20-21	21-22	22-23	23-24
Third Grade	84%	71%	76%	70%	78%
Fourth Grade	75%	61%	80%	83%	80%
Fifth Grade	67%	69%	63%	79%	82%
Monte Verde Average	75%	67%	73%	78%	79.85%

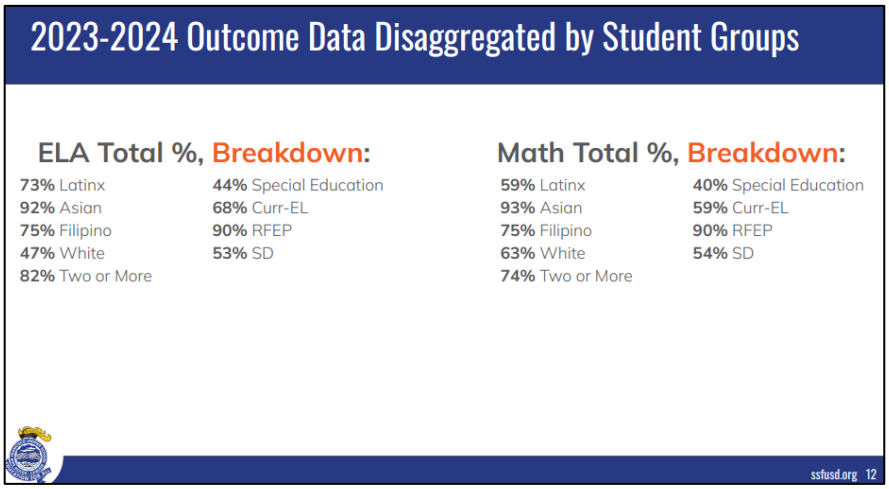
Principal Mirt noted that math scores experienced a significant drop after the COVID-19 period, falling from 79% proficiency to 59%. While there was improvement in the 2022-2023 and 2023-2024 school years, two grade levels, third and fifth, saw declines. She mentioned that these grades had piloted the new math curriculum during the previous years.



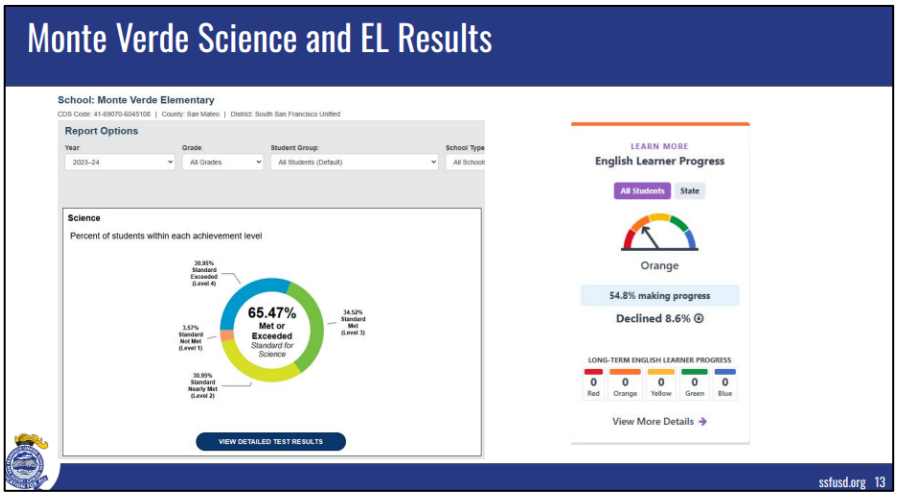
Grade - Data / Subject	18-19	19-20 20-21	21-22	22-23	23-24
Third Grade	76%	69%	81%	84%	81%
Fourth Grade	83%	53%	72%	75%	76%
Fifth Grade	67%	55%	57%	78%	75%
Monte Verde Average	79%	59%	70%	79%	77%

Principal Mirt highlighted the breakdown of student group proficiency in language arts and math. In language arts, 73%

of Hispanic students were proficient, 68% of English Learners, and 44% of special education students. In math, 40% of special education students were proficient. She emphasized that the school is working diligently to support students across all subgroups.



Principal Mirt shared the CAASPP science baseline at Monte Verde for grades 3 through 5, with a proficiency rate of 65.5%, compared to the state average of 30% and the district's 33%. She also addressed an issue with the ELPAC (English Language Proficiency Assessments for California) scores, noting that while English Learners scored in the blue range for both language arts and math on the CAASPP, their ELPAC scores were in the orange range. This discrepancy may be due to differences in the student populations tested, with the ELPAC assessing K-5 students, many of whom are in lower proficiency levels.



School Culture

Principal Mirt shared highlights of Monte Verde's school culture and traditions. The school hosts events like the annual Walkathon, where students work towards schoolwide incentives and participate in daily cheers. Additionally, the school participates in the Ruby Bridges Walk to School event, fostering a sense of community.



Resilience

Principal Mirt reflected on the school year's beginning, when Monte Verde had to temporarily relocate the office to the cafeteria due to construction. She shared pictures to highlight the school's flexibility and resilience during this challenging period. Despite the inconvenience, the staff and students adapted, and she expressed excitement for the upcoming developments as the construction progresses.



Portrait of a Graduate

Principal Mirt shared an example of how Monte Verde students are bringing the Portrait of a Graduate to life. She highlighted a weekly relay race run by third and fifth grade teachers, where students work as teams, even adjusting the competition to make it fair. Inspired by this, the fourth graders decided to organize their own relay. They collaborated, set common goals, and problem-solved independently, demonstrating their growth in teamwork, leadership, and problem-solving skills in action. It was a joyful moment to see the students take initiative and work together towards a shared objective.



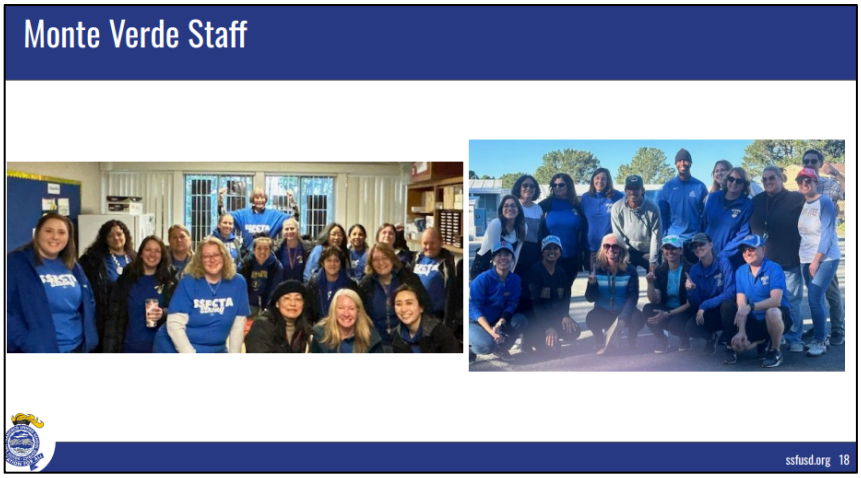
Recognition

Principal Mirt thanked the parent volunteers for their vital support in activities like movie nights, the snack bar, field trips, classroom help, and art projects, highlighting that their dedication has been crucial in making Monte Verde a special place for students and staff.



Monte Verde Staff

Principal Mirt concluded her presentation with a heartfelt thank you to the staff at Monte Verde. She highlighted the exceptional educators who provide outstanding instruction and expressed deep gratitude for their hard work, dedication, and support throughout the year. She emphasized the positive, collaborative environment at the school, where laughter and teamwork are essential parts of the daily experience.



Trustee Richardson expressed appreciation for the resilience of the Monte Verde staff, acknowledging the challenges of enduring construction and disruptions. She specifically mentioned noticing the completion of the bathroom project, thanking everyone for their patience throughout the process. Trustee Richardson also recognized the vital role of volunteers, acknowledging that volunteering is a significant commitment and a key source of support for the entire school community. She concluded by thanking Principal Mirt for her thorough and informative presentation.

Student Trustee Harsana, a former student of Monte Verde, expressed admiration for how quickly the school has embraced and implemented the goals of the Portrait of a Graduate. She highlighted the impressive results seen within just one year. Ms. Harsana shared her fond memories of her time at Monte Verde and expressed happiness in seeing the continued positive spirit in the school community, ensuring that current students also get to experience the joys of elementary school.

Trustee Lam shared heartfelt gratitude toward Principal Mirt and the entire Monte Verde community, including teachers, staff, and parents. She expressed her appreciation for the practical and no-nonsense approach Principal Mirt takes, particularly during challenging times like COVID, where she remained calm and effective. She also reflected on the culture of caring, creativity, and volunteerism at the school, noting that it has been a major factor in her ability to serve on the board. Trustee Lam acknowledged Principal Mirt for her significant role in fostering this supportive environment over the years, and she concluded by thanking her for her dedication to the community.

Trustee Hsieh expressed appreciation for Principal Mirt's presentation, praising the outstanding CAASPP scores with nearly 80% of students meeting or exceeding standards in both subjects. She encouraged continued efforts in maintaining this high level of achievement. Trustee Hsieh also thanked Principal Mirt for sharing data regarding the math pilot program, finding the insights very valuable.

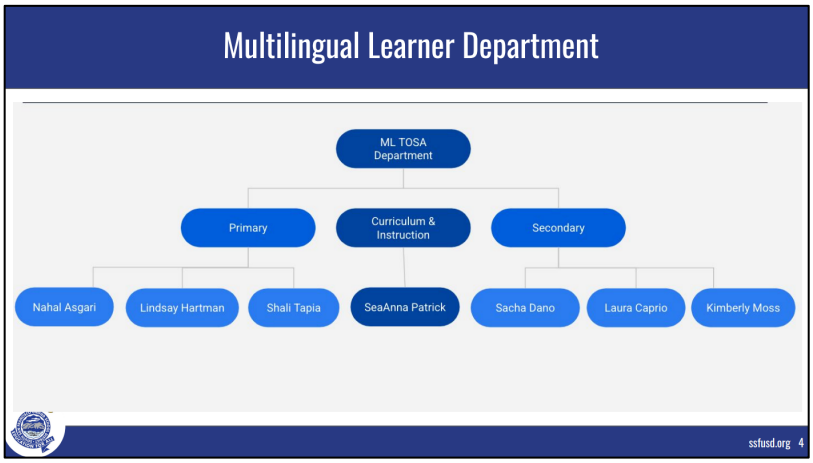
President Anthony expressed interest in the comment about the math pilot and suggested that rather than comparing third-grade scores to third-grade scores, it might be more useful to compare third graders to the rising fourth graders. Principal Mirt acknowledged the point and clarified that the math pilot took place in the 2023-2024 school year, and the true impact would not be seen until the following year. She also noted that while the scores may have decreased slightly, the teachers are consistent in their methods, using the same lessons, interventions, and strategies year after year. Principal Mirt explained that even a small dip in scores can still be significant and that efforts to support all students, especially those struggling, are ongoing.

b. Performance Management - Multilingual Learner

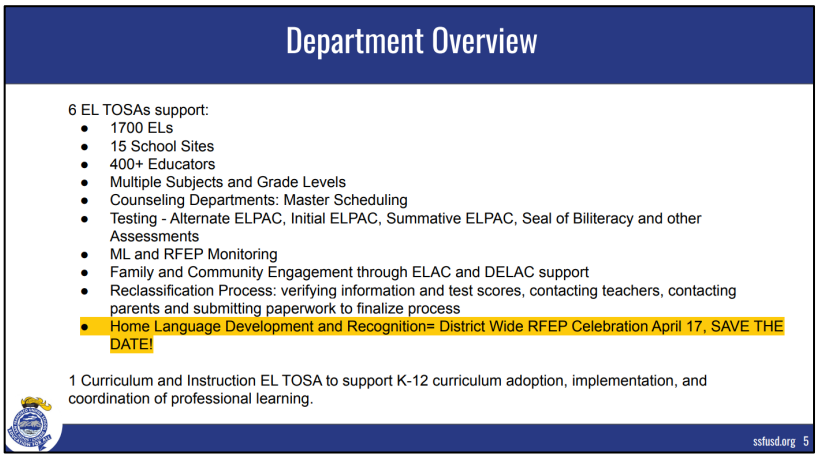
Dr. Moore introduced Dr. Marcos Garcia, Director of Special Projects, Categorical & English Learner Program, who would provide an update on the district's multilingual students. Dr. Garcia's presentation will highlight the ongoing continuous improvement process and share some of the successes related to these students.

Introduction/Overview

Dr. Garcia introduced the Multilingual Learner Performance Management presentation, emphasizing the shift to "multilingual learners" to recognize the assets students and families bring. The presentation aligns with the district's strategic priorities and the Portrait of a Graduate vision. Dr. Garcia also outlined the department, which includes six TOSAs (Teachers on Special Assignment: three elementary, three secondary) and one curriculum specialist supporting curricular implementation and professional learning.

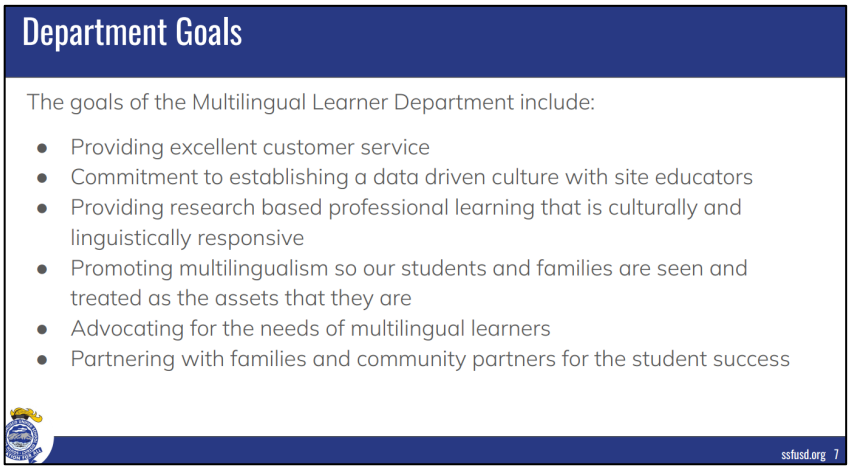


He highlighted the efforts of the district's multilingual team, a dedicated group of six professionals supporting nearly 1,700 multilingual learners across 15 school sites and working with 400 educators. Additionally, Dr. Garcia announced an upcoming districtwide reclassification ceremony, encouraging everyone to save the date for April 17th.



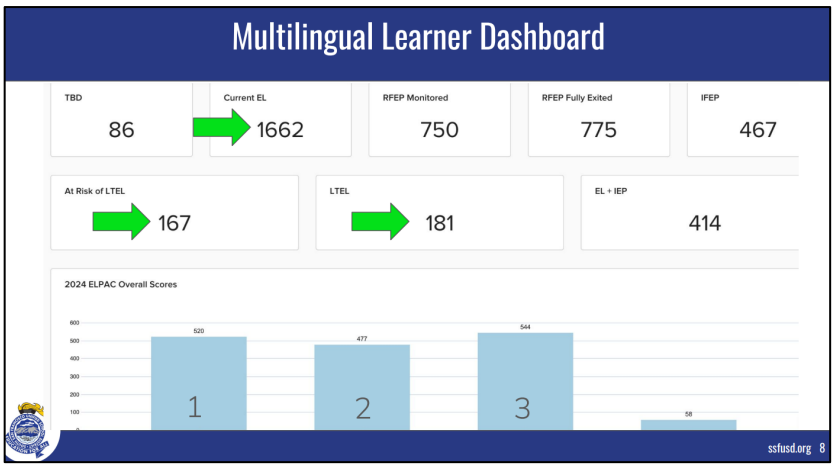
Goals

Dr. Garcia outlined key district goals, focusing on providing excellent customer service to students, staff, and community partners. He emphasized the importance of creating a data-driven culture, offering research-based professional learning that is culturally and linguistically responsive, and valuing multilingualism by recognizing students and families as assets. He stressed the need to advocate for multilingual learners and strengthen partnerships with families and community organizations to support student success.



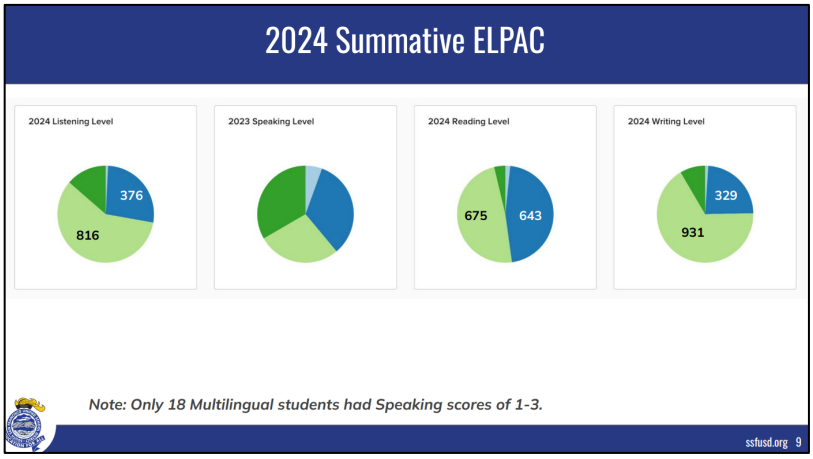
Dashboard

The district's multilingual learner population includes over 1,600 students, with 181 classified as long-term English Learners (ELs), having been designated as ELs for more than six years. There are also students considered "at risk," who have been ELs for four to five years. Additionally, 750 students have been reclassified as fluent English proficient (RFEP), and the district is responsible for monitoring their progress for four years post-reclassification. The multilingual TOSAs play a key role in supporting this monitoring process.



Summative ELPAC

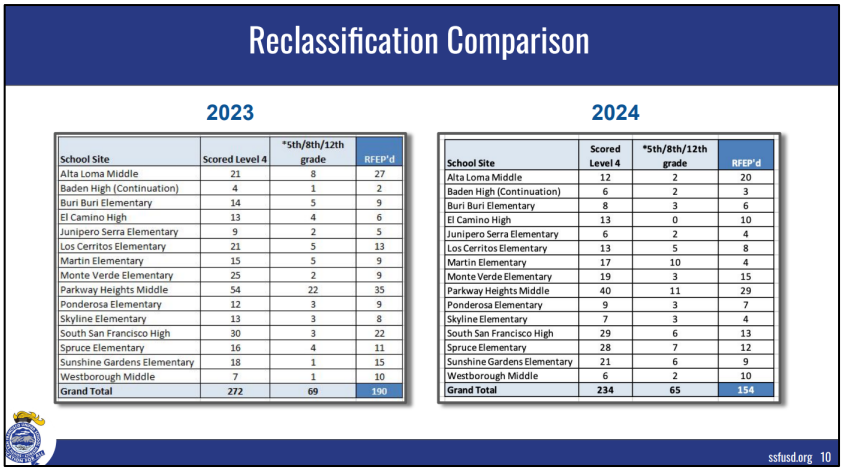
For the 2024 summative ELPAC results, Dr. Garcia shared an overview of student performance across four domains: listening, speaking, reading, and writing. Notably, the majority of multilingual learners scored a four in speaking, demonstrating strong oral language skills. However, he acknowledged challenges in reading, writing, and listening scores, emphasizing the need for increased focus on academic discourse and designated English Language Development (ELD) instruction across school sites. He also noted that multilingual TOSAs play a key role in supporting these efforts.



Reclassification

Reclassification data comparisons between 2023 and 2024 showed a noticeable decline, largely due to the decision in 2023 to align the district's reclassification criteria with those of neighboring districts. This alignment led to a jump in 2023 as the district adjusted its standards. The previous, higher

reclassification thresholds were unintentionally preventing many students from being reclassified. By lowering the criteria, the district aims to ensure more students are reclassified before reaching middle and high school.



2023

School Site	Scored Level 4	*5th/8th/12th grade	RFEP'd
Alta Loma Middle	21	8	27
Baden High (Continuation)	4	1	2
Buri Buri Elementary	14	5	9
El Camino High	13	4	6
Junipero Serra Elementary	9	2	5
Los Cerritos Elementary	21	5	13
Martin Elementary	15	5	9
Monte Verde Elementary	25	2	9
Parkway Heights Middle	54	22	35
Ponderosa Elementary	12	3	9
Skyline Elementary	13	3	8
South San Francisco High	30	3	22
Spruce Elementary	16	4	11
Sunshine Gardens Elementary	18	1	15
Westborough Middle	7	1	10
Grand Total	**272**	**69**	**190**

2024

School Site	Scored Level 4	*5th/8th/12th grade	RFEP'd
Alta Loma Middle	12	2	20
Baden High (Continuation)	6	2	3
Buri Buri Elementary	8	3	6
El Camino High	13	0	10
Junipero Serra Elementary	6	2	4
Los Cerritos Elementary	13	5	8
Martin Elementary	17	10	4
Monte Verde Elementary	19	3	15
Parkway Heights Middle	40	11	29
Ponderosa Elementary	9	3	7
Skyline Elementary	7	3	4
South San Francisco High	29	6	13
Spruce Elementary	28	7	12
Sunshine Gardens Elementary	21	6	9
Westborough Middle	6	2	10
Grand Total	**234**	**65**	**154**

<u>English Learner ELA</u>

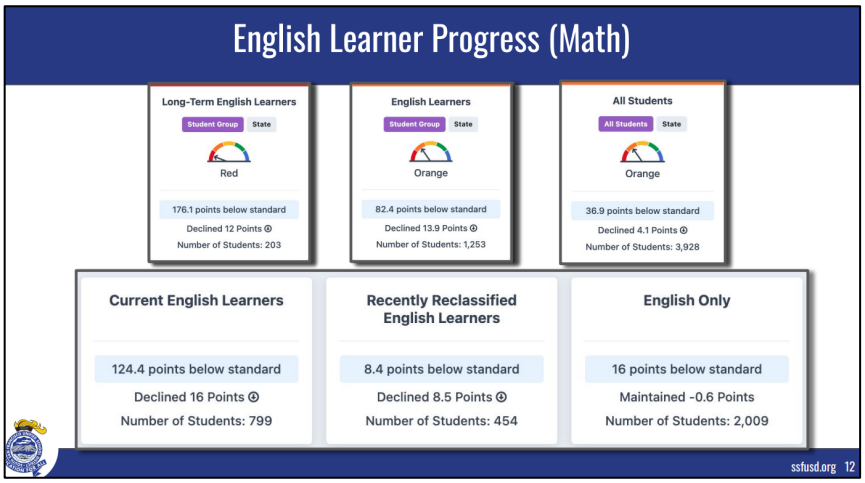
Dr. Garcia updated the board on the district's progress in English Language Arts (ELA), with a focus on long-term ELs. He highlighted the district's responsibility to address their needs in the LCAP and site-specific plans. Dr. Garcia noted that while ELs, including long-term ELs, are performing similarly, reclassified fluent-English-proficient (RFEP) students outperform English-only students, making reclassified multilingual learners a key focus moving forward.



<u>English Learner Math</u>

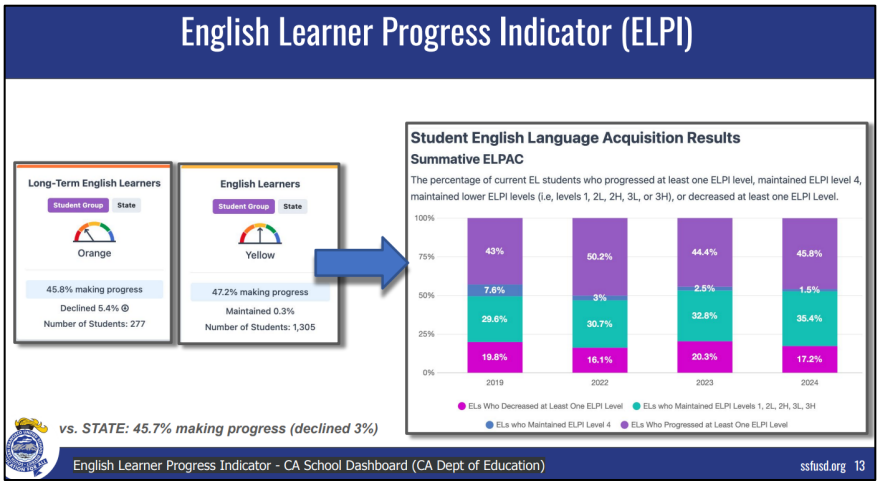
Dr. Garcia highlighted a pattern in the math data, where there was an overall decline, particularly among English Learners

and Long-Term English Learners. However, he also noted that the RFEP students continued to outperform the English-only students in math.



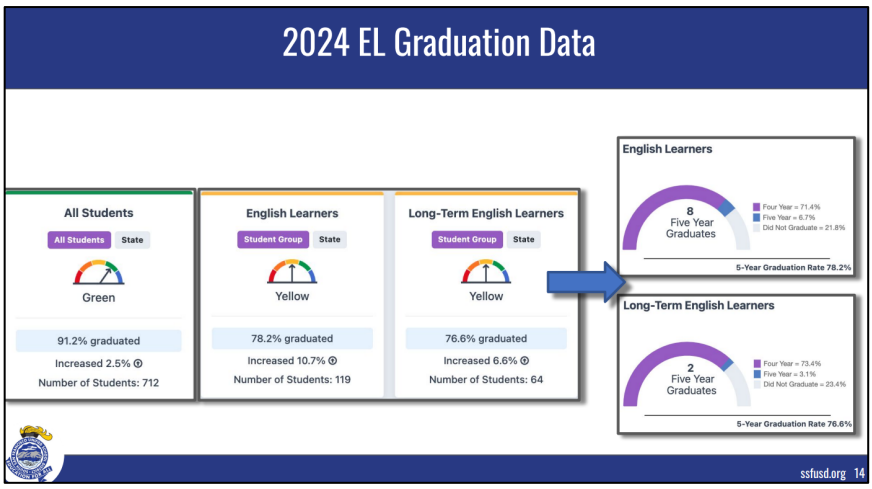
English Learner Proficiency Indicator (ELPI)

The ELPI was introduced as a tool to track the progress of English learners, measuring whether students make at least one level of growth on the ELPAC each year.



Graduation Data

Dr. Garcia highlighted a 10-percentage-point increase for EL students. Additionally, long-term English Learners saw a six-percentage-point increase in graduation rates.



Exceptional Instruction

The role of the Multilingual Learner (ML) TOSA team in providing professional development, particularly in math and science, to support students' language needs was highlighted. The team also leads training on GLAD strategies, certifying over 100 teachers. Additionally, they support professional learning communities, culturally responsive teaching, and translanguaging to connect students' home languages with academic learning. In response to previous questions, the district has adopted a dedicated curriculum for newcomer students across K-12.



Engaged Students

The district's efforts to support engaged students through culturally and linguistically responsive practices were outlined. These include professional learning on translanguaging for both elementary and secondary levels,

expanding access to the Seal of Biliteracy, and implementing a districtwide reclassification ceremony to celebrate bilingualism and multilingualism. Additionally, a newcomer intake process has been developed, led by the Community Liaison team and multilingual learner TOSAs. This process collects information on students' academic journeys and shares it with teachers via ELLevation, while also identifying families' basic needs and connecting them to the Family Resource Center for support.



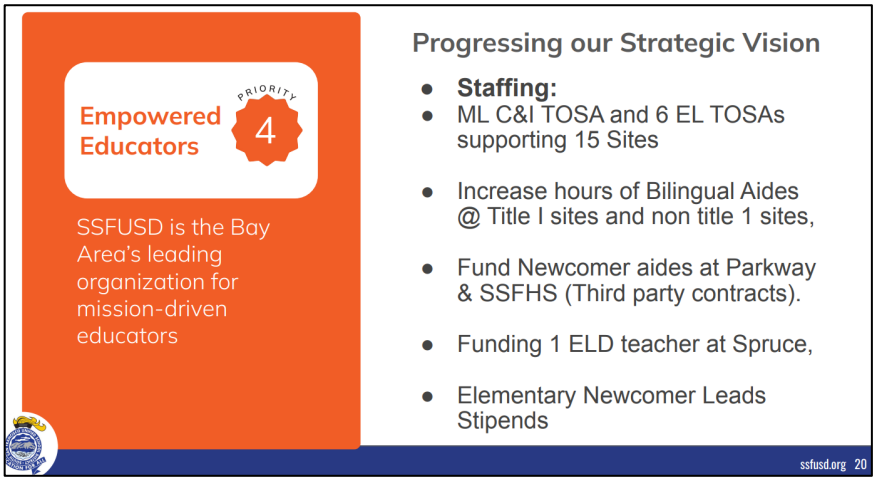
Purposeful Partnerships

Dr. Garcia shared updates on supporting the Purposeful Partnership priority through the Family and Community Engagement Team. Key initiatives include the DELAC Café, Parent Café, newcomer intake support, and the upcoming pilot of a Family Engagement Playbook. Efforts are also underway to establish a Family Resource Center and host Community Learning Exchanges. Last spring, a Community Learning Exchange brought together over 250 participants, including 40 community partners, to advance the Portrait of a Graduate. The team is also facilitating "Know Your Rights" training sessions in response to current needs.



Empowered Educators

The team supports Empowered Educators through staffing efforts. This includes the TOSA team, bilingual aides at all Title sites, and newcomer aides at Parkway Heights MS and South San Francisco HS. An ELD teacher is funded to support the flooding model at Spruce, and stipends are provided for newcomer and GLAD and participants.



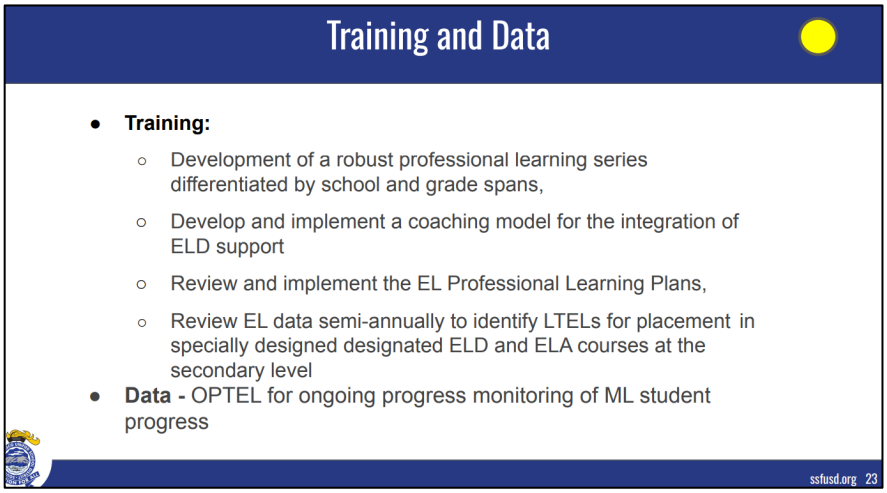
Equity Centered Systems

Equity-centered systems is demonstrated through monitoring RFEP students. The goal is to link this monitoring with site-based MTSS and RTI systems.



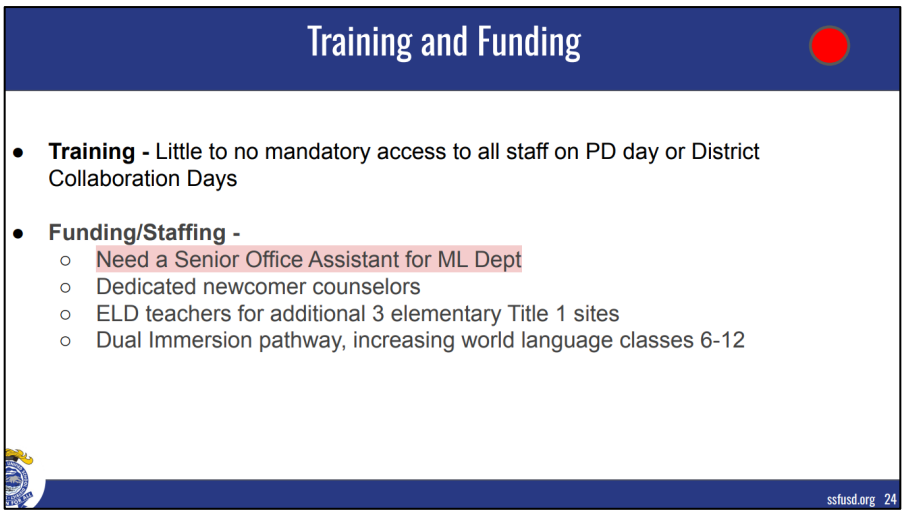
Next Steps

Next steps were outlined, including the continued development of site-specific professional learning opportunities tailored to individual school needs. The plan also includes implementing a coaching model and further developing data-driven professional learning plans.



Areas of Growth

Areas of growth were identified, including limited access to professional development days and district collaboration opportunities for all staff. Increased access is needed to address the need for discussions on tier-one instruction and language needs. The team is stepping in to support the senior office assistant role, which is currently vacant. Additionally, there is a need for more ELD teachers across Title I sites, which the team hopes to address in the future.



The Board recessed at 8:26 p.m. for a break and reconvened at 8:37 p.m.

Student Trustee Harsana left the meeting at 8:26 p.m.

Trustee Richardson asked about the difficulty some students face in leaving the English Learner designation. Dr. Garcia explained that to reclassify, students must score a four on the ELPAC, be proficient on the CAASPP, and have teacher and parent agreement. He noted that multilingual learners are held to high standards, which is why their RFEP data often outperforms English-only students. Dr. Garcia also discussed challenges for long-term EL students, especially in reading and writing. He highlighted the need for better support in content areas like math and science, and plans to explore the "Constructing Meaning" approach for secondary students in the spring. Trustee Richardson thanked Dr. Garcia for his insights.

Trustee Lam thanked Dr. Garcia for the presentation and expressed appreciation for the emphasis on multilingualism as an asset. She then inquired about ways the community could support families, especially in light of the current political climate. Dr. Garcia highlighted a recent "Know Your Rights" educator training and the importance of the San Mateo County hotline, which provides accurate information, legal counsel, and support for families of detained community members. He encouraged reaching out to Faith in Action and donating to support relief efforts.

Trustee Lam also asked about the dual immersion pathway mentioned as an area of growth. Dr. Garcia explained that

expanding this initiative requires additional capacity, including community engagement, exploring models, and collaborating with labor partners. He emphasized the need for authentic conversations and planning before moving forward. Trustee Lam thanked Dr. Garcia for his insights.

Trustee Hsieh thanked Dr. Garcia for the amazing presentation and the update.

President Anthony expressed excitement about the districtwide reclassification ceremony and the Family Resource Center, highlighting the positive impact of community collaboration. She shared a personal story about receiving support from her community through a Buy Nothing group she is a part of and helped her gather clothes for those in need. She gave a shout out to School Community Liaison; Fatima Maldonado who helped her unload the donations into the Family Resource Center. She also reflected on her experience learning a second language as an adult, noting the challenges of achieving fluency, particularly in writing, and expressed concern about the high standards required for students to reclassify. Lastly, she expressed enthusiasm about the work being done, particularly the flooding model at Spruce, and looked forward to seeing results from future data. She thanked Dr. Garcia and wished him a good evening.

O. PRESENTATION WITH POTENTIAL ACTION

Leah Lents, a tech TOSA in the district, addressed concerns regarding the Strategic Staffing Plan proposal. While the plan includes adding instructional coaches, she noted that it does not explicitly mention the removal of several TOSA positions, including support for social science, ethnic studies, technology, and multilingual learners. She acknowledged the district's goal of improving teacher retention through coaching but emphasized that TOSAs have already been fulfilling this role. She shared that the elimination of TOSA positions, would increase teachers' workloads and shift responsibilities onto the remaining TOSAs, disproportionately affecting secondary schools. Ms. Lents also raised concerns about the lack of transparency and teacher involvement in the proposed coaching model, noting that its development is being outsourced to an external company rather than leveraging the expertise of district educators. She specifically highlighted the importance of tech TOSAs, detailing their role in developing the Portrait of a Graduate, training educators, guiding families in technology use, and leading initiatives on AI, digital citizenship, and tech integration. She warned that reducing tech TOSAs

would undermine the district's commitment to digital literacy and equitable technology access. She urged the board to retain TOSA positions to sustain high-quality curriculum, technology integration, and educator support. Additionally, she called for postponing approval of the Staffing Plan until the coaching program is clearly defined and developed with input from existing district staff rather than an external vendor. She concluded by emphasizing the dedication and expertise of the TOSA team and the significant loss their removal would pose to the district.

Rigo Campbell, a Monte Verde parent, addressed the board with questions regarding the district's budget. Referring to slide 28, he noted a budget deficit of approximately $27 million and sought clarification on the request for an additional $2 million for more directors and an assistant superintendent, especially given the district's declining student enrollment. He expressed his appreciation for participating in the Portrait of a Graduate community events but stated that discussions never included allocating such a significant amount of money for administrative positions. He concluded by emphasizing his concerns and thanking the board.

PRESENTATION

1. ADMINISTRATION

a. Strategic Staffing Plan: Aligning Resources with Priorities

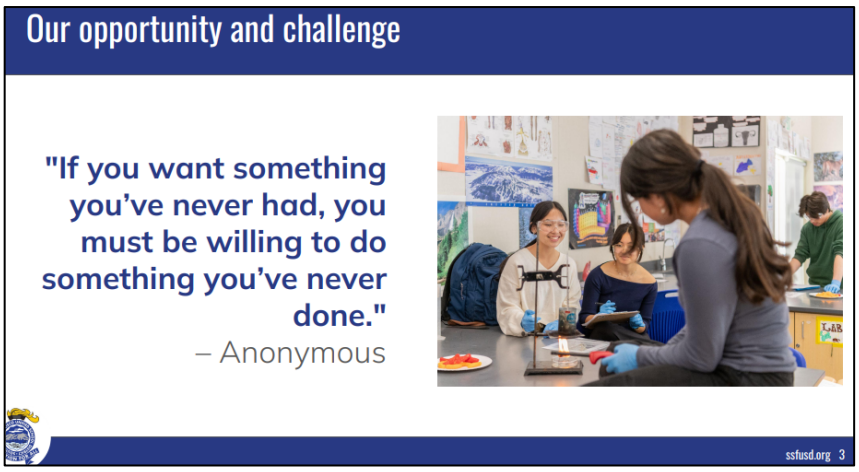
Superintendent Dr. Shawnterra Moore addressed the board and community, sharing that she would be presenting on aligning resources with the district's strategic plan priorities.

Gratitude

Dr. Moore acknowledged the collective effort behind the presentation, extending gratitude to the Board of Trustees for their leadership and commitment to student success. She also expressed deep appreciation for principals, union leaders, directors, cabinet members, district staff, students, families, and community members whose feedback over the past two and a half years helped shape the plan. Dr. Moore emphasized the district's dedication to fulfilling its promises to all students.

A quote was shared by Dr. Moore, one that has been on her mind since last year, emphasizing the need for change to achieve the district's bold Portrait of a Graduate vision. She stressed that adapting, embracing new ways of learning, and rethinking resource allocation are essential to meeting this

goal. Acknowledging that the current structure may not fully support these changes, Dr. Moore highlighted the importance of being open to new approaches to achieve better student outcomes.



Dr. Moore outlined the district's commitment to being bold, inclusive, and responsive while ensuring resources are used effectively and financial discipline is maintained. She emphasized the importance of incorporating community feedback, adequately resourcing initiatives, and applying an equity lens to decision-making. Her presentation aimed to address how the district plans to align its resources with these objectives.



Revisiting the district's Portrait of a Graduate, Dr. Moore emphasized the commitment to ensuring students learn constantly, thrive personally, navigate life with purpose, and positively impact their communities. She highlighted the district's core values and five strategic priorities designed to

bring this vision to life.



Dr. Moore noted that the district's commitment to rethinking resource allocation to better align with strategic priorities. The driving question guiding this process was:

"How can we allocate our resources to advance our strategic priorities more effectively and equitably?"

This question has shaped the district's approach to improving student outcomes, ensuring equity, and making meaningful changes to how resources are distributed.



Over the past two years, the district gathered feedback from thousands of students, families, and staff to shape a shared vision for the future. This input guided the development of the strategic plan and identified key priorities. The community expressed a strong desire for equity and inclusion in resource

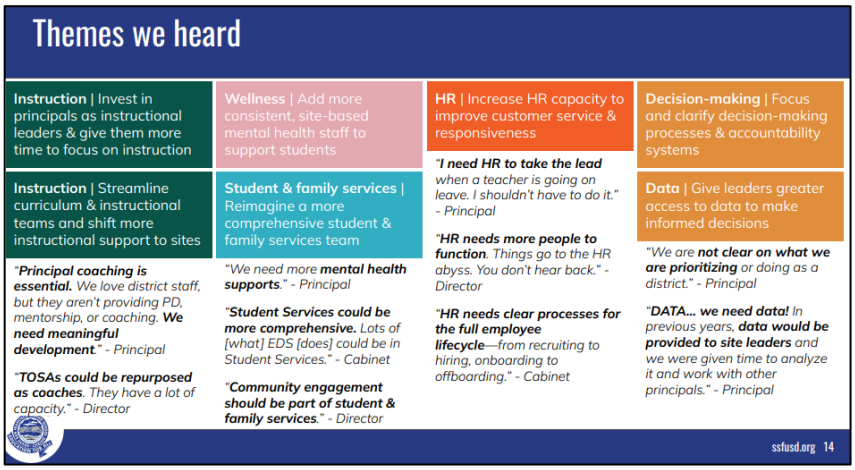
distribution, emphasizing the need for better support systems for both students and educators. They also shared ideas on how to improve student success through innovative approaches. This past fall, the district revisited this extensive feedback to ensure alignment with community priorities as they moved forward with implementation.



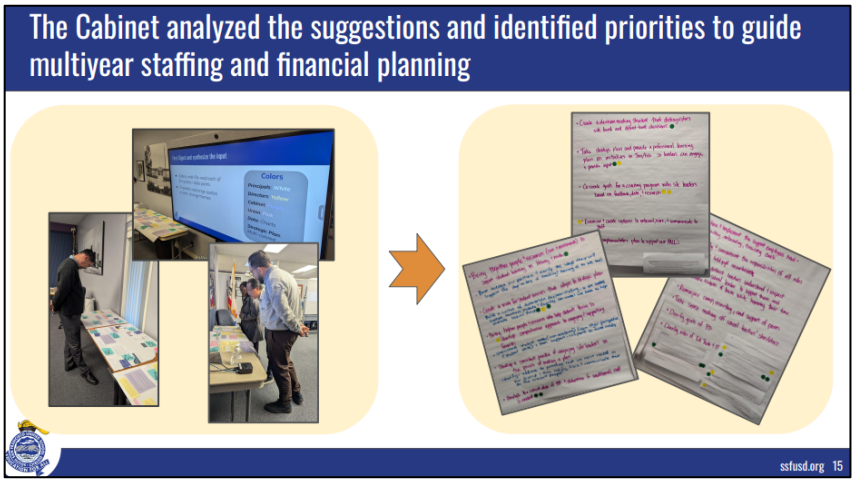
To gain deeper insight, the district engaged with principals, directors, union partners, and cabinet members, asking what changes were necessary to achieve the ambitious goals set forth. The feedback collected was extensive, with hundreds of quotes and data points reflecting the perspectives of those working directly with students every day. Dr. Moore mentioned that the slide showed only a small snapshot of the countless hours spent analyzing and discussing these insights. This process highlighted key areas for improvement and innovation across the district.



Dr. Moore shared that as the cabinet gathered, they carefully reviewed and internalized all the feedback provided. They organized the responses into four key themes: a stronger focus on exceptional instruction as a primary priority, increased support for students and families, particularly regarding mental health, the need for more capacity in human resources, and the necessity for transparent, data-driven decision-making across the district. A significant portion of the feedback highlighted the importance of making adjustments at the district level to better address school needs. To address this, the initial phase of the plan prioritizes investments at the district level, aiming to alleviate barriers that were unintentionally created.



After organizing the feedback into themes, they regrouped and prioritized them.



Dr. Moore shared the intended planning priorities for the fall based on community feedback. These include strengthening instruction through investment in instructional leadership and coaching, improving alignment, and supporting wellness by enhancing student and family services. Additionally, there was a call to improve Human Resources, focusing on customer service, responsiveness, and efforts to recruit, hire, and retain talent. Finally, there was a need to clarify decision-making processes, making it clear who is responsible for decisions, accountability, and implementation.



<u>Strengthen instruction by investing in instructional, leadership, coaching, and better alignment</u>

Dr. Moore outlined several key initiatives in the district's strategic plan aimed at strengthening instruction and supporting leadership. The first initiative is piloting an instructional coaching program, starting with Title 1 schools. This program aims to provide teachers with dedicated coaching support, focusing on instructional practices and effective curriculum use. Coaches will report directly to site leaders to ensure alignment with district priorities and continuous professional development. Dr. Moore emphasized that the coaches will not supervise teachers but will instead support their professional growth.

The next proposal involves reshaping the Educational Services Department by renaming it the "Teaching and Learning Department." This change reflects a shift towards greater alignment with schools and a focus on instructional leadership. The department has grown over time and taken on roles traditionally outside its scope, so restructuring will help refocus efforts on improving curriculum, instruction, and

leadership support.

Dr. Moore also discussed the addition of a new Director of School Leadership to work closely with principals, helping them problem-solve and receive coaching. This position will work alongside the Assistant Superintendent to provide day-to-day support, while the Director of Student Performance will continue focusing on data analysis.

Finally, the plan includes adding designated substitutes, such as teaching fellows, at each school. These substitutes will help with classroom coverage and provide teachers the opportunity to observe and collaborate with one another. This initiative is part of an ongoing effort to grow the district's teacher pipeline with partners like Teach Start.

Invest in wellness and strengthen our student and family services

Dr. Moore shared the district's plan to invest in wellness and strengthen student and family services. The proposal includes adding wellness counselors to Title 1 schools, aiming to provide more support for students and foster stronger relationships with them. Additionally, the district plans to expand the Student and Family Services team, shifting counselors, who currently report to the Educational Services Department, to the newly renamed Student and Family Services Department. This department will also be responsible for community liaisons, who will move from Educational Services to Student and Family Services. The overall focus of this shift is to create a more inclusive and welcoming environment, particularly in reception areas, to better serve families and ensure they feel supported.

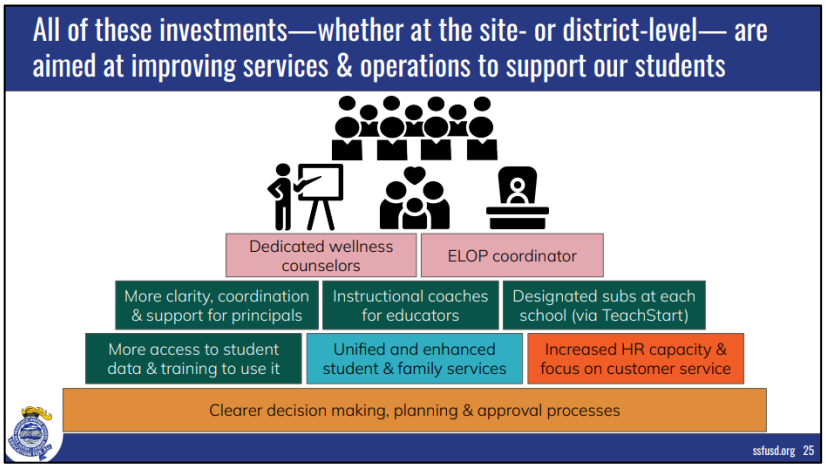
Improve HR customer service and responsiveness and invest in talent recruitment, hiring, and retention

The district's proposal to enhance human resources customer service and responsiveness includes creating new positions focused on certificated and classified recruitment. Plans also involve establishing a role dedicated to HR systems and data management to ensure organized, accurate, and actionable data for better hiring and retention strategies. Additionally, a new director position will focus on talent strategy, particularly recruitment and hiring. Under Mr. Hannon's leadership, the district is committed to providing a superior customer service experience for both external and

internal stakeholders.

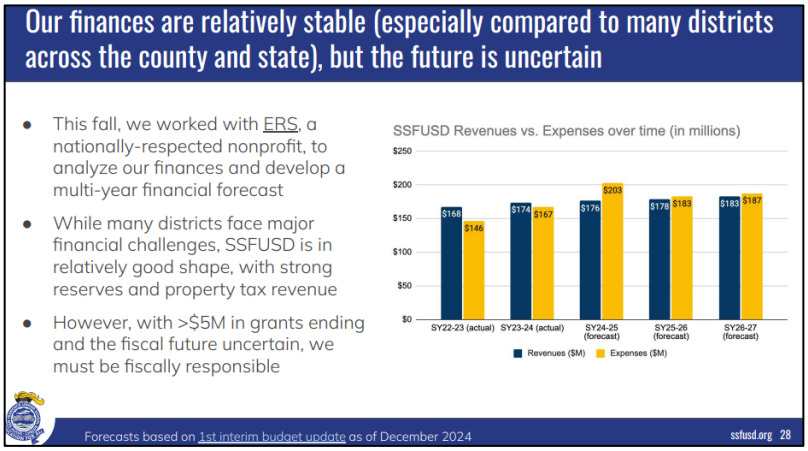
Clarify decision-making, planning, and approval processes
For the final point, Dr. Moore highlighted the importance of clarifying decision-making within the district. She expressed her commitment, along with the team's, to ensuring greater transparency and clarity in decisions made on behalf of the students. This process involves carefully listening to feedback, identifying pain points, and addressing any barriers that have been hindering effective decision-making. The goal is to improve the overall transparency and effectiveness of the decision-making process.

Dr. Moore highlighted that many new investments will directly benefit students and families, such as adding Wellness counselors and an ELOP (Expanded Learning Opportunities Program) coordinator for afterschool programming. Some changes, like instructional coaches at Title I schools, will impact educators' daily work, while others will improve district services and operations, providing better support for schools. For example, increasing HR capacity will ease recruitment challenges, and the Director of School Leadership will help principals with communication and problem-solving. The team also decided to preserve key student-focused roles, like reading specialists and tutors, by using reserves if necessary, recognizing their importance to campus services.

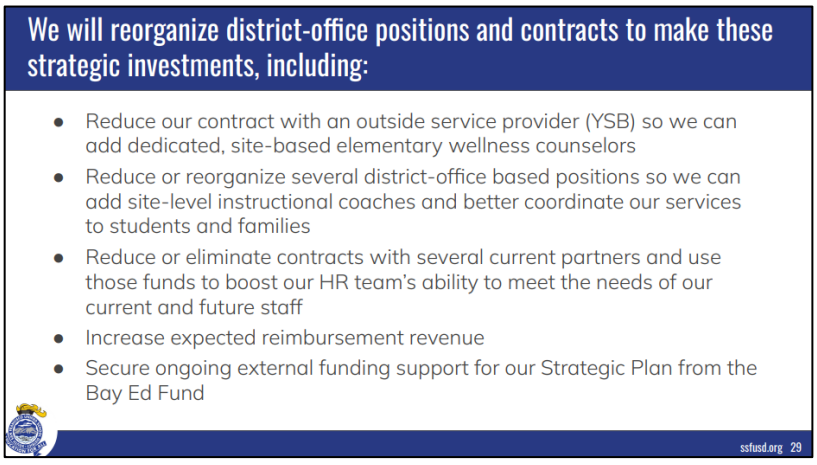


How will we bring these changes to life?
The district's approach to resourcing proposed investments prioritizes their impact on students, families, and educators while ensuring financial responsibility. A comprehensive financial review, led by Mr. O with support from Education

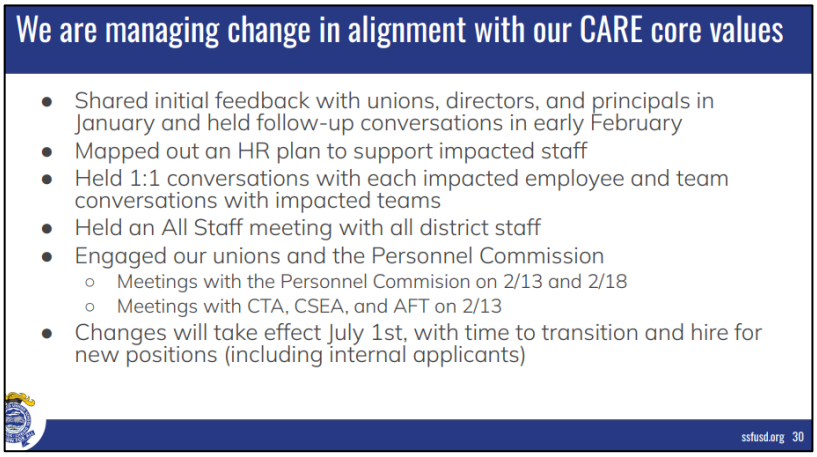
Resource Strategies (ERS), confirmed the district's stable position compared to others facing challenges. However, with several grants ending and ongoing contract negotiations with CTA, careful planning is essential. While the district cannot fund everything, it remains committed to fiscal discipline, balancing investments with necessary reductions and efforts to generate additional revenue.



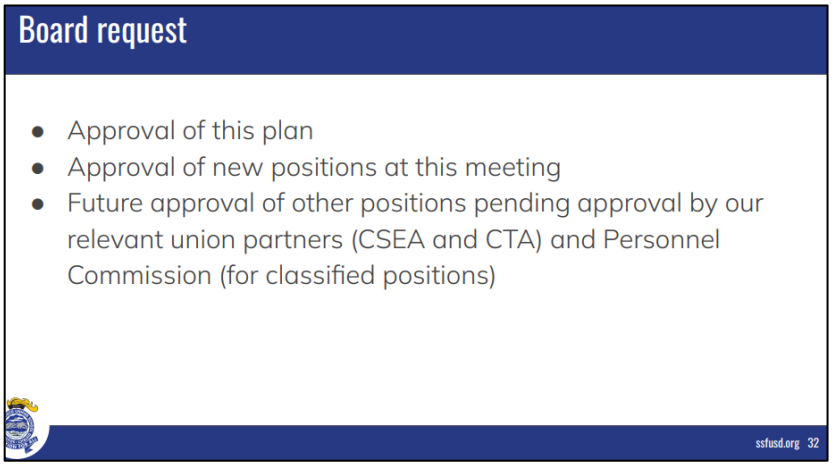
The district's reorganization plans aim to support strategic investments by reducing the YSB contract and bringing Wellness counselors in-house for Title I sites. Some district office roles will be reduced, with affected staff already consulted by HR. Negotiations are underway for new contracts with two partners, with a shift toward building internal capacity rather than relying on external consultants. Increased revenue from reimbursements and the Bay Ed Fund will help fund these changes.



The team's approach to managing change reflects a commitment to the district's core values, ensuring alignment with strategic goals. While the proposed changes may not address every expectation, they mark the beginning of a broader effort. The plan focuses on bold, inclusive, responsive, and disciplined actions to effectively allocate resources and services.



Dr. Moore concluded the presentation by thanking the board and the community for their valuable feedback. She opened the floor for questions and informed that the presentation was being presented for approval. She also invited her colleagues, Mr. O and Mr. Hannon, to assist in addressing any questions the board may have.



Trustee Richardson expressed appreciation for the outlined plan, noting that it provides a clear roadmap for the district, something that was unclear before. She acknowledged that the plan has been in motion for two years and recognized the

significant effort required. However, she asked if there was a projected timeline for how long the process would take for the district and requested benchmarks to track progress. Dr. Moore responded, explaining that the board approved the plan the previous year, and they are currently in the first year of implementation. She clarified that the plan represents an initiative under Equity-Centered Systems, with a focus on allocating resources effectively to meet the benchmarks set in the strategic plan. Dr. Moore confirmed that this was year one of implementation, and this initiative was one of the key goals for the year.

Trustee Lam raised questions about the budget, specifically the initial resources required to implement the first phase of the plan. She referred to the memo that mentioned a cost of approximately $2 million for the first two years and asked for clarification on the necessity of this amount and how costs would decrease in subsequent years. Mr. O responded by explaining that the district had conducted a multi-year financial projection to ensure affordability for the additional expenditures. The total impact over three years would be approximately $2.5 million, with the breakdown as follows: $1.4 million in the first year, $600,000 in the second year, and $500,000 in the third year. He clarified that if only the first two years were considered, the total would be about $2 million.

Trustee Lam sought clarification on why the first year of the plan seemed more expensive, expressing concern about the overlap between old positions and the creation of new ones. She wanted to better understand the reasoning behind the higher costs in the initial phase and how expenses would gradually decrease in the following years. Mr. O explained that the higher costs in the first year were due to the phase-out of partnerships with organizations such as Partners in School Innovation (PSI), Learner Center Collaborative (LCC), and Ed Pioneer. Over the next three years, the district would gradually reduce its reliance on these external partners, and the funds previously allocated to them would instead be used to support the new positions. As a result, costs would decrease in the later years.

Dr. Moore added that many positions funded by one-time grants had expired or were about to expire. The district had not reduced these positions, and their continuation added to the cost in the early years. The district had absorbed these

positions into the general fund budget, contributing to the higher initial costs.

Trustee Hsieh praised the district's proactive and transparent approach to budgeting, commending the clear planning for financial challenges ahead. She then asked Mr. O whether the district could afford the proposed staffing plan. Mr. O responded affirmatively, stating that the district could absorb the $2.5 million cost over three years. However, he noted that future financial challenges, such as additional costs from negotiations, potential staffing changes, or funding cuts from the state, could impact the budget. He also pointed out that many positions funded by one-time stimulus funds would be expiring, which might require tough decisions and possible cuts in the future, depending on the outcome of negotiations with union partners.

Trustee Hsieh expressed appreciation for Dr. Moore's staffing proposal, noting that it was well-grounded in research and stakeholder feedback. She commended the alignment with the district's strategic priorities and the phased implementation plan, emphasizing the importance of leadership being in place before introducing new roles. She also highlighted the district's conservative budgeting approach, particularly the commitment to reviewing existing programs for effectiveness. Trustee Hsieh praised this approach, recognizing it as essential for reallocating resources where they will have the greatest impact on students, and encouraged the continued evaluation of programs to ensure they are effective.

Dr. Moore thanked Trustee Hsieh for the feedback, acknowledging the importance of ensuring programs meet their intended impact on students. He emphasized that the district will continue to carefully evaluate its programs to maintain focus on their effectiveness as they move forward with the staffing plan.

President Anthony thanked Dr. Moore for the presentation and shared her thoughts, speaking from experience. She acknowledged that change is difficult but expressed excitement about the proposed shifts in the district, particularly regarding staffing changes to better support the priorities of empowered educators and purposeful partnerships. She highlighted the importance of having

dedicated staff for these roles, such as a person working on partnerships with students and families, rather than overburdening existing staff with multiple responsibilities. Presdient Anthony emphasized that while the process may involve challenges and "growing pains," the ultimate goal is to improve outcomes for students. She expressed optimism that the proposed changes would enable the district to focus more on excellence rather than compliance. She acknowledged the difficulty of balancing staffing, the strain on personnel, and the trade-offs involved in the changes, but highlighted that the district's focus should always be on supporting students and helping them achieve their goals.

Dr. Moore responded, reiterating the district's commitment to purposeful partnerships, ensuring the community is involved in these changes, and emphasizing that the adjustments are being made thoughtfully to benefit educators and students.

ACTION

ADMINISTRATION

a. Approval of the Strategic Staffing Plan

MOTION #23 (Hsieh/Richardson) to approve the Strategic Staffing Plan, 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.

President Anthony noted that item 2a under Educational Services included recognition for Derek Padilla of El Camino High School, who will receive the Harry Bettencourt Award for Area B for his contributions to student activities and leadership. She congratulated him on the achievement.

MOTION #24 (Lam/Hsieh) to approve Item 1a, Minutes of the December 12, 2024 Regular Board meeting; Item 1b, Minutes of the December 18, 2024 Special Board meeting; Item 1c, Minutes of the January 24, 2025 Special Board meeting; Item 2a, Permission for El Camino High School staff to attend the CADA conference in San Diego, CA from February 26 – March 1, 2025; Item 2b, Permission for South San Francisco High School Earth Club students to travel to Big Sur, CA, from March 21 – 23, 2025; Item 2c, Permission for staff to attend the CABE conference in Long Beach, CA, from March 25 – 29, 2025; Item 2d, Permission for South San Francisco High School Folklórico students to travel to Disneyland in Anaheim, CA, from March 27 – 31, 2025; Item 2e, 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; Item 2f, 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; Item 2g, Permission for El Camino High School staff to attend the MTSS certification training in Austin, TX, from March 25 – 27, 2025; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 3c, Permission for staff to enroll in the virtual CSPCA Merit Academy training sessions from March to July 2025; Item 4a, Gifts to the District, January 2025; Item 4b, Fundraising events for the 2024-25 school year; Item 4c, Professional services agreements under $25,000. Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. BUSINESS SERVICES

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

Mr. O provided an update on the 2025-2026 California State budget proposal, released by Governor Newsom on January 10, 2025. This year, the budget was presented by Joe Stephanshaw, Director of the Department of Finance. On January 21, Mr. O and his staff attended a workshop in Sacramento to gather details, which will inform the district's 2024-2025 second interim financial report in mid-March.

The budget assumes steady national growth but highlights risks like stock market volatility, extreme weather, and federal policy uncertainty. It was prepared before the Los Angeles fires, which are expected to impact California's economy and state revenue.

The Governor's proposal preserves education investments and includes no midyear cuts or program rollbacks. However, it notes a shrinking Local Control Funding Formula (LCFF) due to declining enrollment, and a minimal cost-of-living adjustment (COLA) of 2.43% for 2025-2026, down from 2.93% for 2024-2025. This budget won't affect the district significantly, as it is community-funded and relies more on property taxes than state funding.

The proposal does not include new funding for employee pension systems (CalSTRS and CalPERS), but CalPERS rates will increase. For Universal Transitional Kindergarten, the Governor proposed $2.4 billion in ongoing funding for full implementation and a reduction in student-to-adult ratios.

Several one-time funding grants were also proposed, including $1.8 billion for professional development and teacher recruitment. A $378.6 million Language Recovery Emergency Block Grant was also included. However, Mr. O noted that the financial impact of the Los Angeles fires may affect the availability of these funds.

Finally, while the budget includes a 2.43% COLA for special education, it is insufficient to cover the district's needs, and the district supplements special education funding with its general fund. The budget is still a proposal and will be revised in mid-May after the legislature reviews it.

Trustee Richardson inquired about the impact of the 2.43% COLA on special education services and whether the district relies on federal funding to help cover costs. Mr. O explained that while the district receives both federal and state funding for special education, it is insufficient to meet the program's needs. As a result, the district supplements the special education budget with more than $30 million from its general fund to fulfill its obligations.

President Anthony thanked Mr. O for his presentation and shared that there were about 25 minutes remaining before the next scheduled break and mentioned the possibility of extending the meeting. She expressed her intention to move through the agenda quickly while allowing enough time for questions.

ACTION ***(continued)***

1. ADMINISTRATION

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

MOTION #25 (Hsieh/Lam) to approve the following updated District's Board Bylaw and Policies and waive a second reading, as presented to the Board. Motion Carried. (Unanimous)

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

2. EDUCATIONAL SERVICES

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

Trustee Richardson asked if the document tracking service included tracking for the bond program or if there was a separate software for that. Dr. Moore responded that the document tracking service is used for school plans for student achievement, and that there is a separate service for bond tracking.

MOTION # 26 (Hsieh/Richardson) to approve the renewal agreement with Document Tracking Services for March 2025 to March 2026. Motion Carried. (Unanimous)

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

MOTION #27 (Hsieh/Lam) to approve 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. Motion Carried. (Unanimous)

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

Trustee Lam asked whether language support is offered for students who speak a language other than English during summer programs. Dr. Moore responded that while the plan mentions additional ELL support, she would need to confirm with Dr. Garcia for specifics. President Anthony added that, compared to previous years, it seemed like this year's plan included professional development for teachers at a level not seen before and asked if that was accurate.

MOTION #28 (Lam/Richardson) to approve the service proposal with Young Audiences of Northern California, effective March 1 to September 1, 2025. Motion Carried. (Unanimous)

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

Trustee Lam expressed appreciation for the topics covered in the program, noting their sophistication in addressing environmental sustainability, financial literacy, business planning, and leadership. She then asked how work site placements or employment eligibility are determined for the program.

Dr. Moore clarified that students need to be placed at a work site associated with their specific CTE pathway, either one they are currently enrolled in or have previously completed. Eligibility for placement is determined by the teacher and the CTE coordinator.

President Anthony added that in other school districts, students can sometimes find their own off-campus placements, which are then approved based on the tasks involved. If needed, the CTE coordinator can also help connect students with job sites that are open to CTE students. Placement can be student-driven or facilitated by the CTE coordinator. She noted that the specifics should be confirmed by Coordinator Rockett.

MOTION #29 (Hsieh/Lam) to approve the Work Experience Education (WEE) District Plan for the 2025-2026 school year. Motion Carried. (Unanimous)

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

President Anthony acknowledged Jennifer Rockett and her great work for building the CTE program.

MOTION #30 (Hsieh/Richardson) to approve the Career Technical Work Experience Education (CTWEE) course proposal for the 2025-2026 school year. Motion Carried. (Unanimous)

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

Trustee Lam recused herself noting that she is an employee of the Exploratorium.

MOTION #31 (Hsieh/Richardson) to approve 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. (AYES: Richardson, Hsieh, Anthony; NOES: None; ABSTAIN; Lam). Motion passed 3-0-1.

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

President Anthony expressed her support for the initiative, noting that paraprofessional educator positions have traditionally been difficult to fill, largely due to insufficient pay. She expressed gladness that new efforts are being made to attract more individuals to these positions.

MOTION #32 (Hsieh/Richardson) to approve the Memorandum of Understanding with the Classified School Employees Association Chapter 197 paraeducator recruitment and retention strategy 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 Early Notification Retirement Incentive for the 2024-25 School Year

Trustee Lam asked two questions: whether this initiative was a cost-cutting measure and if there was any intent to freeze positions for those choosing early retirement. Assistant Superintendent Mr. Hannon explained that it could be seen as both a cost-cutting measure and a workforce planning strategy. For example, if an experienced teacher retired early, a less experienced hire might be brought in at a lower salary, impacting salary steps. He also noted that advanced notice of retirements would allow for better planning of potential vacancies and could lead to backfilling positions with temporary teachers. Regarding the freezing of positions, Mr. Hannon clarified that there were no plans to freeze any positions at this time.

President Anthony inquired whether the program had been offered in the past, and Mr. Hannon confirmed that it had, with the last partnership with CTA taking place in the 2020-2021

school year.

MOTION #33 (Hsieh/Lam) to 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. Motion Carried. (Unanimous)

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

Trustee Richardson asked about the difference between 260 days of employment versus 220 days, seeking clarification on how this fits into the school year. Mr. Hannon explained that the difference is due to the longer work calendar for assistant superintendents compared to directors.

MOTION #34 (Hsieh/Richardson) to approve the job description for the Assistant Superintendent of Teaching and Learning, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

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

MOTION #35 (Hsieh/Lam) job description for the Director of Data, Educational Technology, and Accountability, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

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

Trustee Richardson inquired about who is responsible for maintaining the district's website and updating newsletters. Mr. Hannon clarified that the position is held by the Chief of Strategy and Communication, Georgina Blackett.

MOTION #36 (Lam/Hsieh) to approve the job description for the Director of School Leadership, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

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

MOTION #37 (Hsieh/Richardson) to approve the job description for the Director of Curriculum, Instruction, and Assessment, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

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

MOTION #38 (Richardson/Lam) to approve the job description for the Coaching Coordinator, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

4. BUSINESS SERVICES

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

MOTION #39 (Hsieh/Richardson) to approve the agreement with Eide Bailly for auditing services for fiscal years 2024-2025, 2025-2026, and 2026-2027. Motion Carried. (Unanimous)

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

Trustee Richardson expressed appreciation for the thoroughness of the information provided, noting that it helps in answering public questions regarding the allocation of bond money. President Anthony also expressed gratitude for the detailed breakdown of the selection process.

MOTION #40 (Richardson/Hsieh) to approve 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. (AYES: Richardson, Hsieh, Lam, Anthony; NOES) Motion Carried. (Unanimous)

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

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 - None

GOOD AND WELFARE

President Anthony opened the Good and Welfare section, noting they had six minutes before adjournment.

Trustee Richardson shared an update on a recent two-day intensive immersion in San Diego attended by 25 staff members, including Dr. Moore, Mr. Hannon, Mr. O, and herself. She expressed enthusiasm about the experience, noting it was impactful and energizing. She also highlighted that the district's strategic plan is aligning well and thanked everyone involved.

Trustee Lam provided a quick update on several events. She shared her excitement about attending the Future Lab event at Genentech alongside Trustee Anthony and Ms.

Rockett. She was given a tour and mentioned it was informed this was the event's 10th anniversary. Students from South San Francisco High participated in activities exploring various aspects of the biotech industry, including lab work, legal, marketing, and AI. Trustee Lam also visited the Children's Center with Dr. Moore, where she had the opportunity to observe the district's pre-K program for the first time, describing it as an enlightening experience with friendly and adorable children. Lastly, she mentioned her upcoming attendance at the Monte Verde Feast of Nations on February 20th, which will be her first time attending.

President Anthony reminded families about the upcoming transition-to-middle-school and high school event, encouraging participation. She also gave a shoutout to the Family Resource Center, which recently held its first open hours.

President Anthony closed the meeting by honoring the memory of Mrs. Eileen Christopherson, a beloved teacher and colleague who left a lasting impact on the Skyline and SSFUSD community. She recognized Mrs. Christopherson's dedication, kindness, and unwavering commitment to education. She extended thoughts to her family, friends, and all those mourning her loss, expressing hope that her legacy will continue to inspire.

ADJOURNMENT – 10:04 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 Lothschutz, Principal, South San Francisco High School

DATE: March 13, 2025

RE: Permission for the South San Francisco High School Boys & Girls Varsity Wrestling Team to Travel to Fresno, CA, April 11 -13, 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 on April 11-13, 2025, is to participate at the California USA Wrestling Cadet and Juniors wrestling State Championships, hosted at Selland Arena, 700 M St, Fresno, CA. Qualifying team members, both male and female, along with Coach Cuauhtemoc Cervantes and female chaperone/volunteer Amber Verdin will leave Friday, April 11, 2025 and return Sunday, April 13, 2025. Head Coach Cuauhtemoc Cervantes and volunteer Amber Verdin will be supervising the team. The group will be traveling to Fresno by district van.

FISCAL IMPLICATIONS:

The South San Francisco High School Athletics Department will cover the cost for tournament fees, overnight stipend and the district van. The group will be staying at the La Quinta Inn and Suites by Wyndham Fresno Northwest, located at 5077 N Cornelia Ave, Fresno, CA, 93722. No student will be denied the opportunity to participate due to financial constraints.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees grant permission for the South San Francisco High School Boys & Girls Varsity Wrestling Team to travel to Fresno, CA, April 11 - 13, 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, Principal, South San Francisco High School

DATE: March 13, 2025

RE: Permission for the South San Francisco High School Boys & Girls Varsity Wrestling Team to Travel to Fresno, CA, May 16 - 18, 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 on May 16 - 18, 2025, is to participate at the California USA Wrestling Team Duel wrestling State Championships, hosted at Selland Arena, 700 M St, Fresno, CA. Qualifying team members, both male and female, along with Coach Cuauhtemoc Cervantes and female chaperone/volunteer, Amber Verdin will leave Friday, May 16th, 2025 and return Sunday, May 18th, 2025. Head Coach Cuauhtemoc Cervantes and volunteer Amber Verdin will be supervising the team. The group will be traveling to Fresno by district van.

FISCAL IMPLICATIONS:

The South San Francisco High School Athletics Department will cover the cost for tournament fees, overnight stipend and the district van. The group will be staying at the La Quinta Inn and Suites by Wyndham Fresno Northwest, located at 5077 N Cornelia Ave, Fresno, CA, 93722. No student will be denied the opportunity to participate due to financial constraints.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees grant permission for the South San Francisco High School Boys & Girls Varsity Wrestling Team to travel to Fresno, CA, May 16 - 18, 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, Principal, South San Francisco High School

DATE: March 13, 2025

RE: Permission for the South San Francisco High School Boys & Girls Varsity Wrestling Team to Travel to Fresno, CA, May 30 - June 1st 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 on May 30 - June 1st, 2025, is to participate at the California USA Wrestling Cadet and Juniors wrestling Freestyle State Championships, hosted at Selland Arena, 700 M St, Fresno, CA. Qualifying team members, both male and female, along with Coach Cuauhtemoc Cervantes and female chaperone/volunteer Amber Verdin will leave Friday, May 30th, 2025 and return Sunday, June 1st, 2025. Head Coach Cuauhtemoc Cervantes and volunteer Amber Verdin will be supervising the team. The group will be traveling to Fresno by district van.

FISCAL IMPLICATIONS:

The South San Francisco High School Athletics Department will cover the cost for tournament fees, overnight stipend and the district van. The group will be staying at the La Quinta Inn and Suites by Wyndham Fresno Northwest, located at 5077 N Cornelia Ave, Fresno, CA, 93722. No student will be denied the opportunity to participate due to financial constraints.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees grant permission for the South San Francisco High School Boys & Girls Varsity Wrestling Team to travel to Fresno, CA, May 30 - June 1st, 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

Marcos Garcia, Director Special Projects, Categorical & English Learner Program

DATE: March 13, 2025

RE: Approval for SSFUSD staff to attend the CEI Cohort V PLLN Meeting in Anaheim, CA on May 1 – 3, 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 Community Engagement Initiative equips school and district staff with essential knowledge about the assets and resources available within the communities they serve. It also fosters the development of skills in cultural competency and the building of trusting relationships with families. Additionally, it ensures that families have access to valuable information about student learning and the functioning of the school system. Possible criteria might include:

- District and school staff can expand their knowledge to better support families and communities.
- District and school staff can deepen their understanding of culturally responsive practices and teaching methods.
- District and school staff can enhance their toolkit of strategies to engage with and build trust within the community.

The Multi Learner group, under the direction of Dr. Marcos Garcia, Director of Ed Services-Special Projects, consists of the Parkway Heights Principal, TOSAs, Liaisons, Parents, SSF Ed Foundation and El Concilio of SMCOE requests approval to attend this meeting held in Anaheim on May 1 – 3, 2025.

FISCAL IMPLICATIONS:

Estimated costs for 13 attendees to attend the CEI meeting in Anaheim, CA on May 1 – 3, 2025. The Bay Ed Fund will cover the cost of registration, lodging, and airfare.

The Educator Effectiveness Grant (MGMT: 341) will be utilized to cover the remaining costs.

- **Registration:** covered
- **Lodging:** covered
- **Airfare:** covered
- **Meals:** $70.00 per person *2 days *13 people = $1,820.00
- **Transportation via Uber/Lyft:** 4 rides ($120) * 13 people = $1,560.00

Total Estimated Costs: $3,380.00

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve staff to attend the CEI meeting in Anaheim, CA on May 1 – 3, 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

Marcos Garcia, Director Special Projects, Categorical & English Learner Program

DATE: March 13, 2025

RE: Approval for SSFUSD staff to attend the IEL Conference in Minneapolis, MN, on May 27 – 30, 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 Institute for Educational Leadership will host the 2025 National Community Schools and Family Engagement Conference in Minneapolis, Minnesota. The IEL collaboration, action, and a renewed commitment to transforming schools' practices, partnerships, and systems. With Family Engagement and Schools, participants will sharpen their skillsets to lead collaboratively, implement effective strategies, and strengthen family-school-community partnerships.

The Multi Learner group, under the direction of Dr. Marcos Garcia, Director of Ed Services Special Projects, consists of the Parkway Heights Principal, TOSAs, Liaisons, Parents, SSF Ed Foundation and El Concilio of SMCOE requests approval to attend this conference held in Minneapolis, MN, on May 27 – 30, 2025.

FISCAL IMPLICATIONS:

Estimated costs for 13 attendees to attend the IEL Conference in Minneapolis, MN,

on May 27 – 30, 2025. The Bay Ed Fund will cover the cost of registration, hotel and flights. The Educator Effectiveness Grant (MGMT: 341) will be utilized to cover the remaining cost.

- **Registration:** covered
- **Lodging:** covered
- **Airfare:** covered
- **Meals:** $70.00 per person *4 days *13 people = $3,640.00
- **Transportation via Uber/Lyft:** 4 rides ($120) * 13 people = $1,560.00

Total Estimated Costs: $5,200.00

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve staff to attend the IEL Conference in Minneapolis, MN, on May 27 – 30, 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

Kathy Nguyen, Principal, Parkway Heights Middle School

DATE: March 13, 2025

RE: Permission for one Parkway Heights staff member to attend the National Mariachi Education Workshop in Las Vegas, NV on June 23 – 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:

Parkway Heights is requesting for one staff member, Mr. Alberto Lopez-Rivas to attend the National Mariachi Education Workshop in Las Vegas, NV on June 23 - 27, 2025. The National Mariachi Education Consultant is a consortium of music education professionals that work with a variety of educational organizations, arts associations and school districts to foster the growth and breadth of articulated music education. The workshops include beginning, intermediate and advanced Mariachi Pedagogy; held at the Orleans Hotel & Casino, 4500 W. Tropicana Avenue, Las Vegas, NV 89103.

FISCAL IMPLICATIONS:

Estimated costs for one staff member to attend the National Mariachi Education Workshop in Las Vegas, NV:

- **Registration:** $750.00 per person = $750.00
- **Lodging:** 5 nights which includes a discount for 1 person = $650.00
- **Meals:** $275.00 (lunch will be provided by the conference)
- **Airfare r/t:** $210.00

Total Estimated Costs: $1,885.00

Site Title 1 funds (MGMT: 301) will be utilized to cover the cost.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve one Parkway Heights staff member to attend the National Mariachi Education Workshop on June 23 – 27, 2025 in Las Vegas, NV.

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

RETIREMENT

Neblett, Tracey, a teacher at Buri Buri Elementary School effective June 2, 2025
Garcia-Rovetta, Lori, a teacher at Buri Buri Elementary School effective June 2, 2025
Moro, Frank, a teacher at South San Francisco High School effective August 31, 2025

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

RESIGNATION

Rankin, Kendall, District Behaviorist, District Office, 7.5 hours per day, Range 3C, Step 5, effective March 19, 2025.

39-MONTH REHIRE

EIN 9771, Paraprofessional II - Special Education, Parkway Heights Middle School, 6.0 hours per day, Range 29, Step 3, effective February 12, 2025.

INCREASE IN HOURS

David-Leong, Margarita, Nutrition Services Assistant I, South San Francisco High School, 4.0 to 4.5 hours per day, Range 25H, Step 5, effective February 1, 2025.

Yang, Ginny, Nutrition Services Assistant I, South San Francisco High School, 4.0 to 4.5 hours per day, Range 25H, Step 5, effective February 1, 2025.

TEMPORARY INCREASE IN HOURS

Guerrero, Claudia Estella, Paraprofessional I - Bilingual, Parkway Heights Middle School, 5.0 to 6.0 hours per day, Range 25, Step 3, effective August 9, 2023 through May 30, 2024.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: March 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 February 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 FEBRUARY 2025.

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

$50 from Blackbaud to Monte Verde Elementary School in support of student and school needs, for use under the principal's discretion.

$200 from Erich and Rica Tano to El Camino High School in support of student and school needs, for use under the principal's discretion.

$2,074.99 from the American Online Giving Foundation to Spruce Elementary School in support of student and school needs, for use under the principal's discretion.

$85 from Blackbaud to Alta Loma Middle School in support of student and school needs, for use under the principal's discretion.

$50 from the American Online Giving Foundation to Alta Loma Middle School in support of student and school 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: March 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:

South San Francisco High School

Class of 2028	Spam Musubi Sale – Selling spam musubi during the Day-on-the-Green event. Commencing March 2025.

El Camino High School

Class of 2027	Panda Express Takeover – Restaurant takeover at the Serra Center in Colma. Commencing March 2025 through May 2025.
Class of 2027	Chipotle Takeover – Restaurant takeover at the Vivana Fair in Colma. Commencing May 2025.
UNICEF Club	ICC Food Court #2 – Selling sushi bake for the ICC food court event. Commencing February 2025.

Parkway Heights Middle School

7th Grade	Key Chain Fundraiser – Accepting custom keychain orders via order forms for $5 each. Commencing throughout the remainder of the school year.
8th Grade	Year-End Activities Event – Tickets and concessions will be sold for the year-end event, starting February 2025.
Yearbook	Yearbook Sale – Commencing March 2025 through April 2025.

Spruce Elementary School

All Grades	Popcornopolis Sale – Selling popcorn to bring down costs of field trips. Commencing March 2025 through April 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: March 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 – Business Services

$2,062.50	Shared Plate Strategies/Benjamin Thomas – Assisting SSFUSD in evaluating food procurement and providing training and technical support for sourcing vended meal services, ensuring alignment with departmental budgetary, compliance, and operational program goals. This is funded by the Nutrition Services Department grant. Commencing March 1, 2025 through March 31, 2025.
$2,700	Capital Engineering – Commissioning of HVAC installations involves an independent review of the contractor's work to ensure compliance with the design documents. This process also includes pre-functional testing**,** which involves coordinating the HVAC units and control systems to verify proper operation. The scope of work covers Monte Verde Elementary School, Westborough Middle School, and Sunshine Gardens Elementary School, with commissioning set to commence in March 2025**.**

$6,900	Advanced Inspection, Inc. – To conduct on-site observations at Ponderosa ES and Alta Loma MS for Accessibility, Fire Life Safety, and Structural compliance. Tasks include meetings, document review, site inspection, reporting, and form 6 submission, if applicable. Commencing March 2025 through July 2025.
$6,036	Interstate Grading & Paving, Inc. – The water valve near the South San Francisco HS baseball field was excavated, disassembled, and reassembled, followed by the installation of a snow fence. The hole was then backfilled with one foot of sand over the pipe, followed by digging spoils. Commencing February 2025.
$8,500	Johnson Controls – To provide two technicians to inspect the existing fire alarm system, tracing and documenting all fire alarm wiring from terminal cabinets to each device at the Foxridge site. They will also identify and document underground fire alarm conduits between buildings. Commencing February 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 as presented.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: March 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 0510 - School Accountability Report Card
2. BP 1114 - District Sponsored Social Media
3. BP 6112 - School Day
4. BP 6142.92 - Mathematics Instruction
5. BP 6152.1 - Placement in Mathematics Courses

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
First Reading

Policy 0510: School Accountability Report Card

Status: ADOPTED

Original Adopted Date: 11/01/2003 | **Last Revised Date:** ~~03~~09/01/~~2008~~2024 | **Last Reviewed Date:** ~~03~~09/01/~~2008~~2024

The Governing Board recognizes its responsibility to inform parents/guardians and the community about the conditions, needs, and progress at each district school and to provide data by which parents/guardians can make meaningful comparisons between schools. The process of gathering and analyzing data also provides opportunities for school and district staff to review achievements and identify areas for improvement.

The Board shall annually issue a school accountability report card (SARC) for each school site. (Education Code 35256)

In preparing the district's report cards, the Superintendent or designee may choose to use or adapt the model template provided by the California Department of Education. If the model template is not used, the Superintendent or designee shall ensure that data is reported in a manner that is consistent with the definitions for school conditions as provided in the template. At least every three years, the Board shall compare the content of the district's SARCs to the state's model template, recognizing that variances are allowed by law as necessary to meet local needs. (Education Code 33126.1, 35256)

The Board shall annually approve the SARCs for all district schools and shall evaluate the data contained in the SARCs as part of the Board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

The Superintendent or designee shall develop strategies for communicating the information contained in the SARCs to all stakeholders, including opportunities for staff and the community to discuss their content.

Notification and Dissemination of SARCs

Annually, on or before February 1 of each year, the Superintendent or designee shall publicize the issuance of the SARCs, make the SARCs available on the district's website, and notify parents/guardians that a hard copy shall be provided upon request. (Education Code 33126, 35256, 35258)

Additionally, when 15 percent or more of a school's students speak a single primary language other than English, the SARC shall be translated into that other language. (Education Code 48985)

In addition, the SARC shall be provided in an understandable and uniform format and, to the extent practicable, provided in a language that parents/guardians can understand. (Education Code 33126, 35256; 20 USC 6311)

Policy 0510: School Accountability Report Card

Status: ADOPTED

Original Adopted Date: 11/18/2010

The Governing Board recognizes its responsibility to inform parents/guardians and the community about the conditions, needs, and progress at each district school and to provide data by which parents/guardians can make meaningful comparisons between schools. The process of gathering and analyzing data also provides opportunities for school and district staff to review achievements and identify areas for improvement.

The Board shall annually issue a school accountability report card (SARC) for each school site. (Education Code 35256)

In preparing the district's report cards, the Superintendent or designee may choose to use or adapt the model template provided by the California Department of Education. If the model template is not used, the Superintendent or designee shall ensure that data are reported in a manner that is consistent with the definitions for school conditions as provided in the template. At least every three years, the Board shall compare the content of the district's report cards to the state's model template, recognizing that variances are allowed by law as necessary to meet local needs. (Education Code 33126.1, 35256)

The Board shall annually approve the SARCs for all district schools and shall evaluate the data contained in the SARCs as part of the Board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9000 - Role of the Board)

The Superintendent or designee shall develop strategies for communicating the information contained in the SARCs to all stakeholders, including opportunities for staff and the community to discuss their content.

(cf. 0420 - School Plans/Site Councils)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

Notification and Dissemination of SARCs

The Superintendent or designee shall annually publicize the issuance of the SARCs and notify parents/guardians that a paper copy will be provided upon request. On or before February 1 of each year, the Superintendent or designee shall make the SARCs available in paper copy and on the Internet. (Education Code 35256)

(cf. 5145.6 - Parental Notifications)

NEW - PROPOSED
First Reading

CSBA Sample District Policy Manual
CSBA Sample Manual Site

Policy 1114: District-Sponsored Social Media **Status:** ADOPTED

The Governing Board recognizes the value of social media to share district information with families and the community and promote community involvement and collaboration in shaping initiatives decisions. The purpose of any official district social media account shall be to further the district's vision and mission, to support student learning and staff professional development, and to enhance communication and engagement with students, families, staff, and community members. The Superintendent or designee shall ensure that the content posted by the district on an official district social media account is accessible to individuals with disabilities.

The Superintendent or designee shall develop content guidelines and protocols for official district social media accounts to ensure public access, appropriate and responsible use, and compliance with law, board policy, and administrative regulation.

Guidelines for Content

Official district social media accounts shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. This policy is not intended to create an open public forum or otherwise guarantee an individual's right to free speech on any of the official district social media accounts even if one or more features on the account that permit interaction with and between members of the public are enabled.

The Superintendent or designee shall ensure that the limited purpose of official district social media accounts is clearly communicated to users. Each account shall contain a statement specifying the purposes of the account, that the account shall only be used for such purposes, and any other user expectations or conditions as specified in the accompanying administrative regulation.

Official district social media accounts may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

Staff or students who post prohibited content or otherwise engage with an official district social media account in a manner that violates board policies and administrative regulations shall be subject to discipline in accordance with such applicable policies and regulations.

Users of official district social media accounts, and anyone who posts, replies, or otherwise leaves a digital footprint on an official district social media account, should be aware of the public nature and accessibility of social media and that such information posted or left on an official district social media account may be considered a public record subject to disclosure under the Public Records Act.

Privacy

To the extent practicable, the Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media accounts.

As it pertains to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, official district social media accounts shall operate in accordance with Board Policy 1113 - District and School Websites.

Social media and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.

PROPOSED
First Reading

CSBA Sample District Policy Manual
CSBA Sample Manual Site

Policy 6112: School Day

Status: ADOPTED

Original Adopted Date: 09/01/1988 | **Last Revised Date:** ~~12~~09/01/~~2021~~2024 | **Last Reviewed Date:** ~~12~~09/01/~~2021~~2024

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

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

Unless there is a field trip or other educational program, the daily schedule for grades K-5 shall include at least one or more periods of recess of at least 30 minutes on regular instructional days and 15 minutes on early release days. During this time, students shall be provided supervised opportunities to engage in unstructured physical activities, play, organized games. And/or social engagement with peers, and may be provided a snack. Recess shall be outdoors when weather and air quality permit, unless space is not sufficient, in which case, recess may be held indoors. (Education Code 49056) *Educational Program* means the entire school-sponsored offering for students, including in-class and out-of-class activities. (Education Code 49056)

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

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

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

Policy 6112: School Day

Status: ADOPTED

Original Adopted Date: 08/14/2014 | **Last Revised Date:** 09/07/2023 | **Last Reviewed Date:** 09/07/2023

SCHOOL DAY

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

(cf. 6111 - School Calendar)

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

(cf. 6158 - Independent Study)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

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

(cf. 5030 - Student Wellness)
(cf. 6142.7 - Physical Education and Activity)

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

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

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

(cf. 9320 - Meetings and Notices)

Legal Reference:
EDUCATION CODE
8970-8974 Early primary program, including extended-day kindergarten
37202 Equal time in all schools
37670 Year-round schools
46010 Total days of attendance
46100 Length of school day
46110-46119 Kindergarten and elementary schools, day of attendance
46120 Kindergarten and elementary schools, expanded learning opportunity program
46140-46147 Junior high school and high school, day of attendance
46148 School day for middle and high school
46160-46162 Alternative schedule - junior high and high school
46170 Continuation schools, minimum day
46180 Opportunity schools, minimum day
46190-46192 Adult education classes, day of attendance
46200-46206 Minimum instructional time
48200 Compulsory attendance for minimum school day
48663 Community day school, minimum school day
48800-48802 Concurrent enrollment in community college
51222 Physical education, instructional minutes

51760-51769.5 Work experience education
52325 Regional occupational center, minimum day

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
2021-22 AA & IT Independent Study FAQs, 2021
Clarifications for Student Learning in Quarantine, 2021
Conducting Individualized Determinations of Need, 2021
NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION POSITION STATEMENTS
Recess for Elementary School Students, 2006
STATE BOARD OF EDUCATION POLICY STATEMENTS
99-03 Physical Education (PE) Requirements for Block Schedules, July 2006
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Extending Learning Time for Disadvantaged Students, August 1995
WEST ED PUBLICATIONS
Full-Day Kindergarten: Expanding Learning Opportunities, Policy Brief, April 2005
WEB SITES
California Department of Education: http://www.cde.ca.gov
National Association for Sport and Physical Education: http://www.aahperd.org/naspe
State Board of Education: http://www.cde.ca.gov/re/lr/wr/waiverpolicies.asp
U.S. Department of Education: http://www.ed.gov
WestEd: http://www.wested.org

PROPOSED
First Reading

CSBA Sample District Policy Manual
CSBA Sample Manual Site

Status: ADOPTED

Policy 6142.92: Mathematics Instruction

Original Adopted Date: 10/01/1995 | **Last Revised Date:** ~~12~~09/01/~~2015~~2024 | **Last Reviewed Date:** ~~12~~09/01/~~2015~~2024

The Governing Board desires to offer a rigorous mathematics program that progressively develops the knowledge and skills students will need to succeed in college and career. The district's mathematics program shall be designed to teach mathematical concepts in the context of real-world situations and to help students gain a strong conceptual understanding, a high degree of procedural skill and fluency, and ability to apply mathematics to solve problems.

The district's mathematics program shall also incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning through lessons that are relevant to students. Instructional resources adopted for use in district schools shall provide guidance to support a diverse student population, including students who are English learners, at-promise, advanced learners, and students with learning disabilities.

For each grade level, the Board shall adopt academic standards for mathematics that meet or exceed the Common Core State Standards. The Superintendent or designee shall develop or select curricula that are aligned with these standards and the state curriculum framework.

The district's mathematics program shall address the following standards for mathematical practices which are the basis for mathematics instruction and learning:

1. Overarching habits of mind of a productive mathematical thinker: Making sense of problems and persevering in solving them; attending to precision

2. Reasoning and explaining: Reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others

3. Modeling and using tools: Modeling with mathematics; using appropriate tools strategically

4. Seeing structure and generalizing: Looking for and making use of structure; looking for and expressing regularity in repeated reasoning

In addition, the district's mathematics program shall be aligned with grade-level standards for mathematics content.

For grades K-8, mathematics content shall address, at appropriate grade levels, counting and cardinality, operations and algebraic thinking, number and operations in base ten, fractions, measurement and data, geometry, ratios and proportional relationships, functions, expression and equations, the number system, and statistics and probability. Students shall learn the concepts and skills that prepare them for the rigor of higher mathematics.

For higher mathematics, the district shall offer alternative pathways of courses through which students shall be taught concepts that address number and quantity, algebra, functions, modeling, geometry, and statistics and probability. Any pathway offered by the district shall be designed in a manner that provides maximum opportunities for students to access advanced mathematics courses during high school.

The Superintendent or designee shall ensure that students are appropriately placed in mathematics courses and are not required to repeat a course that they have successfully completed in an earlier grade level. Placement decisions shall be based on consistent protocols and multiple academic measures.

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

The Superintendent or designee shall ensure that students have access to sufficient instructional materials, including manipulatives and technology, to support a balanced, standards-aligned mathematics program.

The Superintendent or designee shall provide the Board with data from state and district mathematics assessments and program evaluations to enable the Board to monitor program effectiveness.

Policy 6142.92: Mathematics Instruction

Status: ADOPTED

Original Adopted Date: 06/25/2015

The Governing Board desires to offer a rigorous mathematics program that progressively develops the knowledge and skills students will need to succeed in college and career. The district's mathematics program shall be designed to teach mathematical concepts in the context of real-world situations and to help students gain a strong conceptual understanding, a high degree of procedural skill and fluency, and ability to apply mathematics to solve problems.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

For each grade level, the Board shall adopt academic standards for mathematics that meet or exceed the Common Core State Standards. The Superintendent or designee shall develop or select curricula that are aligned with these standards and the state curriculum framework.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

The district's mathematics program shall address the following standards for mathematical practices which are the basis for mathematics instruction and learning:

1. Overarching habits of mind of a productive mathematical thinker: Making sense of problems and persevering in solving them; attending to precision

2. Reasoning and explaining: Reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others

3. Modeling and using tools: Modeling with mathematics; using appropriate tools strategically

4. Seeing structure and generalizing: Looking for and making use of structure; looking for and expressing regularity in repeated reasoning

In addition, the program shall be aligned with grade-level standards for mathematics content.

For grades K-8, content shall address, at appropriate grade levels, counting and cardinality, operations and algebraic thinking, number and operations in base ten, fractions, measurement and data, geometry, ratios and proportional relationships, functions, expression and equations, the number system, and statistics and probability. Students shall learn the concepts and skills that prepare them for the rigor of higher mathematics.

For higher mathematics, the district shall offer a pathway of courses through which students shall be taught concepts that address number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall ensure that students have access to sufficient instructional materials, including manipulatives and technology, to support a balanced, standards-aligned mathematics program.

(cf. 0440 - District Technology Plan)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

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

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall provide the Board with data from state and district mathematics assessments and program evaluations to enable the Board to monitor program effectiveness.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

NEW - PROPOSED
First Reading

CSBA Sample District Policy Manual
CSBA Sample Manual Site

Policy 6152.1: Placement In Mathematics Courses **Status:** ADOPTED

The Governing Board believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or fulfilling careers. District students shall be provided an opportunity to complete a sequence of mathematics courses recommended for admission into the University of California (UC) and California State University (CSU) systems.

The district shall offer alternative pathways of courses designed in a manner that provides maximum opportunities for students to access advanced mathematics courses during high school.

The Superintendent or designee shall work with district teachers, counselors, and administrators and the representatives of feeder schools to develop a well-articulated sequence of mathematics courses and consistent protocols for placing students in mathematics courses offered at district high schools.

Such placement protocols shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, statewide mathematics assessments, including state interim and summative assessments; placement tests that are aligned to state-adopted content standards in mathematics; classroom assignment and grades; and report cards. (Education Code 51224.7)

District staff shall implement the placement protocols uniformly and without regard to students' socioeconomic background or any characteristic specified in Board Policy 0410 - Nondiscrimination In District Programs And Activities, including, but not limited to, race, sex, gender, nationality, and ethnicity.
The placement protocols shall provide for at least one reevaluation within the first month of the school year to ensure that students are appropriately placed in mathematics courses and shall specify the criteria the district will use to make this determination. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

If a student or parent/guardian questions the student's placement, the student or the student's parent/guardian may appeal the decision to the Superintendent or designee. The decision of the Superintendent or designee shall be final.

The Superintendent or designee shall ensure that all teachers, counselors, and other district staff responsible for determining students' placement in mathematics courses receive training on the placement protocols.

The Board and the Superintendent or designee shall annually review student data related to placement in mathematics courses offered at district high schools to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not being held back in a disproportionate manner on the basis of any subjective or discriminatory basis, and shall develop strategies for removing any identified barriers to students' access to mathematics courses. The Superintendent or designee shall also report on the percentage of district students who have successfully completed mathematics courses that satisfy the requirements for entrance to the UC and CSU systems.

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

Jason Brockmeyer, Director of Innovation, Community Outreach and Special Projects

DATE: March 13, 2025

RE: Approval of Imagine Learning Twig K-5 Science Research Study 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:

Imagine Learning seeks to partner with the South San Francisco Unified School District (SSFUSD) to measure the effectiveness of Twig Science on the science skills of Grades K–5 students. The study will employ rigorous evaluative methods, including comparative and correlative approaches, to analyze the impact of Twig Science on student outcomes.

To achieve this, Imagine Learning will collect and analyze Grade 5 and Grade 8 student California Assessment of Student Performance and Progress (CAASPP) Science and Math data from Spring 2022, Spring 2023, Spring 2024, and Spring 2025, along with student demographic and software usage data.

Imagine Learning agrees to comply with all applicable federal, state, and local laws regarding student data protection, including FERPA. All data will be collected securely via Box.com, and all direct identifiers will be removed. The final report will present only aggregated data, ensuring no personally identifiable information is included. The attached

Data Sharing Agreement outlines the data collection and privacy measures that will be established between Imagine Learning and SSFUSD.

FISCAL IMPLICATIONS:

There are no direct costs to SSFUSD associated with this research study.

POTENTIAL IMPACT:

The findings from this study will provide SSFUSD with valuable insights into the impact of Twig Science on student achievement, enabling educators to make data-informed decisions regarding curriculum implementation. Specifically, the research will address the following key questions:

- During the 2022-2023 school year, when Grade K-5 teachers had the option to use Twig Science, how did the science achievement of Grade 5 students who used Twig Science compare to those who did not?
- How has overall science achievement changed in Grades 5 and 8 since the adoption of Twig Science?
- How does Twig Science differentially impact student achievement based on grade level, gender, race/ethnicity, socio-economic status, English language classification, special education classification, free or reduced-price lunch status, and prior achievement?

RECOMMENDATION:

Staff recommends that the South San Francisco Unified School District Board of Trustees approve the agreement with Imagine Learning for the Twig Science Research Study, covering the school years from 2021-2022 through 2024-2025.

Twig Science Research Study Overview

Overview

Imagine Learning proposes to partner with South San Francisco Unified School District (CA) to measure the effectiveness of Twig Science on the science skills of Grades K–8 students. To measure program effectiveness, Imagine Learning will employ the most rigorous and appropriate evaluative methods, such as comparative and correlative approaches, based on the observed characteristics of program implementation(s). To accomplish this, Imagine Learning will collect Grade 5 and Grade 8 student California Assessment of Student Performance and Progress (CAASPP) Science and Math data from Spring 2022, Spring 2023, Spring 2024, and Spring 2025; student-level demographic data; and software usage data.

Research Questions

- During the 2022-2023 school year (when Grade K-5 teachers could opt in to using Twig Science), how did the science achievement of Grade 5 students who used Twig Science differ from Grade 5 students who did not use Twig Science?
- How has overall science achievement changed in Grades 5 and 8 since the adoption of Twig Science?
- How does Twig Science differentially affect student achievement (based on grade level, gender, race/ethnicity, socio-economic status, English language classification, special education classification, free or reduced-priced lunch status, and prior achievement)?

Methods

- Comparative Analysis (Grade 5 in 2022–2023): Imagine Learning will use Spring 2023 Grade 5 CAASPP science scores to evaluate the difference in science achievement between Twig Science users and non-users. CAASPP math scores from Spring 2022 (when the students were in 4th grade) and demographic data will be used to control for students' characteristics and baseline academic abilities to increase confidence that any observed differences in performance are due to Twig Science rather than other factors.
- Cohort Analysis (Grade 5 and 8, 2021–2022 through 2024–2025): Imagine Learning will investigate how Grade 5 and 8 CAASPP science proficiency rates have changed between Spring 2022 (before Twig Science was used in the district) and Spring 2025 (after the Twig Science implementation). Imagine Learning will use demographic data to understand how science achievement has changed within various student subgroups.

Data Collection

- CAASPP assessment data: Imagine Learning will collect:
  - Spring 2022, Spring 2023, Spring 2024, and Spring 2025 science assessment data for Grades 5 and 8.
  - Spring 2022 math assessment data for Grade 4.
- Program participation information: Imagine Learning will gather information on which Grade 5 teachers used Twig Science in 2022-2023.
- Demographic data: Imagine Learning will collect demographic data (grade level, gender, race/ethnicity, socio-economic status, English language classification, special education classification) for Grade 5 and 8 students from the 2022-2023 through 2024–2025 school years.
- Software usage data: Imagine Learning will gather software usage data for Twig Science users.

Research Process

The time commitment from district staff is expected to be limited to the following activities:

1. Confirm or modify research design as proposed above.
2. Collect signature on data sharing agreement.
3. Gather data outlined in the data sharing agreement.
4. Attend a 30–60-minute meeting to discuss the results of the study.

Benefits

This study will help the district gain a better understanding of the effect of the Twig Science curriculum on student achievement. Further, the information generated from this research will enable educators to optimize student outcomes in future implementations.

Confidentiality

Imagine Learning agrees to comply with all applicable federal, state, and local laws regarding the protection of student data, including but not limited to FERPA. Imagine Learning uses a secure web portal (Box.com) to collect student data for analysis. Imagine Learning will ensure that all direct identifiers are removed from data collected and used solely for the purposes of this research study. When Imagine Learning writes a final report with the results from the study, data will be aggregated, and no names or personally identifiable information will be included. A separate Data Sharing Agreement outlining all data to be collected and data protection and privacy practices to be enacted will be agreed upon by Imagine Learning and the district.

Contact

Imagine Learning Efficacy Research
Email: efficacy@imaginelearning.com

Docusign Envelope ID: 32BF1AC6-48F0-48FC-B44E-83C9FBE4735A

IMAGINE LEARNING
RESEARCH and DATA SHARING AGREEMENT

This RESEARCH and DATA SHARING AGREEMENT ("Agreement") is entered into by and between:

Company: Imagine Learning LLC 100 S. Mill Ave, Suite 1700 Tempe, AZ 85281	District: South San Francisco Unified School District 398 B Street South San Francisco, CA 94080

Company and District are referred to individually as a "Party" and collectively as the "Parties."

1. RECITALS

1.1 **Company**. Company develops and provides web-based, teacher-led core and elective curriculum and instructional services for students in grades K-12 and markets its courseware and online virtual instruction programs for use in traditional classrooms, and blended learning and virtual program settings.

1.2 **District**. District maintains individually identifiable information on students ("Project Data") as necessary for District's responsibilities as an educational institution.

1.3 **FERPA**. The Family Education Rights and Privacy Act ("FERPA") allows the release of educational records or personally identifiable information of students to organizations conducting studies for, or on behalf of, educational agencies or institutions to serve legitimate educational interests, including for the purpose of improvements to instruction. Company shall conduct the Project (as defined below) and any and all studies in such a manner that they do not allow for the personal identification of students and parents by persons other than representatives of the Parties. The information collected will be de- identified or destroyed when no longer needed for the purpose for which the Project was conducted as set forth in this Agreement.

1.4 **Project**. This Agreement is entered into for the purpose of facilitating the performance of studies on behalf of District in a manner permitted by FERPA and other applicable Federal, state and local laws and regulations (collectively, "Applicable Law") and to establish the necessary data sharing arrangements between the Parties to accomplish the "Project" described in the attached Exhibit A.

1.5 **Agreement**. Company and District, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and for the Project Purpose(s) described in the attached Exhibit A, acknowledge and agree to be bound by this Agreement, effective as of the last date of signature below (the "Effective Date").

2. DATA ACCESS, USE, AND SECURITY

2.1. **Security.** The Parties agree to keep Project Data confidential and secure at all times, both when in transit and at rest, via appropriate administrative, technical, and physical security measures.

2.2. **FERPA Compliance.** Both Parties will comply with all provisions of FERPA, any amendments to FERPA and other Applicable Laws with respect to privacy. Nothing in this Agreement may be construed to allow either Party to maintain, use, disclose, or share Project Data in any manner that violates any Applicable Law.

2.3. **Project Data is Property of District**. Access to Project Data under this Agreement shall be as directed by the District. All such Project Data shall remain District's property until such Project Data is permanently de-identified. Company may retain any such de-identified data to be used for product improvement, marketing, and other lawful purposes. Company may use the District's name in connection with any published findings from the Project on Company's website and in other Company marketing materials.

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2.4. **Company Responsibilities.** The restrictions set forth in this Section 2.4 shall apply to the receipt, use, disclosure, and maintenance of Project Data by Company. Company agrees to the following:

2.4.1. Authorized Purpose, Property of District. Project Data may only be used for the Project Purpose or purposes authorized pursuant to this Agreement. All Project Data shall be protected from unauthorized use and/or disclosure under this Agreement. Any dissemination or use of the Project Data without being first de-identified is specifically prohibited. Company and Researcher will not re-identify or attempt to re-identify the de-identified data.

2.4.2. Confidentiality, Access. Company will comply with the relevant provisions of FERPA regarding the confidentiality of Project Data. To protect the confidentiality of Project Data, Company will limit access to Project Data to those employees, agents, consultants, or contractors who reasonably need access to Project Data in order to perform their responsibilities under this Agreement.

2.4.3. Court-Ordered Disclosure. In the event that Project Data is required to be disclosed in response to a valid order of a court of competent jurisdiction or other governmental body of the United States or any political subdivisions thereof, Company shall first (a) notify District of the order and provide a complete copy of such order to District, and (b) permit District to seek an appropriate protective order. Company shall fully cooperate with District, if District wishes to apply to such court for a protective order. Company shall only disclose the Project Data to the extent necessary and as required by the court or other governmental order. Furthermore, Company will comply with the notice requirements of FERPA if and when it is required to disclose any Project Data in accordance with a lawfully issued subpoena or court order.

2.4.4. Return/Destruction. Following Company's completion of the Project or providing a copy of the Report (as defined below) to District, whichever is later, Company will return or de-identify/destroy all Project Data previously disclosed by District.

2.5. **District Responsibilities.**

2.5.1. Provision of Data to Company. District will share Project Data with Company as directed by the Project requirements and provide such Project Data in a format reasonably acceptable to Company. District will transmit the Project Data to Company using a secure method (such as secure file transfer protocol or SFTP) with appropriate security measures, including, if appropriate, single sign-on (SSO) encryption. If the Project Data submitted is incomplete or unacceptable to Company for whatever reason, Company may, in its sole discretion, request District to resubmit all or any portion of the Project Data.

2.5.2. FERPA Consent. District will obtain any and all necessary consents and permissions required under Applicable Law, including those required under FERPA, for District's participation in the Project.

3. TERM

3.1. **Term, Expiration**. This Agreement shall become effective as of the Effective Date and, subject to any earlier termination as provided herein, shall remain in full force and effect through and including 12/31/2025 (the "Term"). Thereafter, this Agreement will be automatically renewed and extend for N/A additional N/A year period(s) unless a Party gives written notice to the other Party that it will not renew at least thirty (30) days prior to the expiration of the then-current Term. All terms and obligations undertaken herein that by their terms are reasonably construed as surviving termination shall survive any termination of this Agreement.

3.2. **Termination Rights**. Either Party may terminate this Agreement: (a) for convenience upon ten (10) days advance written notice; (b) upon written notice for any material breach by the other Party which remains

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uncured for a period of five (5) business days after written notice of such breach has been provided by the non-breaching Party; or (c) immediately if the activities are determined to be in violation of any Applicable Law.

4. GENERAL PROVISIONS AND CONDITIONS

4.1 **Company Report, Work Product**. Company may conduct analyses of the Project Data and may, in its sole discretion, produce a report examining the efficacy of the respective Company courses and materials (the "Report"). District acknowledges that the Report is the work product of Company and that Company is the sole owner of all rights, title and interest in and to the Report. District grants Company an exclusive, worldwide, transferable, royalty-free and fully-paid perpetual license to use the Project Data and any compilation or analysis of the Project Data using third-party data, in any manner, for any purpose and in any medium, in Company's sole discretion, so long as the Report does not contain personally identifiable Project Data belonging to District. If Company provides a copy of the Report to District, Company grants the District a limited, non-exclusive, worldwide, royalty-free and fully-paid license to use such Report only for its own internal purposes.

In cases where the analysis is prospective, to be conducted and managed over a future or current academic year, the Company shall retain the right to revise the Project, as outlined in Exhibit A, or terminate the analysis, if Project implementation metrics (e.g., time in program, lessons completed, and course completions) deviate significantly from the Company's recommendations. Company and District agree that any such deviation, and the applicable metric, shall be determined by Company, in Company's sole discretion. The Company shall provide notice to the District upon making any modifications to the Project.

4.2 **Warranty**. The Report and any analysis of Project Data is provided on an "AS IS" and "WHERE IS" basis. Company makes no, and expressly disclaims all, express or implied warranties, including without limitation any warranty of merchantability or fitness for a particular purpose with respect to the Project, the Report, or any data or analysis associated with the Project or Report.

4.3 **Amendment**. This Agreement may be amended only by a written instrument signed by the Parties hereto.

4.4 **Notices**. All notices or other correspondence required to be given pursuant to this Agreement shall be sent by mail or delivered to the Party's authorized representatives at the addresses shown above this Agreement's Recitals.

4.5 **Entirety**. This Agreement, together with any Exhibits attached hereto, constitutes the entire Agreement between the Parties with respect to the subject matter hereof and supersedes any other negotiations, agreements, or communications, whether written or oral, made by any Party.

4.6 **Severability**. If any provision in this Agreement is held to be invalid, illegal, or unenforceable, the validity, legality and enforceability of the remaining provisions shall not be affected.

4.7 **Assignment**. Neither Party may assign its duties nor rights under this Agreement without the other Party's prior written consent. Notwithstanding, Company may assign this Agreement to an affiliate of Company or to any corporate successor through merger or sale of Company.

4.8 **Authority**. Each Party represents and warrants to the other Party that this Agreement has been duly authorized, executed and delivered by and on behalf of each such Party, and constitutes the legal, valid and binding agreement of said Party.

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ACCEPTED AND AGREED:

District:	**Company:**
Signed:	Signed:
Name:	Name:
Title:	Title:
Date:	Date:

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EXHIBIT A
Project Overview

Project Name	Twig Science | South San Francisco Unified School District Collaborative Research Study, 2021-2022 through 2024-2025
Project Scope/Analysis	Imagine Learning proposes to partner with South San Francisco Unified School District (CA) to measure the effectiveness of Twig Science on the science skills of Grades K–8 students. To measure program effectiveness, Imagine Learning will employ the most rigorous and appropriate evaluative methods, such as comparative and correlative approaches, based on the observed characteristics of program implementation(s). To accomplish this, Imagine Learning will collect Grade 5 and Grade 8 student California Assessment of Student Performance and Progress (CAASPP) Science and Math data from Spring 2022, Spring 2023, Spring 2024, and Spring 2025; student-level demographic data; and software usage data.
Target Completion Date	9/1/2025
Cohort School Year	2021-2022 through 2024-2025
Grade Levels	K-8

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Student/Demographic Data

General information about students involved in the Project will be limited to that data necessary to complete the study and will be limited to those students identified as participants. Information collected will be limited to the data described herein. Other data may be added by agreement between the Parties.

This Project will be conducted in a manner that does not permit personal identification of students or school/district staff by anyone other than Company staff assigned to this research project. Company will destroy or return to the District, at the District's option, any data that could be associated with any individual when the information is no longer needed for the purposes for which the study is being conducted. With the approval of the District, data with personally identifiable information may be retained by Company solely for internal program improvement, which the District agrees constitutes a legitimate educational interest.

- X Student ID
- X Student Name
- X Student Grade
- X Student Age
- X Student Test Scores
- X Student Achievement Data
- X School
- X Teacher
- X Language Proficiency Level
- X Gender
- X Race/Ethnicity
- X English Language Learner Status
- X Special Education Status
- X Attendance
- X Free or Reduced Lunch Status
- Other:_____
- Other:_____
- Other:_____

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Assessment/Achievement Data

Data/Variables	Assessment/Instrument	School Year(s)
Student-level overall score, subscale scores, percentile rank, proficiency levels, testing date	California Assessment of Student Performance and Progress (CAASPP), Science Assessment	Grade 5 and 8: Spring 2022, Spring 2023, Spring 2024, Spring 2025
Student-level overall score, subscale scores, percentile rank, proficiency levels, testing date	California Assessment of Student Performance and Progress (CAASPP), Mathematics Assessment	Grade 4: Spring 2022
Student-level Twig Science participation indicator	Twig Science Participation Indicator	2022-2023

Research Questions:

1) During the 2022-2023 school year (when Grade K-5 teachers could opt in to using Twig Science), how did the science achievement of Grade 5 students who used Twig Science differ from Grade 5 students who did not use Twig Science?

2) How has overall science achievement changed in Grades 5 and 8 since the adoption of Twig Science?

3) How does Twig Science differentially affect student achievement (based on grade level, gender, race/ethnicity, socio-economic status, English language classification, special education classification, free or reduced-priced lunch status, and prior achievement)?

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

Eric Claybon, SSFUSD Child Development Program Coordinator

DATE: March 13, 2025

RE: Approval of the SSFUSD Child Development Program to purchase Pour-N-Place Rubber Flooring from Flex Ground for the Children's Center Preschool Campus

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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 Children's Center is the flagship location of the Child Development Program. We are attempting to upgrade the playground surfacing/flooring which has served our community for many years. The new flooring will have the capacity to serve 43 direct (CSPP), 28 County (CSPP) and 21 TK-K school-age (CCTR-CDSS) students yearly. Per the Flex Ground representative, the life expectancy of the new flooring will be 15 years.

FISCAL IMPLICATIONS:

The total cost of the project will be $70,343.77.

The SSFUSD Child Development Program will purchase the requested Rubber Flooring for the Children's Center with a grant from the San Mateo County and additional funding issued under fund 12.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the purchasing of the playground rubber flooring from Flex Ground for the Children's Center Program.

SSFUSD Child Development Program
Playground Surfacing/Flooring Project
Children's Center
2024-2025

Purchase Approval Package Coversheet and Checklist

This form is to be used when Child Care and Development (CCD) Contractors seek approval for purchases that meet the following:

All equipment and equipment replacement purchases that meet either of the following criteria:

1) The per-unit acquisition cost equals or exceeds the lesser of the capitalization level established by the contractor for financial statement purposes, or five thousand dollars ($5,000), including tax.

2) The sum of all items included in the purchase equals ten thousand dollars ($10,000) or more, including tax.

3) Proposed renovation and repair work for ten thousand dollars ($10,000) or more prior to cost allocation, including the invoiced cost, plus any applicable sales tax, delivery fees, or installation charges.

Instructions: CCD Contractors must submit this form along with all applicable documents to their assigned Early Education Division (EED) Consultant, Program Quality and Implementation Office (PQI) Consultant. Once submitted, the PQI Consultant will review, if approved, the CCD contractor will receive their approval within 30 days of submission and then the contractor may move forward with the purchase. If approval is not granted, the consultant will communicate the denial within 30 days and provide technical assistance as to why approval cannot be granted at this time.

To expedite the process, please ensure that all applicable documents are submitted.

X	**CD 2702**- Purchase Approval Package Coversheet and Checklist
X	**CD 2703**- Purchase Approval Request
X	**Justification Letter** - this letter should include the justification for the purchase, if the contractor did not select the lowest bid and why, what contract(s) fund the purchase, and any other applicable information to support the purchase.
X	**Cost Allocation Table**– All funding sources that support the purchase should be identified and what amounts will be charged to that funding source. If only one source is being used this can be identified in the justification letter.
X	**BIDS*** - At least three bids or estimates that contain prices for equivalent and comparable items and/or services

* Public Agencies shall comply with the applicable sections of the *Public Contract Code*.

Contractor/Agency and Vendor Number: San Mateo County Superintendent of Schools

Name of person submitting package: Sheryl Chan

Date Submitted: January 10, 2025 CD 27011.7.2024

South San Francisco Unified School District
Child Development Program
530 Tamarack Lane, South San Francisco, CA 94080
Telephone: (650) 827-8400 / Fax: (650) 877-5232
Eric Claybon, Program Coordinator

Tuesday, January 21, 2025

To Whom It May Concern,

The SSFUSD Child Development Program is requesting permission and support to upgrade the playground flooring at the Children's Center on 530 Tamarack Lane, SSF Ca. The total cost of the Pour-N-Place project will be $70,343,77.

It will have the capacity to serve 43 direct (CSPP), 28 County (CSPP) and 14 TK-K school-age (CCTR-CDSS) students per program year. Per the Flex Ground representative, the life expectancy of the system is 15 years+. We are attempting to upgrade the playground surface/flooring area which has served our preschool community for approximately 27 years. Currently the playground is well-worn with a sufficient number of cracks in the surface/flooring area thus in need of an upgrade.

In terms of funding the work, we intend to split the cost between San Mateo County Office of Education and Community Care grant dollars, as well as, funds from our State and County preschool contracts. $28, 566.82 of the project will be funded by the San Mateo County Community Grant, $22,081.17 by American Rescue Plan Act dollars (ARPA), $9,847.89 will be funded by the State and finally, $9,847.89 will also be funded by the San Mateo County Office of Education.

We selected the second to the lowest bid from Flex Ground which was $313, 95 higher that the lowest bid of $70, 092.82 from Tot Turf. Tot Turf price only offered basic colors patterns. Flex Ground was chosen because its color pattern was deemed more vibrant and suitable for the Children's Center playground.

Eric Claybon
Child Development Program Coordinator
South San Francisco Unified School District
Children's Center Office: 650. 827.8406
Hillside Office: 650. 827.8405

EQUIPMENT PURCHASE APPROVAL REQUEST

Child Care and Development Division (CCDD)

NOTE: Child Care and Development Division (CCDD) approval is required prior to incurring costs when the total amount equals or exceeds $5,000 per unit cost, including tax, and/or $10,000 in sum, including tax. Private agencies are required to obtain and submit documentation of at least three (3) bids for purchases requiring CDSS approval. Public agencies shall comply with the applicable section of the Public Contract Code (PCC).

PART I

SPECIAL NOTE: Object Classification 6400 - Equipment and Object Classification 6500 - Equipment Replacement - The contractor listed below must apply for approval to use child care and development contract funds to purchase items of equipment, with a cost per item exceeding the limit specified in the Funding Terms and Conditions.

CONTRACTOR	ADDRESS	CITY	ZIP CODE
SSFUSD Child Development Program	530 Tamarack Lane	South San Francisco	94080

CONTACT PERSON	TELEPHONE	CONTRACT TYPE	VENDOR NUMBER
Eric Claybon	650. 827.8400	Center Based	6907

PART I - DESCRIPTION OF EQUIPMENT (Identify types of equipment proposed for purchase.)

QUANTITY	ITEM	ITEM COST	TOTAL COST	ITEM PLACEMENT (SITE ADDRESS)	ESTIMATED USEFUL LIFE EXPECTANCY	JUSTIFICATION ATTACHED
1	Pour-N-Place Rubber Surfacin		$70,344	530 Tamarack Lane, SSF, Ca, 9	15 YEARS	Yes ☑ No ☐
					_____ YEARS	Yes ☐ No ☐
					_____ YEARS	Yes ☐ No ☐
					_____ YEARS	Yes ☐ No ☐

PART II - CERTIFICATION

I hereby certify that the above information is true and correct to the best of my knowledge. I also agree to abide by Funding Terms and Conditions requirements with regards to the title, use, disposition, and retention of equipment purchased with child care and development contract funds provided by the California Department of Social Services.

SIGNATURE OF AUTHORIZED REPRESENTATIVE	TITLE	DATE
	SSFUSD Child Development Program Coordinator	01/23/2025

PART III - FOR CDD USE ONLY

CCDD receipt date: _____

Contractor notification date: _____

CONSULTANT RECOMMENDATION

Requested: $ _____

Approved: $ _____

Fiscal Year: _____ / _____

Year-to-Date Balance: $ _____

COMMENTS

CONSULTANT	DATE	ADMINISTRATOR	DATE

Distribution: Original: Contractor, copies to Audits, Fiscal Analyst, CCDD Consultant, and Contractor file.

New Cost Allocation

San Mateo County Community Grant	$28, 566.82
American Rescue Plan Act (ARPA-CCTR)	**$22, 081.17**
SSFUSD CSPP Contract (County)	$ 9, 847.17
SSFUSD CSPP Contract (Direct)	$ 9, 847.17
TOTAL PROJECT COST	**$70,343.77**

San Mateo County Office of Education

Equipment Purchase Approval

Pour-N-Place Rubber Flooring

2024-205

CALIFORNIA DEPARTMENT OF EDUCATION
EARLY EDUCATION AND SUPPORT DIVISION
CD-2703 (09/14)

NOTE: EESD approval required prior to incurring costs. in excess of $7,500. Private agencies are required to obtain and submit documentation of at least three bids for a purchase in excess of $5,000.

EQUIPMENT PURCHASE APPROVAL REQUEST

PART I SPECIAL NOTE: Object Classification 6400 - Equipment and Object Classification 6500 - Equipment Replacement - The contractor listed below must apply for approval to use Child Development contract funds to purchase items of equipment, with a cost per item exceeding the limit specified in the Funding Terms and Conditions.

CONTRACTOR	ADDRESS	CITY	ZIP CODE
San Mateo County Superintendent of Schools	101 Twin Dolphin Drive	Redwood City	94065

CONTACT PERSON	TELEPHONE	CONTRACT TYPE	VENDOR NUMBER
Sheryl Chan	650-802-5616	CSPP	1041

PART I - DESCRIPTION OF EQUIPMENT (Identify types of equipment proposed for purchase.)

QUANTITY	ITEM	ITEM COST	TOTAL COST	ITEM PLACEMENT (SITE ADDRESS)	ESTIMATED USEFUL LIFE EXPECTANCY	JUSTIFICATION ATTACHED
1	Pour-N-Place Rubber Surface		$ 70,344	530 Tamarack Lane SSF, CA. 94080	15 YEARS	Yes ☑ No ☐
					____ YEARS	Yes ☐ No ☐
					____ YEARS	Yes ☐ No ☐
					____ YEARS	Yes ☐ No ☐

PART II - CERTIFICATION

I hereby certify that the above information is true and correct to the best of my knowledge. I also agree to abide by Funding Terms and Conditions requirements with regards to the title, use, disposition, and retention of equipment purchased with child care contract funds provide by the California Department of Education.

SIGNATURE OF BOARD PRESIDENT OR DESIGNEE	TITLE	DATE
Kevin J. Bultema	Deputy Superintendent	2025-02-13

PART III - FOR CDD USE ONLY

EESD receipt date: _____/_____/20___

Contractor notification date: _____/_____/20___

CONSULTANT RECOMMENDATION

Requested $ _____ Approved $ _____

Fiscal Year 20____/____

Year-to-Date Balance: $ _____

COMMENTS

CONSULTANT	DATE	ADMINISTRATOR	DATE

Distribution: Original: Contractor, copies to Child Development Audits, Fiscal Analyst, EESD Consultant, and Contractor file.

S.C. 2025-01-28 M.M. 2025-01-28 M.C. 2025-01-28 A.H. 2025-02-05

March 13, 2025

SAN MATEO COUNTY OFFICE OF EDUCATION

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

Deborah Wacker, Child Development Consultant
California Department of Education
Early Education Division
Program Quality Implementation Office
Northern California

January 27, 2025

The South San Francisco Unified School District (SSFUSD) serves as both a CDE CSPP contractor and a subcontractor of San Mateo County Office of Education (SMCOE). SSFUSD is seeking approval to upgrade the playground flooring at the SSFUSD-Children's Center located at 530 Tamarack Lane, SSF, CA. 94080. The total cost for the project is estimated at $ 70,343.77.

SSFUSD- Children's Center is contracted to serve 28 County CSPP children this year. The project funding proposal is detailed as follows:

Proposed Funds	**Proposed Allocation**
San Mateo County Community Fund	$ 28,566.82
SSFUSD CCTR ARPA Fund	$ 22,081.17
SSFUSD CSPP Contract	$ 9,847.89
SMCOE CSPP Contract 4524	$ 9,847.89
TOTAL PROJECT COST	**$70,343.77**

The current rubber surface under the play structure is worn out with cracks. The replacement will enhance safety and provide a better outdoor environment for all the children served in both contracts. The new surface is expected to last a minimum of 15 years.

SSFUSD selected the second lowest bid from Flex Ground Company which was $ 313.95 higher than the lowest bid of $ 70, 029.82 from Tot Turf . Flex Ground was chosen because its color pattern was deemed more suitable for their playground design.

We appreciate your consideration of this proposal. If approved, the project will be completed within this fiscal year. Thank you for your time and support.

Sincerely,

Sheryl Chan
Manager, State Preschool Program

Cost Allocation Table for the Pour-N-Place Project:

-

Proposed Funds	**Proposed Allocation**
San Mateo County Community Fund	$ 28,566.82
SSFUSD CCTR ARPA Fund	$ 22,081.17
SSFUSD CSPP Contract	$ 9,847.89
SMCOE CSPP Contract 4524	$ 9,847.89
TOTAL PROJECT COST	**$70,343.77**

–

OLD PLAYYARD

Flex Ground

Quote: $70,343.77

Best of the Three quotes for color and price

(Picture attached)

New Playground Flooring

Date: 12/13/2024

Estimate Code: 52239

Spruce Elementary- Rev 12.12.2024 (PW) BA24-EFX

Spruce Elementary- Rev 12.12.2024 - 530 Tamarack Lane, South San Francisco, CA 94080

FlexGround

Contact Name: Sandi Walsh
Address: 2017 Opportunity Drive #10
City/State/Zip: Roseville, CA 95678
Phone: 916-474-5431
Fax: 916-472-6904
Email Address: swalsh@flexground.com

South San Francisco Unified School District

Client: Eric Claybon
Address: 398 B Street
City/State/Zip: South San Francisco, CA , 94080
Phone: (650) 827-8406
Mobile: (650) 827-8405
Email Address: eclaybon@ssfusd.org

Sub Total and Line Items Totals

Description	Quantity	Unit	Unit Cost	Total
1 - EnduraFlex	993.0	SF	$31.80	$31,575.58
2 - FlexTrail Ultra	1082.0	SF	$27.38	$29,628.28
3 - ADD ALT- Aliphatic FlexTrail	1082.0	SF	$7.16	$7,745.85
4 - Temporary Security Fencing	228.0	LF	$6.11	$1,394.06
Total Estimate				**$70,343.77**

Inclusions

Quote is valid for 30 days.

Quote includes all applicable taxes, licenses, and processing fees.

Quote includes Prevailing Wages.

Quote assumes favorable access with install location within 50 lineal feet of box truck staging area.

Quote assumes any adjacent sprinklers or irrigation will be shut off at least 24hrs prior to our crew's arrival on site.

Quote does not include:

- Bonds (Rate: 2.5%)
- Dumpster
- Site prep
- Subbase prep

ENDURAFLEX

Quote includes 993 sf of EnduraFlex with a 80% Blue, 10% Premium and 10% Premium with ALIPHATIC urethane binder.

Quote includes a 1.5" system comprised of a 1.0" cushion layer and a 0.5" wear layer.

Date: 12/13/2024

Quote includes two (2) Dolphin Design.

80% Blue 10% Premium 10% Premium- 906 SF- Play Area

Light Blue- 78 SF- Dolphin

Cream- 12 SF- Dolphin

FLEXTRAIL ULTRA

Quote includes 1,082sf of FlexTrail Ultra system consisting of a mixture rubber and pea gravel with Aromatic urethane binder.

483 sf- Quote includes a rubber granule color mix of 50% Black and 50% Beige.

599 sf- Quote includes a rubber granule color mix of 50% Black and 50% Red.

Quote includes a 1.5" deep system.

Quote includes step seam into EnduraFlex.

Quote includes asphalt repairs 240 LF.

Need gate access to get into play area.

TEMPORARY SECURITY FENCING

Quote includes 228 LF of temporary security fencing around the perimeter of the work space.

Standard Exclusions: Unless otherwise stipulated in this Proposal, the following items are excluded:
* Prevailing Wages NOT included. (ie: Davis Bacon, TERO, etc.) If this is a Prevailing Wage project, please request alternate pricing.
*Weekend (Saturday and Sunday) or Holiday work. If, by client request or delay in scheduling, weekend or Holiday work is required, labor surcharges will apply.
* Security guards and/or temporary fencing to prevent injuries, vandalism and/or accidental damage to the rubberized surface while it sets is NOT included. The installers will put up caution tape, but temporary fencing is recommended. Although the fencing is intended to provide this security, the overall security of property is ultimately the responsibility of customer. Please take any additional precautions as deemed necessary. We are not responsible for any vandalism or injuries even with the provision of the fencing.
* Pushing back sand, woodchips or other loose-fill material (if present around pad) after repairs or installation is complete. FlexGround often must move loose-fill material present around a pad in order to access what is commonly known as the pad's "turndown". Turndown is the rubber surfacing that sits below the pad's top-of-surface, often adjacent to and covered by the loose-fill. It is necessary that the loose-fill be kept back from the pad's turndown while the pad is curing.
*Removal of debris, rocks, trash or any other items that may rise to the loose-fill's surface by virtue of us moving the loose-fill in order to access the turndown as noted above.

Please Note:
* Our performance and payment bonds rate is 2.5%.
* Rubber Surfacing cure time is normally 48-72 hours and can vary depending on weather conditions.
* FlexGround's poured-in-place products are hand-mixed on site in order to ensure absolute durability standards and in order to meet the varying specifications of each project. Varying climate and project parameters may affect consistency in design, including: color variation(s), trowel marks and other minor visible flaws.
* Orders for premium color requires a 8-10 week lead time.

Quantities as noted on proposal. If project requires additional quantities, a change order at the per square foot rate must be received prior to installation.

Terms and Conditions
FlexGround warrants that newly installed surfacing will meet or exceed HIC (Head Impact Criteria), as set out in ASTM Standard 1292, corresponding only to the depth of new system installed per FlexGround's official Fall-Height chart. By signing below, client acknowledges that HIC and ASTM guarantees apply only to newly installed surfaces and that the guarantee can only extend to the immediate time of install. After installation, a pad will be subject to varying factors, out of FlexGround's control, that may negate its compliance with any of the above mentioned standards (i.e. sand present around the pad migrating into the pad and rendering it non-compliant with HIC standards). For details on how best to extend the compliant life of a pad, please see our Warranty Standards and Maintenance Procedures.
From time to time, FlexGround performs "job walks" on behalf of its clients and dealers in order to receive recommendations for various repairs. Unless otherwise stipulated in writing, FlexGround does not guarantee that its recommendations will bring a pad into compliance with the above mentioned HIC, ASTM or ADA standards.
This proposal becomes a binding contract upon signature and delivery by Responsible Party. By signing below, the Responsible Party is accepting the terms, conditions and pricing set-forth in this proposal, and does agree to remit payment to FlexGround in accordance with the terms below. In the event that a change in color, design, sub base or square footage is required, a revised proposal will be required before installation can begin. Proposal is subject to the terms specified and is based on information provided. Purchases must be secured with a 50% deposit and accompanied by signed acceptance of this proposal before installation begins. Final payment is due within 10 days of installation. FlexGround, LLC often enters into marketing and/or referral fee arrangements with various entities that may or may not have a business relationship with customer. FlexGround, LLC reserves the right, at its sole discretion and without further disclosure, to pay up to 10% of the gross revenue received, in accordance with this agreement, to any such entity. Please contact your Account Manager regarding any questions or information needed to assist you with your order.
This contract is not cancelable by Client. FlexGround incurs significant costs in advance of projects. In the event that FlexGround allows for the cancellation of this contract, client will be charged, at minimum, for all material, inventory, labor, mobilization and miscellaneous costs which may have been incurred.
Proposals generated from site visits are based on visible factors and may not include remedies for sub-surface and/or non-visible conditions. FlexGround reserves the right to cancel this contract in the event that such factors effect the final scope of work as proposed herein.
Installations may be performed by any one of FlexGround's sister companies including FlexGround LLC, FlexGround Nevada LLC, FlexGround Surfaces, Inc and/or Stafford Industries

Date: 12/13/2024

Client Responsible Party Date

FlexGround Date

CA Lic #1102706 / DIR #1001030031 / OR Lic #242329

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: March 13, 2025

RE: Adoption of Resolution #25-07 for Elimination of two (2) Classified Positions in the Student Services Department

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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 Student Services Department is currently staffed by the Director of Student Services and two classified support roles: one (1) Administrative Assistant; and one (1) School Community Attendance Liaison. In support of the District's strategic plan and in alignment with the Board-approved Strategic Staffing Plan, passed on February 13, 2025, the Student Services Department will undergo a restructuring, which will bring all district counseling, wellness, attendance, and family engagement staff and contracts under one unified Student and Family Services Department. This restructuring will create an expansion of the Student and Family Services Department to meet the needs of students and families, in alignment with our strategic priorities.

The District's goal is to align fiscal resources and essential duty allocations to best support the goals of the strategic plan. Taking into account the District's objectives, we have evaluated various District Office positions in order to determine restructuring to meet our current and future needs. After careful consideration, it has been determined that the respective essential duties and responsibilities of the Administrative Assistant and the School Community Attendance Liaison do not meet the needs of the Student and Family Services Department, moving forward. Therefore, one (1) Administrative Assistant position and one (1) School Community Attendance Liaison position should be eliminated, due to lack of work.

FISCAL IMPLICATIONS:

The Student Services Department will eliminate (2) classified positions: 1.0 FTE Administrative Assistant and 1.0 FTE School Community Attendance Liaison. The General Fund funds both positions. The current approximate cost of each position is:

- Administrative Assistant = $59,455.50 to $72,306.00 annually, plus benefits.
- School Community Attendance Liaison = $51,747.60 to $62,935.80 annually, plus benefits.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees adopt Resolution #25-07, for the elimination of one (1) Administrative Assistant position and one (1) School Community Attendance Liaison position, in the Student Services department effective June 30, 2025.

GOVERNING BOARD OF THE SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
COUNTY OF SAN MATEO, STATE OF CALIFORNIA
RESOLUTION NO. #25-07

In the Matter of the Reduction of Positions in the Classified Service	)))	RESOLUTION TO LAY OFF CLASSIFIED EMPLOYEES

WHEREAS, due to lack of work and/or lack of funds in the South San Francisco Unified School District, the Governing Board, under the authority of Education Code section 45114, 45115, 45117, 45298, and 45308, hereby finds it necessary and in the best interest of the District to eliminate the full-time equivalent (FTE) of the classified service as specified below:

CLASSIFICATION	FULL TIME EQUIVALENT
One (1) Administrative Assistant	1.0
One (1) School Community Attendance Liaison	1.0
TOTAL	**2.0**

NOW, THEREFORE, BE IT RESOLVED, that as of June 30, 2025, the classified position set forth above shall be discontinued to the extent herein above set forth.

BE IT FURTHER RESOLVED, that the Superintendent or their designee is authorized and directed to give notices of layoff to all affected employees not later than March 15, 2025 for the layoff set forth above.

BE IT FURTHER RESOLVED, that the Superintendent or their designee be authorized and directed to take any other actions necessary to effectuate the intent of this resolution.

PASSED AND ADOPTED by the Governing Board of the South San Francisco Unified School District this 13th day of March, 2025.

AYES:

NOES:

ABSTAIN:

ABSENT:

_____
Amanda Anthony
President of the Governing Board
South San Francisco Unified School District

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: March 13, 2025

RE: Memorandum of Understanding with University of San Francisco for Paid Student Interns (2025 – 2027)

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 enclosed agreement between the South San Francisco Unified School District ("SSFUSD") and the University of San Francisco ("USF"), who may be referred to collectively as "the Parties," describes and confirms the expectations and responsibilities of the Parties regarding the Internship Program through which University students who hold an intern credential from the California Commission on Teacher Credentialing ("Paid Interns") will gain experience in the public-school setting. This agreement does not apply to unpaid service-learning placements for uncredentialed University-enrolled students, or to student teacher placements that are part of a credentialing program.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

It is recommended that the SSFUSD Board of Trustees approve the MOU with USF for the employment of University students who possess a valid intern credential, effective July 1, 2025 through June 30, 2027, as presented to the Board.

University of San Francisco

Memorandum of Understanding and Agreement
For the Employment of University Students Who Have an Intern Credential

This agreement is between the South San Francisco Unified School District ("District") and the University of San Francisco ("University"), who may be referred to collectively as the parties. This Agreement describes and confirms the expectations and responsibilities of the Parties regarding the Internship Program through which University students who hold an intern credential from the California Commission on Teacher Credentialing ("Paid Interns") will gain experience in the public school setting. This agreement does not apply to unpaid service learning placements for uncredentialed University-enrolled students, or to student teacher placements that are part of a credentialing program.

RECITALS
University operates a program for the education and training of candidates pursuing a California Preliminary Education Specialist (Mild/Moderate and Moderate/Severe) Teaching Credential and Preliminary Multiple Subject Teaching Credential and/or Single Subject Teaching Credential with English Learner Authorization (ELA) and is accredited by the California Commission on Teacher Credentialing (CTC) with approval to offer intern options in these programs.

The District is authorized under Education Code 44320 et seq., to cooperate with institutions of higher education in providing training and experience to credential candidates who hold an intern credential ("Paid Intern").

One or more District employees who are credentialed, experienced faculty members at a District high school, middle school, or elementary school have agreed to be responsible for a class or classes assigned to a credential candidate, and may be referred to below as cooperating teachers.

University employs one or more experienced credentialed teachers, administrators, or doctoral candidates who have agreed to provide direct classroom supervision and support to credential candidates and cooperating teachers. Such individuals may be referred to below as university supervisors.

TERM OF THE AGREEMENT
This Agreement shall remain in effect for a term of one year beginning July 1, 2025 and ending June 30, 2027, unless terminated sooner. Either party may terminate this Agreement on thirty (30) days' written notice to the other party; provided, however, that credential candidates shall be allowed to conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

CTC REQUIREMENTS FOR SUPPORT AND SUPERVISION OF INTERN TEACHERS
In 2013, the California Commission on Teacher Credentialing (CTC) adopted policies that specify the number of hours of general support and supervision, as well as additional specific English learner support and supervision, which must be provided to Paid Interns. The regulations

(California Education Code §44321; 5 Cal. Code Reg. § 80033) were approved and made part of law effective 2014.

Under the newly approved regulations, the University and District must ensure:

- A minimum of 144 hours per year (**72 hours per semester**) of support/mentoring and supervision must be provided to each Paid Intern including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies.
- **A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.**
- The District must identify a mentor or other designated individual who meets the Commission's specified criteria prior to a Paid Intern assuming daily teaching responsibilities.
- An additional 45 hours per year (**23 hours per semester**) of support/mentoring and supervision specific to meeting the needs of English learners is required for a Paid Intern who enters the program without a valid English learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner Authorization or Cross-Cultural, Language and Academic Development (CLAD) Certificate. The additional hours of support can be provided by the credential program and/or the district employed mentor. The individual(s) providing this support must hold a valid California Teaching Credential with a valid English Learner Authorization or Crosscultural Language and Academic Development (CLAD) Certificate.

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. Prior to the Paid Intern's first day as teacher of record, provide each Paid Intern with a certified, experienced district-employed mentor/liaison who will work collaboratively with the University Supervisor to support the Paid Intern in achieving competency in the Teaching Performance Expectations. District will provide documentation of appropriate credentialing of district-employed supervisor as needed.
2. Identify a District-employed supervisor who serves as an evaluator for the Paid Intern.
3. Provide new teacher orientation, on-going support and other clinical/professional experiences for Paid Interns teaching in the District's schools under the supervision of a district-employed mentor/liaison.
4. Provide release time for participation in district group/regional group meetings and professional development activities including time to observe other exemplar teachers teaching in their classrooms.
5. District will immediately notify University if the District has knowledge of or suspects any professional or ethical violations by a Paid Intern. University will cooperate with District in any investigation concerning the reported violation.
6. District will instruct intern in school policies regarding child abuse reporting, sexual harassment and professional conduct.

UNIVERSITY DUTIES

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the intern.
2. University will guarantee that Paid Interns have met California Commission for Teacher Credentialing (CTC) requirements for an intern credential (Certificate of Clearance, CBEST, subject matter competence, negative tuberculosis test, U.S. Constitution) and University requirements (satisfactory completion of course work that meets the CTC pre-service requirement, satisfactory completion of one standard student teaching placement, a copy of the district offer of employment) prior to recommending the candidate for an intern credential.
3. University will confer regularly with District and site administration and district-employed mentor/liaison through meetings, telephone calls, and/or e-mail.
4. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a Paid Intern in the school. District will cooperate with University in any investigation concerning the reported violation.
5. University will guarantee that the Paid Intern and university supervisors have appropriate TB and fingerprinting clearance.
6. University will instruct Paid Interns in state laws regarding child abuse reporting, sexual harassment and professional conduct.
7. University supervisors will conduct systematic and regular observations of Paid Interns' performances in the District's classrooms.
8. University supervisors will confer regularly with district-employed mentor/liaison and with the site administration through meetings, telephone calls, and/or e-mail.

UNIVERSITY SUPERVISOR AND DISTRICT-EMPLOYED MENTOR/LIAISON RESPONSIBILITIES

1. Collaborate to ensure that the Paid Intern receives a minimum of two hours of support/mentoring and supervision every five instructional days.
2. Collaborate to ensure that the Paid Intern receives specific support and supervision in addressing the needs of English Language Learners.
3. Use the list of activities that satisfy CTC support and supervision requirements to assist the Paid Intern in identifying and participating in a broad range of experiences to support his/her growth as a teacher.
4. Assist the Paid Intern in creating networks with faculty, staff, and administrators who can provide additional support.

PAID INTERN RESPONSIBILITIES

1. Document required hours weekly using the University *Intern Support and Supervision Record*.
2. Review the *Intern Support and Supervision Record* with both the University Supervisor and District-employed mentor/liaison to ensure that he/she is receiving the required support/mentoring and supervision.
3. Submit signed *Record* at the end of each month to the University.

DISTRICT DISCRETION
It is at the sole discretion of the District to hire a University candidate for a Paid Intern position and to terminate the assignment in accordance with District policies and procedures. The District will notify the University of any review that could result in termination. The University will notify the CTC to withdraw the intern credential of a Paid Intern who is terminated by the District.

LIABILITY INSURANCE & WORKERS' COMPENSATION
The University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than $1 million per loss and damage to property of others up to $5,000 per incident), with extended reporting period of three (3) years, covering Paid Interns, and naming District as an additional named insured under such insurance policy or policies. Further, University agrees to maintain professional and comprehensive general liability insurance with no exclusion for molestation or abuse at a minimum of Five Million Dollars ($5,000,000) per occurrence and Twenty Million Dollars ($20,000,000) in aggregate throughout the course of this Agreement.

Further, University shall provide written notice that should any of the above described policies be cancelled before the expiration thereof, notice will be delivered in accordance with the policy provisions. University also agrees to maintain statutory Workers' Compensation coverage on any individuals considered as employees of University and instructors working at District pursuant to this Agreement at all times during the course of this Agreement.

University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, University hereby agrees that not less than thirty (30) days prior to the effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

The University is permissibly self-insured through the State of California for automobile liability.

The District shall maintain automobile liability, general liability, workers' compensation and errors and omissions liability coverages for themselves and their respective employees. Errors or omissions liability coverage shall include coverage for negligence relating to alleged sexual misconduct and shall be on an occurrence basis. Automobile liability coverage must apply to owned, non-owned and hired automobiles. The required coverage may be provided by way of adequately documented individual or pooled self-insurance.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University, and such coverages shall be primary to any coverages maintained

by the District. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

District shall maintain workers' compensation coverage applicable to its employees, including Paid Interns.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county where the District is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (attorney fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Signed this _____ day of _____, 2025.

_____	_____
J. Marwan Hannon	Rebecca Hong, Ed.D.
Assistant Superintendent	Vice Provost
South San Francisco Unified School District	University of San Francisco

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 9/12/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, LLC 595 Market Street, Suite 2100 San Francisco CA 94105 License#: 0D69293	**CONTACT NAME:** **PHONE (A/C, No, Ext):** **FAX (A/C, No):** **E-MAIL ADDRESS:**
INSURED University of San Francisco 2130 Fulton Street San Francisco, CA 94117-1080 UNIVOFS-07	**INSURER(S) AFFORDING COVERAGE** — **NAIC #** **INSURER A :** United Educators Ins, a Reciprocal Risk Retention — 10020 **INSURER B :** Travelers Property Casualty Co of America — 25674 **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 904170608 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE X OCCUR X Sexual Misconduc GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY PRO-JECT LOC OTHER:	Y		I2334S (USF)	7/1/2024	7/1/2025	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG SIR Limit	$ 1,000,000 $ 1,000,000 $ $ 1,000,000 $ 5,000,000 $ 5,000,000 $ 350,000
	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY SCHEDULED AUTOS HIRED AUTOS ONLY NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ $ $ $ $
A	**UMBRELLA LIAB** X OCCUR X **EXCESS LIAB** CLAIMS-MADE DED X RETENTION $ 1,000,000			I2334S (USF)	7/1/2024	7/1/2025	EACH OCCURRENCE AGGREGATE	$ 25,000,000 $ 25,000,000 $
B	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y / N ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		UB8N7926342451K	1/1/2024	1/1/2025	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000
A	Internship Prof Liab (IPL)			I2334S (USF)	7/1/2024	7/1/2025	IPL Each Claim* IPL Annual Aggregate	$1,000,000 $3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

*IPL - Deductible: $10,000
By definition of Insured, Additional insured is included as per attached form BLX737X-1
RE: University of San Francisco- Teaching Internships (both paid and unpaid)

South San Francisco School District is included as additional insured with respect to General Liability Policy as required by written contract per attached endorsement form

CERTIFICATE HOLDER

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

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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OTHER INSURANCE
(Blanket Contractual)

In consideration of the premium charged, and always subject to all other provisions of this Policy, **we** agree with the **Educational Organization** that:

Paragraph 26. of this Policy is deleted in its entirety and replaced with the following:

26. This Policy shall at all times be excess over the greater of the **Underlying Limit Retention** amount, or the amount of any other insurance available to the **Insured** covering a **Claim** or **Occurrence** covered by this Policy (other than insurance that is expressly and specifically excess of the limits of this Policy), and nothing in this Policy or in any other policy shall be construed to require this Policy to contribute with, or subject this Policy to the terms, conditions or limits of, such other insurance.

    In addition, this Policy shall always be excess over any other insurance that names any **Insured** as an "additional insured:"
    a. if such insurance is also written on an excess basis, **we** agree with the **Insured** that this Policy is excess over such insurance; and,
    b. **we** shall not share in paying **Ultimate Net Loss** with that other insurance on any basis including but not limited to the ratio of the **Limit of Liability** of this Policy and the limit of liability of the policy providing "additional insured" coverage.

    Exception: If, pursuant to Paragraph e. of the Definition of **Insured**, the **Educational Organization** has agreed by contract to name a person or entity as an additional **Insured**, **we** agree that any insurance maintained by such **Insured** will be excess of this Policy and shall not be called upon to contribute with it, but only:
    a. if such agreement is made prior to a covered **Occurrence**; and
    b. only to the extent of such contractual obligation.

All other Policy provisions remain the same.

Richard G. Mills, Jr., President & CEO

that entity for **Occurrences** happening prior to the date of acquisition or merger; and

e. In addition to coverage provided in Item d. listed above, any newly formed, acquired or merged affiliates of the **Educational Organization,** shall be added as **Included Entities** to this Policy as of the effective date of their formation, incorporation or acquisition by the **Educational Organization**, provided
   (1) they are reported to **us** within sixty (60) days of the date of their formation, incorporation or acquisition by the **Educational Organization** and
   (2) are subsequently accepted for coverage by **us** and named on the Policy.

Included Entity's Products means goods or products manufactured, sold, tested, handled, used or distributed by an **Included Entity** or others trading under its name. **Included Entity's Products** includes materials that were the subject of completed or abandoned operations of the **Included Entity**.

Insured means:

a. the **Included Entities**;

b. any past, present or future trustees, governing board directors or **Officers** of an **Included Entity** while acting within the scope of their duties on behalf of that **Included Entity**; the estates, heirs, legal representatives or assigns of deceased, incompetent, insolvent or bankrupt trustees, governing board directors, or **Officers**; and spouses or domestic partners of governing board directors or trustees to the extent they are involved in **Claims** solely because of their status as spouses or domestic partners;

c. at the option of the **Educational Organization**, any
   (1) past, present and future employee, member of the faculty, student teacher, or teaching assistant of an **Included Entity**;
   (2) member of a committee, including an Institutional Review Board (as recognized by the U.S. Food and Drug Administration and U.S. Department of Health and Human Services) of an **Included Entity**, or a representative to an education association of which the **Educational Organization** is a member;
   (3) uncompensated volunteer worker performing services on behalf and with the express direction and authority of an **Included Entity**;
   (4) student of an **Educational Organization** while serving in a supervised internship program in satisfaction of course requirements; or
   (5) student of an **Educational Organization** while acting at the direction of, complying with policies and procedures governing conduct at, or performing services primarily for or on behalf of, the **Educational Organization**;

   but only while acting within the scope of their duties or obligations in their respective capacities to an **Included Entity** as described in clause b. or c. above, and coverage for these individuals is subject always to all other terms and conditions of this Policy;

d. any person legally responsible for the use of an **Automobile** owned, rented, leased, borrowed, hired or used by an **Included Entity** with its express permission; but **Insured** under this Paragraph d. does not include:
   (1) any person or organization's (other than an **Included Entity's**) agent or employee, operating an **Automobile** repair shop, public garage, sales agency, service station, or public parking place, with respect to any **Occurrence** arising out of the operation thereof; or
   (2) the owner or any permissive user of the owner of an **Automobile** that is not owned by an **Included Entity**; however, at the request of the **Educational Organization**, **we** will deem as an **Insured**

(i) an employee of an **Included Entity** for liability arising out of the use of his or her personal **Automobile** in the business of that **Included Entity** on behalf of and with the express permission of that **Included Entity**; or
(ii) any person who rents or leases **Automobiles** on behalf of and with the express permission of the **Included Entity**, but only while acting within the scope of their duties or obligations in their respective capacities to an **Included Entity**;

e. except with respect to the use or operation of an **Automobile**, any person or organization to whom any **Included Entity** is obligated by virtue of a contract or agreement to provide liability insurance such as is afforded by this Policy, but only
(1) to the extent of such obligation;
(2) for operations (other than commercial insurance operations) by or on behalf of that **Included Entity** or operation of facilities of that **Included Entity** or use of facilities by that **Included Entity**; and
(3) if the contract or agreement is made prior to a covered **Occurrence**; and

f. **Automobile** dealerships and leasing corporations that own **Automobiles** which are leased or loaned to an **Included Entity** but only for liability arising out of the activities of the **Included Entity's** employees.

Limit of Liability means the maximum amounts that are provided by this Policy to pay **Damages**, respectively, for
a. each **Occurrence**, or each **Sexual Misconduct Occurrence** or **Medical Claim**, if such coverages are provided by endorsement, as stated in Item 2.(a) of the Declarations; and
b. in the aggregate for all **Occurrences**, and all **Sexual Misconduct Occurrences** and **Medical Claims**, if such coverages are provided by endorsement, during the **Policy Period** as stated in Item 2.(b) of the Declarations.

Medical Claim has the meaning ascribed to it in the Limited Health Services Coverage endorsement, which is attached if such claims-made coverage is provided by endorsement as part of this BLX Policy.

Medical Services means any acts that may be legally performed only by a physician, nurse or other licensed medical professional within the scope of his/her medical license, regardless of whether the person is licensed or not. However, the application of **First Aid** shall not be considered **Medical Services**.

Model Aircraft means a non-human carrying device capable of sustained flight in the atmosphere which has a flight weight of 100 pounds or less (flight weight includes the weight of the aircraft itself, fuel and other fluids, and all payload) used for research and/or educational purposes; but, **Model Aircraft** does not include any rocket or missile.

Non-Employee Sexual Harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with performance by, or creating an intimidating, hostile, or offensive environment for a student or person other than an employee of an **Included Entity**.

Non-Flight Curriculum-Related Instruction includes the assembly, maintenance, service, ownership, use or operation of owned aircraft not used in flight, but instead solely for maintenance or service as part of **Non-Flight Curriculum-Related Instruction**; however **Non-Flight Curriculum-Related Instruction** does not include:
(i) the flying of any aircraft,
(ii) the time commencing with the take-off run or landing run of any aircraft or

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: March 13, 2025

RE: Memorandum of Understanding with University of San Francisco for Unpaid Student Interns (2025 – 2027)

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 enclosed agreement between the South San Francisco Unified School District ("SSFUSD") and the University of San Francisco ("USF"), who may be referred to collectively as "the Parties," describes and confirms the expectations and responsibilities of the Parties regarding the Internship Program through which University students ("Unpaid Interns") will gain experience in the public-school setting. This agreement applies to unpaid service-learning placements for University-enrolled students; it does not apply to student teacher placements that are part of a credentialing program.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

It is recommended that the SSFUSD Board of Trustees approve the MOU with USF to provide unpaid internship placements to University students, effective July 1, 2025 through June 30, 2027, as presented to the Board.

University of San Francisco

Memorandum of Understanding and Agreement
to Provide Unpaid Internship Placements to University Students

This Agreement is between the South San Francisco Unified School District ("District") and the University of San Francisco ("University"), who may be referred to collectively as the parties. This Agreement describes and confirms the expectations and responsibilities of the Parties regarding the Internship Program through which University students ("Unpaid Interns") will gain experience in the public school setting. This Agreement applies to unpaid service learning placements for University-enrolled students; it does not apply to student teacher placements that are part of a credentialing program.

TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of one year beginning July 1, 2025 and ending June 30, 2027, unless terminated sooner. Either party may terminate this Agreement on thirty (30) days' written notice to the other party; provided, however, that credential candidates shall be allowed to conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. The District will provide the Unpaid Interns with supervised internship experience. The District's Designated Supervisor(s) will hold an appropriate degree, credential or license in the specified field, if any is required for that field, and at least five years' experience in that field. The Supervisor will provide the Unpaid Intern with at least two hours of face-to-face supervision per week for the duration of the internship. Supervision may be shared among more than one qualified District staff member.
2. The District will designate a member of its staff to participate with the University's designee in planning, implementing, and coordinating the Internship Program.
3. The District will maintain complete records and reports on each Unpaid Intern's performance and provide an evaluation to the University on forms the University shall provide.
4. The District may, in its sole discretion, refuse to accept as a participant in the Internship Program any University student assigned to participate, and, upon request of the District, University shall withdraw the assignment of any University student participant.
5. After the District accepts assignment of the student, the District may terminate the internship for good cause. "Good cause" may include, but is not limited to failure to perform satisfactorily, refusal to follow District administrative policies, procedures, rules and regulations, or violation of any federal or state law. The District will immediately notify University in writing if it terminates an assignment. The District reserves the right to ban anyone from District facilities when the District finds, in its sole discretion that the presence of the person poses a threat or disrupts operations. University is responsible for informing its student participants of the provisions of this Section.
6. District shall, on any day when an Unpaid Intern is receiving training at its facilities, arrange for the Unpaid Intern to receive any necessary emergency health care or first aid

for accidents occurring in its facilities. Except as provided in this paragraph, District shall have no obligation to furnish medical care, surgical care or other health care to any Unpaid Intern.

UNIVERSITY RESPONSIBILITIES

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the Unpaid Intern.
2. University will confer regularly with District and site administration and district-employed mentor/liaison through meetings, telephone calls, and/or e-mail.
3. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by an Unpaid Intern in the school. University and District agree they will cooperate in any investigation concerning the reported violation. .
4. University will guarantee that Unpaid Interns and university supervisors have appropriate tuberculosis and fingerprinting clearance, including subsequent arrest notification service.
5. University will instruct Unpaid Interns in state laws regarding child abuse reporting, sexual harassment and professional conduct.
6. University supervisors will conduct systematic and regular observations of Unpaid Interns' performances in the District's classrooms.
7. University will be responsible for ensuring that Unpaid Interns have appropriate insurance coverage.

UNPAID INTERN RESPONSIBILITIES

1. Provide the District with the following documentation:
    a. a copy of the letter from the University assigning the student to the District.
    b. a background check/ fingerprint clearance report,
    c. a negative tuberculosis test result, and
2. Comply with all applicable terms and provisions of this Agreement while serving as an Unpaid Intern.
3. Comply with the District's policies and procedures, and applicable state and federal laws and regulations while serving as an Unpaid Intern.
4. Provide services to District pupils only under the direct supervision of District staff.
5. Maintain the confidentiality of pupil information. No Unpaid Intern will have access to or have the right to receive any District pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the internship program. The discussion, transmission, or narration in any form by Unpaid Interns of any individually identifiable pupil information, educational, medical or otherwise, which is obtained in the course of the internship program is forbidden except as a necessary part of the practical internship experience. Otherwise, Unpaid Interns shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the internship experience with University, its employees, agents or others.

STATUS OF UNIVERSITY, DISTRICT, AND UNIVERSITY STUDENTS

The parties expressly understand and agree that all University students serving as Unpaid Interns in District schools pursuant to this Agreement are doing so for educational purposes only, and Unpaid Interns are not considered employees or volunteers of either University or District for

any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. It is the responsibility of University to provide written notice to its student participants of the provisions of this Section. The provisions of this Section shall survive the termination or expiration of this Agreement.

LIABILITY INSURANCE & WORKERS' COMPENSATION

The University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than $1 million per loss and damage to property of others up to $5,000 per incident), with extended reporting period of three (3) years, covering Unpaid Interns, and naming District as an additional named insured under such insurance policy or policies. Further, University agrees to maintain professional and comprehensive general liability insurance, with no exclusion for molestation or abuse, at a minimum of Five Million Dollars ($5,000,000) per occurrence and Twenty Million Dollars ($20,000,000) in aggregate throughout the course of this Agreement.

Further, University shall provide written notice that should any of the above described policies be cancelled before the expiration thereof, notice will be delivered in accordance with the policy provisions. University also agrees to maintain statutory Workers' Compensation coverage on any individuals considered as employees of University and instructors working at District pursuant to this Agreement at all times during the course of this Agreement.

University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, University hereby agrees that not less than thirty (30) days prior to the effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

The University is permissibly self-insured through the State of California for automobile liability.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University set forth above, and such coverages shall be primary to any coverages maintained by the District. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

NO WORKERS' COMPENSATION LIABILITY

The Parties agree that the District is not to assume, nor shall it assume by this Agreement any liability under the California Workers' Compensation Insurance and Safety Act for, by or on behalf of any Unpaid Intern or University employees while they are on the premises of the District or while performing any duty whatsoever under the terms of the Agreement or while going to or from any of the internship placement sites. University shall provide written notice to

each Unpaid Intern regarding the lack of coverage of Workers' Compensation insurance by either party.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the District is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Signed this _____ day of _____, 2025.

_____	_____
J. Marwan Hannon	Rebecca Hong
Assistant Superintendent	Vice Provost
South San Francisco Unified School District	University of San Francisco

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 9/12/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

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PRODUCER Arthur J. Gallagher Risk Management Services, LLC 595 Market Street, Suite 2100 San Francisco CA 94105 License#: 0D69293	**CONTACT NAME:** **PHONE (A/C, No, Ext):** **FAX (A/C, No):** **E-MAIL ADDRESS:**
INSURED University of San Francisco 2130 Fulton Street San Francisco, CA 94117-1080 UNIVOFS-07	**INSURER(S) AFFORDING COVERAGE** — **NAIC #** **INSURER A :** United Educators Ins, a Reciprocal Risk Retention — 10020 **INSURER B :** Travelers Property Casualty Co of America — 25674 **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 904170608 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE X OCCUR X Sexual Misconduc GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY PRO-JECT LOC OTHER:	Y		I2334S (USF)	7/1/2024	7/1/2025	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG SIR Limit	$ 1,000,000 $ 1,000,000 $ $ 1,000,000 $ 5,000,000 $ 5,000,000 $ 350,000
	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY SCHEDULED AUTOS HIRED AUTOS ONLY NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ $ $ $ $
A	**UMBRELLA LIAB** X OCCUR X **EXCESS LIAB** CLAIMS-MADE DED X RETENTION $ 1,000,000			I2334S (USF)	7/1/2024	7/1/2025	EACH OCCURRENCE AGGREGATE	$ 25,000,000 $ 25,000,000 $
B	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y / N ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		UB8N7926342451K	1/1/2024	1/1/2025	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000
A	Internship Prof Liab (IPL)			I2334S (USF)	7/1/2024	7/1/2025	IPL Each Claim* IPL Annual Aggregate	$1,000,000 $3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

*IPL - Deductible: $10,000
By definition of Insured, Additional insured is included as per attached form BLX737X-1
RE: University of San Francisco- Teaching Internships (both paid and unpaid)

South San Francisco School District is included as additional insured with respect to General Liability Policy as required by written contract per attached endorsement form

CERTIFICATE HOLDER

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

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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OTHER INSURANCE
(Blanket Contractual)

In consideration of the premium charged, and always subject to all other provisions of this Policy, **we** agree with the **Educational Organization** that:

Paragraph 26. of this Policy is deleted in its entirety and replaced with the following:

26. This Policy shall at all times be excess over the greater of the **Underlying Limit Retention** amount, or the amount of any other insurance available to the **Insured** covering a **Claim** or **Occurrence** covered by this Policy (other than insurance that is expressly and specifically excess of the limits of this Policy), and nothing in this Policy or in any other policy shall be construed to require this Policy to contribute with, or subject this Policy to the terms, conditions or limits of, such other insurance.

    In addition, this Policy shall always be excess over any other insurance that names any **Insured** as an "additional insured:"
    a. if such insurance is also written on an excess basis, **we** agree with the **Insured** that this Policy is excess over such insurance; and,
    b. **we** shall not share in paying **Ultimate Net Loss** with that other insurance on any basis including but not limited to the ratio of the **Limit of Liability** of this Policy and the limit of liability of the policy providing "additional insured" coverage.

    Exception: If, pursuant to Paragraph e. of the Definition of **Insured**, the **Educational Organization** has agreed by contract to name a person or entity as an additional **Insured**, **we** agree that any insurance maintained by such **Insured** will be excess of this Policy and shall not be called upon to contribute with it, but only:
    a. if such agreement is made prior to a covered **Occurrence**; and
    b. only to the extent of such contractual obligation.

All other Policy provisions remain the same.

Richard G. Mills, Jr., President & CEO

that entity for **Occurrences** happening prior to the date of acquisition or merger; and

e. In addition to coverage provided in Item d. listed above, any newly formed, acquired or merged affiliates of the **Educational Organization,** shall be added as **Included Entities** to this Policy as of the effective date of their formation, incorporation or acquisition by the **Educational Organization**, provided
   (1) they are reported to **us** within sixty (60) days of the date of their formation, incorporation or acquisition by the **Educational Organization** and
   (2) are subsequently accepted for coverage by **us** and named on the Policy.

Included Entity's Products means goods or products manufactured, sold, tested, handled, used or distributed by an **Included Entity** or others trading under its name. **Included Entity's Products** includes materials that were the subject of completed or abandoned operations of the **Included Entity**.

Insured means:

a. the **Included Entities**;

b. any past, present or future trustees, governing board directors or **Officers** of an **Included Entity** while acting within the scope of their duties on behalf of that **Included Entity**; the estates, heirs, legal representatives or assigns of deceased, incompetent, insolvent or bankrupt trustees, governing board directors, or **Officers**; and spouses or domestic partners of governing board directors or trustees to the extent they are involved in **Claims** solely because of their status as spouses or domestic partners;

c. at the option of the **Educational Organization**, any
   (1) past, present and future employee, member of the faculty, student teacher, or teaching assistant of an **Included Entity**;
   (2) member of a committee, including an Institutional Review Board (as recognized by the U.S. Food and Drug Administration and U.S. Department of Health and Human Services) of an **Included Entity**, or a representative to an education association of which the **Educational Organization** is a member;
   (3) uncompensated volunteer worker performing services on behalf and with the express direction and authority of an **Included Entity**;
   (4) student of an **Educational Organization** while serving in a supervised internship program in satisfaction of course requirements; or
   (5) student of an **Educational Organization** while acting at the direction of, complying with policies and procedures governing conduct at, or performing services primarily for or on behalf of, the **Educational Organization**;

   but only while acting within the scope of their duties or obligations in their respective capacities to an **Included Entity** as described in clause b. or c. above, and coverage for these individuals is subject always to all other terms and conditions of this Policy;

d. any person legally responsible for the use of an **Automobile** owned, rented, leased, borrowed, hired or used by an **Included Entity** with its express permission; but **Insured** under this Paragraph d. does not include:
   (1) any person or organization's (other than an **Included Entity's**) agent or employee, operating an **Automobile** repair shop, public garage, sales agency, service station, or public parking place, with respect to any **Occurrence** arising out of the operation thereof; or
   (2) the owner or any permissive user of the owner of an **Automobile** that is not owned by an **Included Entity**; however, at the request of the **Educational Organization**, **we** will deem as an **Insured**

(i) an employee of an **Included Entity** for liability arising out of the use of his or her personal **Automobile** in the business of that **Included Entity** on behalf of and with the express permission of that **Included Entity**; or
(ii) any person who rents or leases **Automobiles** on behalf of and with the express permission of the **Included Entity**, but only while acting within the scope of their duties or obligations in their respective capacities to an **Included Entity**;

e. except with respect to the use or operation of an **Automobile**, any person or organization to whom any **Included Entity** is obligated by virtue of a contract or agreement to provide liability insurance such as is afforded by this Policy, but only
(1) to the extent of such obligation;
(2) for operations (other than commercial insurance operations) by or on behalf of that **Included Entity** or operation of facilities of that **Included Entity** or use of facilities by that **Included Entity**; and
(3) if the contract or agreement is made prior to a covered **Occurrence**; and

f. **Automobile** dealerships and leasing corporations that own **Automobiles** which are leased or loaned to an **Included Entity** but only for liability arising out of the activities of the **Included Entity's** employees.

Limit of Liability means the maximum amounts that are provided by this Policy to pay **Damages**, respectively, for
a. each **Occurrence**, or each **Sexual Misconduct Occurrence** or **Medical Claim**, if such coverages are provided by endorsement, as stated in Item 2.(a) of the Declarations; and
b. in the aggregate for all **Occurrences**, and all **Sexual Misconduct Occurrences** and **Medical Claims**, if such coverages are provided by endorsement, during the **Policy Period** as stated in Item 2.(b) of the Declarations.

Medical Claim has the meaning ascribed to it in the Limited Health Services Coverage endorsement, which is attached if such claims-made coverage is provided by endorsement as part of this BLX Policy.

Medical Services means any acts that may be legally performed only by a physician, nurse or other licensed medical professional within the scope of his/her medical license, regardless of whether the person is licensed or not. However, the application of **First Aid** shall not be considered **Medical Services**.

Model Aircraft means a non-human carrying device capable of sustained flight in the atmosphere which has a flight weight of 100 pounds or less (flight weight includes the weight of the aircraft itself, fuel and other fluids, and all payload) used for research and/or educational purposes; but, **Model Aircraft** does not include any rocket or missile.

Non-Employee Sexual Harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with performance by, or creating an intimidating, hostile, or offensive environment for a student or person other than an employee of an **Included Entity**.

Non-Flight Curriculum-Related Instruction includes the assembly, maintenance, service, ownership, use or operation of owned aircraft not used in flight, but instead solely for maintenance or service as part of **Non-Flight Curriculum-Related Instruction**; however **Non-Flight Curriculum-Related Instruction** does not include:
(i) the flying of any aircraft,
(ii) the time commencing with the take-off run or landing run of any aircraft or

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: March 13, 2025

RE: Scoot Education Total Support Staffing Services Agreement Renewal 2025-2026

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 has a continued need for substitute teachers to fill job vacancies on a daily basis due to valid reasons that include, but are not limited to, illness/injury, bereavement, jury duty, or when staff have not been hired by the start of the school year. The District has employed the services of Scoot Education over the past several years. The District's partnership with Scoot Education has been an instrumental part of our strategic recruitment. In addition to Scoot Education's exemplary customer service and job fill rates, the District has benefitted from hiring Scoot TeachStart Fellows, who are substitute teachers that are concurrently enrolled in Scoot Education's teacher credentialing program through Reach University (General Education) and Alliant University (Special Education). The District seeks Board approval to renew the Scoot Education Agreement Total Support Staffing Services Agreement for the 2025-2026 school year.

FISCAL IMPLICATIONS:

Enclosed is a copy of the Scoot Education Total Support Staffing Services Agreement for the 2025-2026 school year, which contains the daily wages and service fees for full-day, half-day, and long-term substitute teachers and paraeducators. The fiscal implications will be variable due to the undeterminable number and type of substitute work requests in any given school year.

RECOMMENDATION:

SSFUSD staff recommends that the SSFUSD Board of Trustees approve the renewal of the Scoot Education Total Support Staffing Services Agreement for the 2025-2026 school year, as presented to the Board.

scoot.education

AGREEMENT FOR TOTAL SUPPORT STAFFING SERVICES

THIS AGREEMENT, effective July 1st 2025 between Scoot Education, Inc., 5670 Wilshire Blvd, #1970, Los Angeles CA 90036 ("Scoot" "Us" "We"), and, South San Francisco Unified School District, 398 B Street, South San Francisco, CA 94080 ("Customer" "You" "Yourself").

RECITALS

a. Scoot is in the business of providing substitute teachers for school districts and educational institutions, as well as other related placement and staffing services.
b. Customer is a school district who desires to engage the services of Scoot to serve as the provider of substitute teacher, placement and other staffing to the district for the term, and upon the terms and conditions set forth in this Agreement.

PART A - GENERAL CLAUSES

The following clauses are common to both the provision of substitute teachers and placement services.

1. DEFINITIONS

Annualized Gross Salary (AGS)	Means the annualized sum of all remuneration payable to a candidate placed (or sought for placement) in accordance with these terms (and if part time, calculated on a pro-rata basis).
Assignment	Means the hire or acceptance, in accordance with parts A and B of this Agreement, of one or more of our employees to perform work at your premises or anywhere else specified by you and approved by us.
Candidate	Means anyone: (a) who is seeking a placement position through us; or (b) whom we have identified as a person: (i) who might consider seeking a permanent placement position through us; and (ii) about whom we are able to provide relevant information regarding that person's suitability for a permanent placement position.
Confidential Information	Means any information which you access or which is communicated to you in the course of our engagement by you and which is identified as confidential; or which you should reasonably expect to be confidential. It includes, but is not limited to: any trade secrets or information relating to

	our customers, or clients; customer requirements; employees and officers, employees of clients or customers; suppliers; workers; terms of trade; pricing lists or pricing structures; marketing information and plans; intellectual property; inventions; business plans or dealings; technical data; financial information and plans; designs; product lines; research activities; software and the source code of any such software, of ours. Confidential Information also means any information which Scoot or Scoot employees' access or which is communicated to Scoot or Scoot employees in the course of Scoot's engagement by Customer which is identified as confidential or which Scoot or Scoot employees should reasonably expect to be confidential. It includes, but is not limited to: confidential and/or proprietary information concerning Customer's operations and/or activities, including but not limited to information about Customer's students, families, employees, donors, business affairs, and financial plans. Confidential information also includes all student information, protected under federal law, the Family Educational Rights and Privacy Act (FERPA) and California Education Code." It does not include information that is generally available in the public domain unless by unauthorized use or disclosure or which you are required to disclose by law.
Substitutes	Means one of Scoot's employees (including where the context requires their employee's agents and sub-contractors) assigned to work for Customer in accordance with Part B of this Agreement.
TeachStart Fellow	Means one of Scoot's employees (including where the context requires their employee's agents and sub-contractors) who is enrolled in the TeachStart program and is assigned to work for Customer in accordance with Part B of this Agreement. TeachStart Fellows hold at least a state substitute teacher permit.
Placement	Means the Placement of Scoot's Candidate with Customer. Unless otherwise agreed in writing, the Placement Date will be the date that a Candidate accepts any offer of employment with, or engagement to provide services to, Customer.

2. ACCEPTANCE

You will be regarded as having entered into this Agreement when any of the following occur:

(a) by signing and returning a copy of this Agreement; or

(b) by confirming acceptance of this Agreement in writing.

TERM; TERMINATION The term of this Agreement will begin on July 1st 2025 and will continue in effect until canceled by either party upon not less than thirty (30) days prior written notice to the other. Scoot reserves the right to terminate this Agreement immediately in the event of delinquent payments. In the event of termination, this Agreement will continue to govern the parties' rights and obligations with respect to services performed prior to termination. Scoot reserves the right to issue an amended fee schedule (Exhibit A) at the commencement of each academic term.

The initial term of this Agreement shall commence on July 1st 2025 and end on June 31st 2026 (the **"Initial Term**"). Thereafter, this Agreement shall automatically continue for successive renewal terms of one (1) year each unless either party gives written notice of nonrenewal at least thirty (30) days prior to any renewal term in question (each, a "**Renewal Term**"). The Initial Term and all Renewal Terms, if any, are referred to collectively in this Agreement as the "**Term**."

3. EXCLUSIVITY FOR STAFFING SERVICES

(a) Exclusive Staffing Contractor. In exchange for the agreed-upon fee schedule set forth in Part B(2) herein, Customer agrees that Scoot shall be the exclusive external contract provider of Substitute Teachers and other staff listed in **Exhibit "A"** , at the request of Customer on an as-needed basis, using such request mechanism(s), policies and procedures as may be established by Scoot. Scoot shall fill all requests made by the Customer on a "best efforts" basis. All or any placement of Substitute Teachers shall be made pursuant to the terms of this Agreement, and Customer agrees to not engage or contract with any other substitute teaching or staffing vendor for the services provided by Scoot herein for the Term of this Agreement.

(b) Separate Staffing Engagement. Scoot maintains the right to manage the schedule of its employees. Accordingly, notwithstanding the exclusivity set forth above, if Customer separately and directly (not through any external staffing vendor) engages the services of any Substitute Teacher other than through Scoot on a per-diem, hourly or other basis, whether for services covered in this Agreement or otherwise, Customer shall promptly notify Scoot in writing and provide all information Scoot may reasonably request.

(c) Past & Existing Substitute Teaching Staff. Customer will provide a list of Substitute Teachers or other staff who Customer has employed prior to the Agreement and whom Customer desires to remain in the pool of Substitute Teachers assigned by Scoot to Customer pursuant to the terms of this Agreement (the "**Pre-Existing Substitute Staff**"). Customer shall be responsible for any updates to such list, including the addition or deletion of any Substitute Teachers, as appropriate. Customer shall also use best efforts to provide a list of Substitute Teachers to Customer who previously provided services to Customer through Customer's previous substitute staffing practices. As part of the onboarding process, subject to the interview, training, background checks and certification requirements included elsewhere in the Agreement, and normal

employee responsibilities attendant to employment, Scoot will accept such Pre-Existing Substitute Staff for assignment to Customer.

4. CONFIDENTIALITY

The pricing in Exhibit A is confidential between Scoot and Customer. Customer will be permitted to use the Exhibit in connection with its business operations, responses to California Public Records Act requests, and other uses as required by law.

Scoot will provide to the Customer within the time requirements required by law, any public records subject to a properly framed public records request.

5. NOTIFICATION OF CLAIMS

(a) Customer and Scoot agree (i) to immediately notify each other in writing of any asserted claim but in no event later than five (5) business days of either discovery of the occurrence upon which the claim may be based or learning of the claim, whichever occurs first, and (ii) to permit Scoot or Customer, as the case may be, to defend the claim at the option of the party against whom the claim is asserted, with counsel acceptable to such party, which consent will not be unreasonably refused.

(b) Neither party will pay or agree to pay any asserted claim under this Agreement without prior written approval from the party against whom the claim is asserted, which approval will not be unreasonably withheld.

6. TERMINATION

(a) Notwithstanding the Term, either party may terminate this Agreement: (1) for cause by providing thirty (30) days written to notice to the other Party if (i) the other party breaches a material provision of this Agreement and such breach is not cured within 30 days following written notice, (ii) in the case of a breach that by the terms of the breach cannot be cured within 30 days, the breaching party has not instituted measures to cure such breach within 10 days and fully cured such breach within 30 days, or (iii) in the event that Scoot fails to meet the Fill-Rate Requirement specified in section 6(d) below, with thirty (30) days notice of termination provided to Scoot; or (2) for convenience for any reason other than cause.

(b) In the event Customer terminates this Agreement for convenience only, Customer shall pay the following to Scoot within thirty (30) days of the termination date all undisputed amounts due under the terms of this Agreement to the Company for services provided through the date of termination.

(c) Continuing Obligations. In the event of termination, this Agreement will continue to govern the parties' rights and obligations with respect to services performed prior to termination.

(d) Fill-Rate. Scoot represents and acknowledges that it maintains sufficient staff to fulfill the majority of Customer's teaching vacancies (as reported by Customer to Scoot). However, if during any consecutive four-week period between September 1 and May 30 of the Term, Scoot's ability to fulfill Customer's requirements falls below 75% during each of the four weeks (the "Fill-Rate Requirement"), then Customer, after providing written notice to Scoot of its

failure to satisfy the Fill-Rate Requirement, and, within five (5) days thereafter, such failure to is not cured, may elect to terminate this Agreement for cause pursuant to section 4(a) above.

7. No Limitation on Other Rights. The Parties agree that this section is not intended to in any way limit either Party's right to pursue other remedies, including actual damages and/or equitable relief.

8. NON-SOLICITATION

Unless otherwise agreed to in writing, neither party shall hire or solicit the employment of the other party's regular, full-time employees (i.e., not including substitute teachers) during the term of this Agreement and for a period of twelve (12) months thereafter.

9. MISCELLANEOUS

9.1 Notices

i) Any notices or other communications under this Agreement must be in writing or sent by e-mail with a request for confirmation and must be clearly marked as a communication related to the terms of this Agreement. Addresses shall be:

For Customer: 398 B Street, South San Francisco, CA 94080

For Scoot: 5670 Wilshire Blvd, #1970, Los Angeles CA 90036

ii) Unless otherwise stated in this Agreement, notices, consents or other communications will be deemed received (a) on the date delivered, if delivered personally or by e-mail; (b) on the next business day after mailing or deposit with an overnight air courier; or (c) three business days after being sent, if sent by registered or certified mail.

9.2 Severability; Waiver

The unenforceability of any part of this Agreement shall not render the remainder unenforceable. Any delay or waiver by a party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any future breaches or remedies.

9.3 Assignment

This Agreement may not be assigned without the prior written consent of the other party. This Agreement will be binding upon the parties hereto, and their successors, heirs and assigns.

9.4 Amendments

This Agreement may not be amended or supplemented in any way except in writing, dated and signed by authorized representatives of both parties except that special addenda for purposes of specific assignments may be adopted, as to that assignment, through the exchange of e-mails containing the agreed upon terms and a return e-mail clearly accepting such terms.

9.5 Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same agreement. A signed copy of this Agreement delivered by facsimile, e-mail or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

9.6 Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of California without giving effect to any choice or conflict of law provision or rule.

9.7 Attorneys' Fees

In the event of any legal action (including arbitration) to enforce or interpret this Agreement, the non-prevailing Party shall pay the reasonable attorneys' fees and other costs and expenses (including expert witness fees) as allowed by law.

9.8 Entire Agreement

This Agreement, its Exhibits (and any job descriptions signed by the Customer) are the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, warranties and representations, oral or written, express or implied, not incorporated in this Agreement are superseded.

PART B - SUBSTITUTE TEACHER SERVICES

The provisions within this Part apply to the provision of temporary substitute teachers and should be read in conjunction with the relevant provisions of Part A.

1. SERVICES

Scoot will assign to Customer temporary employees to perform services, typically as short or long-term substitute teachers (hereafter generally referred to as "Substitutes".) The Substitutes shall report to the sites requested by Customer and shall be under Customer's supervision while assigned. Any additional assignments to a Substitute must be agreed to between Scoot and Customer in a written addendum to this Agreement.

2. SCOOT'S COMMITMENTS

2.1. Scoot will use its best efforts to recruit, employ and assign qualified Substitutes for assignments as requested by Customer.

2.2. Scoot will screen Substitutes before employing them to verify that all substitute teachers have submitted to a live-scan criminal history check via the DoJ and FBI with ongoing arrest notifications. Scoot will ensure all Substitutes comply with the requirements of Education Code Section 45125.1 et seq. before they are permitted to perform services for the Customer. If Scoot is

notified of any arrest or other similar infraction regarding an active Substitute, Scoot will immediately remove that Substitute from service and notify the Customer.

2.3. All Substitute Teachers must have a physician-signed chest x-ray or physician signed risk assessment form proving that no risk factors are present or proving a negative tuberculosis test result within 60 days of employment with Scoot Education or more recent.

2.4. Scoot will verify that all Substitutes are eligible to work in the United States.

2.5. Scoot will provide all Substitutes with a means to report their working time and shall pay all Substitutes their wages and provide them all benefits for which they are eligible as Scoot employees.

2.6. Scoot shall handle all payroll-related tax and other withholding, as appropriate and shall provide Workers' Compensation insurance for all Substitutes.

2.7. Scoot shall protect Customer's Confidential Information and the Confidential Information of Customer's pupils.

2.8. Scoot shall require all Substitutes comply with Customer's policies and procedures when the Substitute is on Assignment to the Customer and shall further comply with any reasonable requests by Customer for Substitutes to execute other documents such as documents Customer may require regarding any Intellectual Property a Substitute may develop while assigned to Customer.

2.9. Scoot shall be specifically responsible for the conduct of Substitutes with respect to confidential information and records of students and Customer's regular employees to which Substitutes have access during the assignment

2.10. Scoot shall comply with all applicable laws, regulations and ordinances applicable to it as a temporary staffing agency and as the employer of the Substitutes.

3. CUSTOMER COMMITMENTS

3.1. Customer shall provide Substitutes with a safe and suitable workplace including appropriate training regarding any special hazards, evacuation procedures, etc.

3.2. Customer shall provide Substitutes with an orientation regarding all other applicable workplace expectations including school rules, student discipline, grading and homework policies, etc.

3.3. Customer shall supply Substitute with appropriate lesson plans and educational materials as appropriate and will provide usual and customary supervision of Substitute while Substitute is on assignment to Customer.

3.4. Customer shall provide Scoot with a prompt notice of any injury or altercation involving a Substitute as well as any performance issue or complaint. Customer will permit Scoot to participate in any investigation should it so desire.

3.5. Customer shall be specifically responsible for the conduct of Substitute with respect to any keys, cash, and other Customer property to which Substitute has access during the assignment. Customer also assumes responsibility (except to the extent covered by Workers' Compensation) in connection with any use of Customer vehicles or equipment in connection with the assignment.

3.6. Customer agrees that unless separately set forth in an addendum to this Agreement, Customer shall not assign a Substitute sole custody of a single student, sole responsibility for supervising more than one classroom of students at a time, or administering or maintaining custody of any student medications.

3.7. Customer shall comply with all applicable laws, regulations and ordinances. No actions undertaken by Customer under this Agreement violate the terms of any other contract including any collective bargaining agreement.

3.8. Any qualifications or characteristics Customer requests for any assignment are based on essential bona fide occupational qualifications the determination of which is Customer's sole responsibility. Scoot is not responsible for screening Substitutes based on any qualifications or criteria which are not specifically disclosed by Customer.

3.9. Customer currently subscribes to CalSTRS.

4. BILLING & PAYMENT TERMS

4.1. Invoices

Scoot shall invoice Customer on a weekly basis which invoice is to be paid within thirty (30) days of receipt. The fee schedule is set forth in Exhibit A. Scoot reserves the right to issue an amended fee schedule (Exhibit A) at the commencement of each academic term. If you have any issue with an invoice, you agree to raise it specifically before the due date and to timely pay that portion of the invoice which is not questioned. Late charges will be imposed on any unpaid fees at the rate of eighteen (18%) per annum or the maximum amount allowable by applicable law, whichever is higher.

4.2. The rate of charge is set forth in Exhibit A. Scoot may provide an annual update to Exhibit A via e-mail; outside of this annual change, any modification to rates must be set forth in writing and accepted by both parties. An e-mail exchange agreeing to a rate change will be deemed sufficient evidence of such an agreement but it will only apply to the specific position under assignment.

4.3. Taxes

Any sales or use taxes that apply to sales to Customer will be added to Customer's invoices as a separate item. Scoot will pay for any taxes that apply to the services of or compensation paid to the Substitutes.

4.4. Expenses

Expenses incurred by Substitutes within the scope of their assignment (for example, mileage to attend meetings) will be charged to the Customer, passed through without mark up.

5. WORKERS' COMPENSATION AND LIABILITY INSURANCE

Scoot will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance:

5.1 Workers' Compensation

Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;

5.2 Commercial General Liability

Commercial general liability insurance with a $2,000,000 combined single limit per occurrence / $4,000,000 aggregate and includes contractual liability and personal injury coverage;

5.3 Automobile Liability

Hired and non-owned auto liability insurance with a $1,000,000 combined single limit per occurrence;

5.4 Umbrella Insurance

Umbrella policy of $5,000,000 providing excess limits over the primary policies described above;

5.5 Abusive Acts Coverage

Abusive Acts occurrence based liability insurance with a $3,000,000 combined single limit per occurrence / $3,000,000 aggregate;

Scoot will provide Customer with a certificate of this insurance coverage upon request.

6. INDEMNIFICATION BY SCOOT

6.1. Scoot will indemnify, defend and hold harmless Customer and its directors, officers, employees and agents, to the extent of the insurance limits set forth in Section 6, from and against all demands, claims, actions, losses, judgments, costs and expenses (including reasonable attorney fees) (collectively "Damages") imposed upon or incurred by Customer to the extent arising out of any of the following:

i) Scoot's failure to comply with its obligations under applicable employment-related laws, regulations or orders in Scoot's capacity as the general employer of the Substitutes;
ii) Scoot's employees', including Educators', failure to comply with their obligations under applicable laws, regulations or orders in their capacity as the employee of Scoot; and

iii) Breach of any obligation of Scoot contained in this Agreement.

7.2 Scoot's obligation to indemnify, defend and hold harmless will not apply to: (i) indirect, special or consequential Damages, (ii) the extent that Damages are due to Customer's failure to fulfill its duties, (iii) the extent that any Damages are the result of any negligent act or omission or intentional misconduct of Customer, its officers, employees or agents, or (iv) the extent that Customer is required to indemnify Scoot against such Damages under Section 7.

7. INDEMNIFICATION BY CUSTOMER

7.1 To the extent permitted by law, Customer will indemnify, defend and hold harmless Scoot and its directors, officers, employees and agents from and against all Damages imposed upon or incurred by Scoot other than for job-related bodily injury or death of a Substitute covered by Workers' Compensation, arising out of any of the following:

i) Customer's failure to comply with its obligations under applicable laws, regulations, ordinances or other contracts;

ii) Any claims asserted against Scoot or its Substitute by students, their parents or representatives, Customer personnel or business invitees, or other third parties arising from conduct of the Substitute while on assignment with Customer (except to the extent that such claim is determined to have been caused by the negligence of Scoot or the failure of Scoot full time staff personnel to reasonably fulfill their obligations regarding the recruitment, screening, and hiring of the Substitute); or

iii) Breach of any obligation of Customer contained in this Agreement;

7.2 Customer's obligation to indemnify, defend and hold harmless will not apply (i) to indirect, special or consequential Damages or (ii) to the extent any Damages are caused by any negligent act or omission or intentional misconduct of Scoot, its officers, employees or agents.

8. SUBSTITUTE PLACEMENT FEE

Customer understands and agrees that Scoot employees are assigned to Customer to render temporary services and, absent a written agreement stating otherwise, are not assigned to become employed directly by Customer. Customer acknowledges the considerable expense incurred by Scoot to advertise, recruit, evaluate, train, and place its employees.

Customer agrees it will not, without prior written consent from Scoot, hire a Scoot employee, interfere with the employment relationship between Scoot and its employees, or directly or indirectly cause a Scoot employee to become employed by Customer or another temporary service provider.

If Customer, either directly or indirectly, solicits, offers employment, and/or hires a Scoot employee as an employee or consultant in any position, or utilizes the person's services through another temporary or outsourcing service company, or any person or entity affiliated with Customer refers a Scoot employee to any other employer and the employee becomes employed by that employer: (i) at any time from the date such employee is introduced to or placed with Customer by Scoot until six (6) months thereafter or (ii) within six (6) months after termination of employee's temporary assignment

through Scoot with Customer, whichever is later, Customer agrees to pay Scoot a placement fee as outlined in Exhibit A.

SIGNATORIES

Signed: James Sanders	Signed: _____
Name: James Sanders	Name: _____
Title: CEO	Title: _____
Date: 03/03/25	Date:

EXHIBIT A
FEES FOR SUBSTITUTES

This Exhibit A is incorporated and made part of the Agreement between Scoot and Customer. The pricing in Exhibit A is confidential and proprietary, to the extent allowable by applicable law. Customer agrees not to disclose the contents of Exhibit A to persons or entities not party to this Agreement without Scoot's written permission, to the extent allowable by applicable law.

Substitutes will be assigned to the following positions and at the following rates:

Bill rate*	Half-day rate (4 hours or less)	Half-day rate long-term (4 hours or less)	Short-term day rate	Long-term day rate#
Teaching Assistant (non-credentialed)	$230	$254	$344	$378
Teacher (Emergency 30-day substitute permit or California credential)	$275	$303	$378	$452
TeachStart Scholar	N/A	N/A	$452	$452
Special Education Credential in SpEd role	$330	$363	$493	$542

* Because Scoot Substitutes are non-exempt hourly employees, additional charges over and above the standard Bill rate will apply in the event that a Substitute is called upon to work overtime meaning a shift longer than eight and a half (8.5) hours, including a thirty (30) minute meal break, in a workday or more than (40) hours, excluding meal breaks, in a work week. Overtime is charged at 1.5x the prorated hourly bill rate according to the above table (e.g., overtime for a Teaching Assistant is charged at $344/8.5*1.5 per hour). Substitutes are instructed by Scoot that they should seek the approval of a duly designated supervisor at the Customer site before incurring overtime but, of course, the need to ensure proper supervision of pupils may necessitate a Substitute staying over even if the designated supervisor is not immediately available. Consistent with professional best practices, Scoot Substitutes are directed to maintain supervision over assigned students until they are relieved by appropriate school personnel.

A Substitute will be considered in long-term status if the same substitute has been scheduled at a Customer school for an assignment that is for more than 15 consecutive work days or an assignment has extended beyond 15 consecutive work days (half-days and full-days are counted the same) in the same academic year.

FEES FOR TEMP-TO-PERM

Scoot pricing for temp-to-perm placements is based upon the category of the Substitute, timing of hire, or number of days the Scoot employee has worked at the hiring school during a single school year:

TEMP TO PERM FEES FOR TEACHING ASSISTANTS AND TEACHERS (NON TEACHSTART FELLOWS)	
Days worked in school year	**Fee^**
1 - 90 days worked	10% of AGS to a minimum of $5,000
91 - 180 days worked	5% of AGS to a minimum of $2,500
180+ days worked	$1,000

^Fee is based upon the total, annualized gross salary (AGS), including any additional allowances or benefits that can be monetized listed on contract between Customer and Scoot employee.

TEMP TO PERM FEES FOR TEACHSTART FELLOWS	
Hire date	**Fee**
September 1 to May 31	$10,000
June 1 to August 31	$1,000

EXHIBIT B
SUBSTITUTE CANCELLATION POLICY

Customer must cancel a substitute assignment no later than midnight before the assignment. If a cancellation is made before this time, no fee will be charged to the school. Cancellations made on the same day of the shift will result in a half-day charge according to the pricing in Exhibit A.

SCOOT GUARANTEE

Scoot stands behind the quality and appropriateness of any candidate we recommend or assign to Customer school. However, Scoot understands that at times unforeseen circumstances can deliver undesirable results.

SUBSTITUTE TEACHERS

Should a Scoot substitute not satisfy requirements of the assigned position within the first ninety (90) minutes of a half-day shift or the first four (4) hours of a full-day shift, there will be no fee charged to the school or Scoot will diligently work to replace the substitute as quickly as possible by another suitably skilled and qualified substitute teacher.

To avoid a charge, the school must:

(a) Inform Scoot of the termination of the shift before the substitute leaves the school grounds
(b) Allow Scoot a reasonable opportunity to resolve matters directly with the substitute teacher
(c) The school must provide feedback on the reason(s) for the termination/cancellation

EXHIBIT C

"SSFUSD Data" means all information, including, but not limited to, business, administrative, financial, student, and personnel information, and work product or other intellectual property that is: (1) created by SSFUSD, its employees, contractors, agents, affiliates, students, parents, and users, or provided or otherwise made available to Scoot Education, its employees, agents, or subcontractors by SSFUSD, its employees, contractors, agents, affiliates, students, parents, and users through the Services or otherwise in connection with the Contract, or (2) gathered by Scoot Education, its employees, agents, or subcontractors through the Services or other means (e.g., Scoot Education technology) in connection with the Contract. SSFUSD Data includes, but is not limited to:

1. Personal identifiers such as name, address, phone number, date of birth, Social Security number, identification number, persistent unique identifiers, and the like;
2. Any personal information protected by law, including, but not limited to:
    a. "personally identifiable information" and student "education records" as those terms are defined under the Family Educational Rights and Privacy Act, 20 USC 1232g, as amended ("FERPA");
    b. "personal information" as that term is defined in the Children's Online Privacy Protection Act of 1998 ("COPPA");
    c. "personal information" as that term is defined in the Protection of Pupil Rights Amendment ("PPRA");
    d. "personally identifiable information" as that term is defined in the Individuals with Disabilities Education Act, as amended ("IDEA");
    e. nonpublic personal information as that term is defined in the Gramm-Leach-Bliley Financial Modernization Act of 1999, 15 USC 6809 ("GLB");
    f. credit and debit card numbers and/or access codes and other cardholder data and sensitive authentication data as those terms are defined in the Payment Card Industry Data Security Standards ("PCI-DSS");
3. Other financial account numbers, access codes, driver's license numbers;
4. State or federal identification numbers such as passport, visa or state identity card numbers;
5. Information that identifies an individual and relates to the physical or mental health or condition of the individual, the provision of health care to the individual, or payment for the provision of health care to the individual; and

SSFUSD Data does not include information that has been "de-identified" as that term is defined by the U.S. Department of Education Privacy Technical Assistance Center for purposes of FERPA.

"Mining SSFUSD Data" means to search through, access, manipulate, or extract SSFUSD Data for a purpose other than providing Work to SSFUSD for a School Purpose under the Contract.

"School Purpose" means a purpose that is directed by or customarily takes place at the direction of a school district, school campus, or teacher or assists in the administration of school activities, including instruction in the classroom or at home, administrative activities, and collaboration between students, school personnel, or parents, or is otherwise for the use and benefit of the school.

"Securely Destroy" means taking commercially reasonable actions that render data written on physical or electronic media unrecoverable, including, but not limited to, actions that meet or exceed those sections of the National Institute of Standards and Technology (NIST) SP 800-88 guidelines relevant to

data categorized as high security (provided that, in accordance with NIST 800-88r1 guidance, Scoot Education shall comply with the level "purge" with a Cryptographic Erase (i.e., not a simple delete/erase that leaves the previous contents available until overwritten through normal use) while the media is still in operation and under the physical control of Scoot Education and "destroy" only when the media has reached end of life (EOL) and/or will no longer be under the physical control of Scoot Education) or, when applicable, the DoD 5220.22-M (3 pass) data sanitization method.

"Security Incident" means an event in which SSFUSD Data is exposed to unauthorized disclosure, access, alteration, or use, or circumstances that are reasonably expected to have exposed SSFUSD Data to unauthorized disclosure, access, alteration, or use.

"Targeted Advertising" means presenting an advertisement to a student in which the advertisement is selected for the student based on information obtained or inferred over time from the student's online behavior, usage of applications, or covered information. The term does not include advertising to a student at an online location based on the student's visit to that location at that time, or in response to the student's request for information or feedback, without the retention of the student's online activities or requests over time for the purpose of targeting subsequent advertisements.

"Work" means the products and/or services provided to SSFUSD by Scoot Education in connection with the Contract.

Technical terms not defined herein that have a well-known technical or trade meaning, shall be held to have such recognized meaning.

Rights and License to SSFUSD Data

The Parties agree that, as between them, all rights in and to SSFUSD Data shall remain the sole and exclusive property of SSFUSD, and SSFUSD hereby authorizes the Scoot Education to access, maintain, use, and disclose SSFUSD Data, subject to the terms and conditions of this Contract, and applicable law, as reasonably necessary to provide the Work to SSFUSD for a School Purpose under this Contract. Scoot Education has no rights, implied or otherwise, to SSFUSD Data, except as expressly stated in this Contract.

Scoot Education's Use and Disclosure of SSFUSD Data

1. Scoot Education shall access, maintain, use, and disclose SSFUSD Data, subject to the terms and conditions of this Contract and applicable law, as reasonably necessary to provide Work to SSFUSD for a School Purpose under this Contract.
2. Scoot Education is prohibited from Mining SSFUSD Data unless such activity is permitted by law and expressly authorized by SSFUSD in advance in writing.
3. Except as expressly permitted under this Contract, Scoot Education will not disclose SSFUSD Data, including any goods, products, materials, documents, reports, writings, video images, photographs, papers, or software or computer images of any nature prepared by Scoot Education, its employees, agents, or subcontractors that incorporate SSFUSD Data, to any other person or entity.
4. Scoot Education shall, prior to disclosing SSFUSD Data, ensure that any Scoot Education employees, agents, and subcontractors who will have access to SSFUSD Data have, prior to any such access, undergone appropriate, commercially reasonable background screening and

other screening as required by law, and that any such employees, agents, and subcontractors possess all necessary qualifications and have read, understood, and received appropriate instruction as to how to comply with the requirements of this Contract and applicable law.

5. If, in connection with this Contract, the Scoot Education must create, obtain, transmit, use, maintain, process, or dispose of personal information that is protected by law or financial or business data that has been identified to the Scoot Education as having the potential to affect the accuracy of SSFUSD's financial statements, Scoot Education shall perform the following background checks on all employees, subcontractors, and agents that are reasonably expected to have access to such data in accordance with the Fair Credit Reporting Act: Social Security Number trace; seven (7) year felony and misdemeanor criminal records check of federal, state, or local records (as applicable) for job related crimes; Office of Foreign Assets Control List (OFAC) check; Bureau of Industry and Security List (BIS) check; and Office of Defense Trade Controls Debarred Persons List (DDTC).
6. Scoot Education will not otherwise access or use SSFUSD Data or share SSFUSD Data without the prior written consent of SSFUSD, except as required by law in accordance with Section XXXI.G.

FERPA Acknowledgements

1. Scoot Education acknowledges that, for purposes of this Contract, it will be designated a "school official" with "legitimate educational interests" in "personally identifiable information" and student "education records", as those terms have been defined under FERPA and its implementing regulations, and Scoot Education agrees to abide by the FERPA limitations and requirements imposed on school officials.
2. SSFUSD and Scoot Education expressly agree that: (1) the services/functions to be provided by Scoot Education are services/functions for which SSFUSD would otherwise use its own employees; (2) Scoot Education has been determined to meet the criteria set forth in SSFUSD's annual notification of FERPA rights for being a school official with a legitimate educational interest in "personally identifiable information" and student "education records" for purposes of the Work; (3) Scoot Education is under SSFUSD's direct control with respect to its access to, maintenance of, use of, and disclosure of "personally identifiable information" and student "education records"; and (4) unless Scoot Education has specific authorization from SSFUSD to do so and it is otherwise permitted by FERPA, Scoot Education will access and use "personally identifiable information" and student "education records" only for the purpose for which the disclosure was made and will not re-disclose "personally identifiable information" and student "education records" to other parties.
3. To the extent that students or parents/guardians are required to accept or are otherwise made subject to any separate terms of use, privacy policies, or other agreement(s) (e.g., click-through agreements) in connection with the Work or this Contract, Scoot Education shall ensure that no such agreement(s) require the student or parent/guardian to waive any rights or other protections to which he/she may be entitled under FERPA. Any provision in such agreement(s) to the contrary shall be null, void, and without effect.

Data Privacy and Security

1. SSFUSD Data, whether electronic format or hard copy, must be secured and protected at all times to avoid unauthorized access. Scoot Education will store and process SSFUSD Data in accordance with commercial best practices, including, but not limited to, implementing and maintaining appropriate administrative, physical, and technical safeguards and other security

procedures and practices designed to protect such data from unauthorized access, deletion, disclosure, modification, and use. Such measures will be no less protective than those used to secure Scoot Education's own data of a similar type, and in no event less than commercially reasonable in view of the type and nature of the data involved. These requirements shall be extended by contract to all subcontractors and agents used by Scoot Education.

2. Scoot Education will use industry-standard and up-to-date security tools and technologies such as anti-virus protections and intrusion detection methods in providing the Work under this Contract and accessing, using, and disclosing SSFUSD Data in connection therewith.
3. Without limiting the foregoing, Scoot Education agrees that Scoot Education, its agents, and subcontractors, as applicable, shall meet or exceed the following requirements in maintaining the privacy and security of SSFUSD Data in connection with the Contract:
    a. PCI-DSS v3.2 requirements;
    b. TIA 942 Class 4 Data Center Standards or a substantially similar standard;
    c. All electronic SSFUSD Data will be encrypted in transmission using Transmission Layer Security (TLS) v1.2 or greater (including via web interface or equivalent); and
    d. All electronic SSFUSD Data stored on a mobile device, laptop, desktop or any other device will be encrypted at no less than AES 256-bit level encryption.
4. Scoot Education shall, upon request, provide SSFUSD with a reasonably detailed written summary of the procedures Scoot Education, its agents, and subcontractors use to maintain and transmit SSFUSD Data.
5. SSFUSD Data shall not be stored outside the United States without SSFUSD's prior written consent.
6. Scoot Education will take commercially reasonable measures, including, but not limited to, audit trails, to protect SSFUSD Data from deterioration or degradation of data quality and authenticity.
7. Scoot Education will, at least daily, back up SSFUSD Data in a commercially reasonable manner and retain any such backups for a minimum of 12 months.

Security Incidents

1. Response. Upon becoming aware of a Security Incident, Scoot Education will immediately, and within the time reasonably necessary for the Parties to comply with applicable legal requirements: (i) notify SSFUSD's Assistant Supt of HR to begin remediation of compromised data, (ii) fully investigate the incident
2. Indemnification Related to Security Incidents. To the fullest extent permitted by law, and in addition to any other remedies available to SSFUSD under contract, law, or equity, to the extent that any Security Incident arises or results from Scoot Education's, its employee's, agent's, or subcontractor's failure to comply with any requirement of this Contract or applicable law, the Scoot Education hereby agrees to indemnify, hold harmless, and defend SSFUSD, its directors, agents, employees, contractors, and volunteers from and against any and all claims, demands, causes of action, liability, fines, penalties, costs, damages, losses, judgments, and expenses (including attorneys' fees), including, but not limited to: (1) all costs reasonably incurred by SSFUSD in connection with the investigation and remediation of such Security Incident; (2) the cost of providing notification to individuals or entities whose information was compromised and to regulatory agencies or other entities as required by law or contract; (3) providing one year of credit monitoring to affected individuals if personal information exposed during the incident could be used to commit identity theft; (4) all crisis management, regulatory response, and other privacy liability costs; and (5) the payment of legal fees, audit costs, fines, civil penalties, and other fees imposed against SSFUSD in connection with the Security Incident.

Response to Legal Orders, Demands, and Requests for Data

Except as expressly prohibited by law, Scoot Education will:

1. Immediately, and before disclosing any SSFUSD Data, notify SSFUSD, in writing, of any subpoenas, warrants, or other orders, demands or requests received by Scoot Education, its employees, agents, or subcontractors seeking SSFUSD Data;
2. Reasonably consult with SSFUSD regarding Scoot Education's response, which may include, but is not limited to, directing the requestor to seek the information directly from SSFUSD, as appropriate;
3. Cooperate with SSFUSD's reasonable requests in connection with efforts by SSFUSD to intervene and quash or modify the order, demand, or request; and
4. Upon SSFUSD's request, provide SSFUSD with a copy of its response.

Data Transfer/Destruction

1. Upon termination of this Contract, or as otherwise requested by SSFUSD in writing, Scoot Education shall ensure that all SSFUSD Data in Scoot Education's, its employees', agents', and subcontractors' possession, custody, or control is transferred to SSFUSD as reasonably directed by SSFUSD.
2. Transfer of SSFUSD Data to SSFUSD shall occur within ten (10) days following termination of this Contract or SSFUSD's written request. Scoot Education will use commercially reasonable efforts to ensure that such transfer/migration uses facilities and methods that are compatible with the relevant systems of SSFUSD or its designated transferee, and to the extent reasonably technologically feasible, that SSFUSD will have access to SSFUSD Data during the transition.
3. If SSFUSD requests destruction of any SSFUSD Data at any time, not later than sixty (60) days after the date of SSFUSD's request, Scoot Education shall Securely Destroy all such SSFUSD Data in its possession, custody, or control and ensure that all SSFUSD Data in the possession, custody, or control of Scoot Education's employees, agents, and subcontractors is Securely Destroyed. Scoot Education agrees to provide documentation of data destruction to SSFUSD upon SSFUSD's reasonable request.
4. Scoot Education will promptly notify SSFUSD in writing of any change in Scoot Education's, its employee's, agent's, or subcontractor's business or other circumstances that Scoot Education reasonably determines may affect SSFUSD Data, including, but not limited to, any impending transfer or cessation of business or unlawful conduct. Scoot Education will reasonably cooperate with SSFUSD to minimize the effect of any such change in circumstances on SSFUSD, which may include, but is not limited to: (1) providing a full inventory of all SSFUSD Data in the Scoot Education's its employees', agents', and subcontractors' possession, custody, or control and the location of same; (2) providing SSFUSD access to any Scoot Education facility, or reasonably assisting SSFUSD in obtaining access to other facilities and systems, as necessary to remove and Securely Destroy SSFUSD Data or otherwise enforce SSFUSD's rights in and to SSFUSD Data; and (3) upon SSFUSD's request, promptly transferring or Securely Destroying SSFUSD Data, in whole or in part, as directed by SSFUSD.
5. Any permitted successor or assign of the Scoot Education shall agree in writing to assume all of the Scoot Education's rights, interests, duties, obligations, and liabilities under this Contract prior

to receiving access to SSFUSD Data, and Scoot Education shall take all necessary actions to ensure a smooth transition of Work and/or transfer of SSFUSD Data to such successor or assign.

Audits

1. SSFUSD reserves the right in its sole discretion to perform audits of Scoot Education, at SSFUSD's expense, to ensure compliance with the terms of this Contract and this section related to SSFUSD Data. Scoot Education shall reasonably cooperate, and shall ensure that any Scoot Education employees, agents and subcontractors reasonably cooperate, in the performance of such audits. Such audits shall only occur upon prior written notice to Scoot Education and in such a manner as to not unreasonably disrupt Scoot Education's operations.
2. Scoot Education, or the data center(s) where Scoot Education maintains its systems and/or SSFUSD Data, will, at Scoot Education's or such data center's expense, conduct or have conducted at least annually, a/an:
    a. American Institute of CPAs Service Organization Controls (SOC) 2 Type II audit, or other commercially reasonable security audit, which attests the Scoot Education's or data center's security policies, procedures, and controls;
    b. Commercially reasonable vulnerability scan of the Scoot Education's or data center's electronic systems and facilities that are used in any way to provide Work or process or maintain SSFUSD Data in connection with this Contract; and
    c. Commercially reasonable formal penetration test of the Scoot Education's or data center's electronic systems and facilities that are used in any way to provide Work or process or maintain SSFUSD Data in connection with this Contract.
3. Additionally, the Scoot Education shall provide SSFUSD, upon request, commercially reasonable summary results of the above audits and promptly modify its security measures as reasonably necessary based on those results in order to meet its obligations under this Contract and applicable law. SSFUSD may require the Scoot Education to perform additional audits and tests, at SSFUSD's expense, based on reasonably agreed upon objectives, the results of which shall be provided promptly to SSFUSD.

Compliance

1. Except as otherwise specified in this Contract, Scoot Education agrees to use commercially reasonable efforts to assist SSFUSD as necessary to maintain the privacy and security of SSFUSD Data in accordance with this Contract and applicable law, as such law may be amended from time to time.
2. Scoot Education warrants that the Scoot Education and the Work shall be fully compliant, and will not adversely affect SSFUSD's compliance, with the relevant requirements of all state and federal laws, regulations, and guidance governing access to and use, maintenance, and disclosure of SSFUSD Data.
3. Scoot Education warrants that any employees, agents to provide the Work or otherwise fulfill Scoot Education's obligations under this Contract will be subject to and will comply with this Contract and applicable law in the same manner that Scoot Education itself is subject to the terms of this Contract and applicable law.
4. Upon the effective date of any amendment or issuance of laws, regulations, and guidance governing access to or use, maintenance, or disclosure of SSFUSD Data, this Contract shall automatically be amended to conform with such requirements. Any ambiguity in this Contract shall be resolved in favor of a meaning that permits SSFUSD and Scoot Education, and their

respective employees, subcontractors, and agents to comply with any such laws, regulations, and guidance.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

Lori Shelton, Director of Bond Program

DATE: March 13, 2025

RE: Approval of Professional Services Agreement with Protech Consulting and Engineering, Inc. for Hazardous Materials Consulting Services for Westborough Middle School Field and Pavement Improvements Project under the Measure T Bond Program

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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 South San Francisco Unified School District is acquiring the services of Protech Consulting and Engineering, Inc. to provide hazardous materials consulting services for the Westborough Middle School Field and Pavement Improvements project. The scope of work includes limited (selective) environmental consulting services to assess conditions associated with asbestos-containing materials (ACM), lead-based paint (LBP), lead in potable water, and soil characterization for disposal purposes. Upon identification of hazardous material, Protech will provide written abatement scope of work and abatement monitoring services. A final report will summarize analytical results, field observations, and evaluations based on relevant regulatory and industrial standards. Protech's services include project design, specifications, bidder's instruction, contractor submittal review, project monitoring, final visual inspection, air sampling and lead wipe.

A Request for Qualifications (RFQ) for a pool of qualified firms to provide hazardous materials consulting services was approved by the Board of Trustees on November 16, 2023. The Bond Management Team requested a proposal from Protech Consulting Engineering, Inc. with the scope of work for hazardous materials consulting services for this project.

FISCAL IMPLICATIONS:

The cost of services is $33,267.00. This will be paid for through the Measure T Bond Program (Fund 21).

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the agreement with Protech Consulting and Engineering, Inc. for hazardous materials consulting services for the Westborough MS Field and Pavement Improvements project in the amount of $33,267.00.

INDEPENDENT CONSULTANT AGREEMENT FOR
HAZARDOUS MATERIALS CONSULTING SERVICES
(Agreement Number: 25012)

This Independent Consultant Agreement for **Hazardous Materials Consulting Services** ("Agreement") is made and entered into as of the **14th** day of **March, 2025** by and between the South San Francisco Unified School District, ("District") and **ProTech Consulting and Engineering, Inc.** ("Consultant"), (together, "Parties").

WHEREAS, Public Contract Code section 20111, subdivision (d), provides that professional services, requiring specialized knowledge, training, or skill, are not subject to public bidding requirements; and

WHEREAS, Government Code section 53060 authorizes the District to contract with any person(s) for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters through direct negotiation; and

WHEREAS, District duly determined that it needs some or all of the services (collectively, "Services") to be provided pursuant to this Agreement; and

WHEREAS, Consultant is specially trained, experienced, and competent to perform the Services required by District, as needed on the basis set forth in this Agreement.

NOW, THEREFORE, the Parties agree as follows:

1. **Services**. Consultant shall provide **Hazardous Materials Consulting Services** including hazardous material surveys, laboratory analysis, report preparation, construction abatement specifications, and construction phase monitoring and testing as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

2. **Term**. Consultant shall commence providing services under this Agreement on **March 14, 2025** and will diligently perform as required and complete performance by **August 30, 2025** ("Term"), unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **Submittal of Documents**. Consultant shall not commence the Services under this Agreement until Consultant has submitted and District has approved the documents, certificate(s) and affidavit(s), and endorsement(s) of insurance required as indicated below:

   ___X___ Signed Agreement
   ___X___ Workers' Compensation Certification
   ___X___ Prevailing Wage Certification
   ___X___ Fingerprinting/Criminal Background Investigation Certification
   ___X___ Insurance Certificates and Endorsements
   ___X___ W-9 Form
   _____ Other: _____

4. **Compensation**. District agrees to pay Consultant for services satisfactorily rendered pursuant to this Agreement a total fee not to exceed **Thirty-three Thousand Two**

Hundred Sixty-Seven Dollars ($33,267.00). District shall pay Consultant according to the following terms and conditions:

4.1. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District. Payment shall be made within thirty (30) days after Consultant submits an invoice to District for Services actually completed and after District's written approval of the Services, or the portion of the Services for which payment is to be made. The schedule of deliverable Services is as follows:

Asbestos & Lead Survey & Testing Services

Services:

	Service	Unit Type	Qty	Unit Fee	Total
4.1.1	Site survey, data collection, field documentation, sample collection, sample processing	Service	1	$2,000.00	$2,000.00
4.1.2	Report – data compilation, report draft, review	Hour	5	$85.00	$425.00
4.1.3	Project management, data review, technical report, and certification	Hour	2	$200.00	$400.00
	Service sub-total				**$2,825.00**

Laboratory:

	Service	Unit Type	Qty	Unit Fee	Total
4.1.4	Asbestos bulk – Polarized light microscopy (PLMP – EPA 600/R-93-116)	Sample	45	$25.00	$1,125.00
4.1.5	Lead - X-ray fluorescence Equipment (XRF) analyzer	Sample	1	$850.00	$850.00
4.1.6	Lead bulk - Atomic absorption spectroscopy (AAS)	Sample	6	$30.00	$180.00
4.1.7	Lead in water - Inductively Coupled Plasma Mass Spectrometry (ICP-MS)	Sample	2	$120.00	$240.00
	Laboratory sub-total				**$2,395.00**
	FEE TOTAL				**$5,220.00**

In-situ Soil Survey & Testing Services – Lower Field

Services:

	Service	Unit Type	Qty	Unit Fee	Total
4.1.8	Site survey, data collection, field documentation, sample collection, sample processing	Service	1	$2,760.00	$2,760.00
4.1.9	Report – data compilation, report draft, review	Hour	8	$85.00	$680.00
4.1.10	Project management, data review, technical report, and certification	Hour	6	$200.00	$1200.00
	Service sub-total				**$4,640.00**

Laboratory:

	Service	Unit Type	Qty	Unit Fee	Total
4.1.11	CAM 17 Metals – EPA 6010D / 6020B (ICP-OES / ICP-MS) after EPA 3050B / 3051A digestion	Sample	4	$285.00	$1,140.00
4.1.12	Volatile Organic Compounds (VOCs) & Total Petroleum Hydrocarbons (Gasoline-Range) - EPA 8260D	Sample	4	$277.00	$1,108.00
4.1.13	Semi-Volatile Organic Compounds (SVOCs) (Low Level) - EPA 8270E	Sample	4	$430.00	$1,720.00
4.1.14	Organochlorine Pesticides & PCBs (Low Level) - EPA 8081B	Sample	4	$315.00	$1,260.00
4.1.15	Polycyclic Aromatic Hydrocarbons (PAHs/PARs) – EPA 8310 (HPLC Method)	Sample	4	$240.00	$960.00
	Laboratory sub-total				**$6,188.00**
	FEE TOTAL				**$10,828.00**

Stockpile Soil Survey & Testing Services – Upper Play Area & Parking Lot

Services:

	Service	Unit Type	Qty	Unit Fee	Total
4.1.16	Site survey, data collection, field documentation, sample collection, sample processing	Sampling Event	2	$960.00	$1,920.00
4.1.17	Report – data compilation, report draft, review	Hour	5	$85.00	$425.00
4.1.18	Project management, data review, technical report, and certification	Hour	2	$200.00	$400.00
	Service sub-total				**$2,745.00**

Laboratory:

	Service	Unit Type	Qty	Unit Fee	Total
4.1.19	CAM 17 Metals – EPA 6010D / 6020B (ICP-OES / ICP-MS) after EPA 3050B / 3051A digestion	Sample	2	$285.00	$570.00
4.1.20	Volatile Organic Compounds (VOCs) & Total Petroleum Hydrocarbons (Gasoline-Range) - EPA 8260D	Sample	2	$277.00	$554.00
4.1.21	Semi-Volatile Organic Compounds (SVOCs) (Low Level) - EPA 8270E	Sample	2	$430.00	$860.00
4.1.22	Organochlorine Pesticides & PCBs (Low Level) - EPA 8081B	Sample	2	$315.00	$630.00
4.1.23	Polycyclic Aromatic Hydrocarbons	Sample	2	$240.00	$480.00

	(PAHs/PARs) – EPA 8310 (HPLC Method)				
	Laboratory sub-total				**$3,094.00**
	FEE TOTAL				**$5,839.00**

Asbestos & Lead Remediation Support

Services:

	Service	Unit Type	Qty	Unit Fee	Total
4.1.24	Project documents	Service	1	$1,160.00	$1,600.00
4.1.25	Pre-job tasks: meetings & submittal review	Hour	4	$225.00	$900.00
4.1.26	Project monitoring, inspections, field documentation, sample collection, sample processing	Standard Shift	4	$1,080.00	$4,320.00
4.1.27	Post-work monitoring/testing	Service	1	$960.00	$960.00
4.1.28	Report – data processing	Hour	5	$85.00	$425.00
4.1.29	Project management, data review, technical report, and certification	Hour	3	$200.00	$600.00
	Service sub-total				**$8,805.00**

Laboratory:

	Service	Unit Type	Qty	Unit Fee	Total
4.1.30	Asbestos Air - Phase contract microscopy (PCM) - NIOSH 7400A	Sample	10	$25.00	$250.00
4.1.31	Lead Air - Atomic absorption spectroscopy (AAS)	Sample	5	$30.00	$150.00
4.1.32	Asbestos Air - Transmission electron microscopy (TEM) – NIOSH 7402	Sample	2	$225.00	$450.00
4.1.33	Asbestos Air - Transmission electron microscopy (TEM) – AHERA	Sample	5	$225.00	$1,125.00
4.1.34	Lead Wipe - Atomic absorption spectroscopy (AAS)	Sample	10	$30.00	$300.00
4.1.35	Sampling equipment, media & supplies	Equipment	Item	$300.00	$300.00
	Service sub-total				**$2,575.00**
	FEE TOTAL				**$11,380.00**
	PROJECT GRAND TOTAL				**$33,267.00**

4.2. The Services shall be performed at the hourly billing rates and/or unit prices included in **Exhibit B**. If hourly billing applies, the itemized invoice shall reflect the hours spent by Consultant in performing its Services pursuant to this Agreement.

4.3. RESERVED

5. **Materials**. Consultant shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows: N/A

6. **Expenses**. District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing services for District, except as follows:

   6.1. Additional work required beyond the proposed scope of services will be invoiced on a unit fee basis as quoted above. For any units not specified above, charges will be in accordance with ProTech's standard fee schedule as identified in Exhibit B.

7. **Independent Contractor**. Consultant represents and warrants that Consultant is an independent contractor or business entity that is: (i) free from the control and direction of District in connection with the performance of the Services, (ii) performing Services that are outside the usual course of District's business, and (iii) customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the Services performed, District being interested only in the results obtained. Consultant understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of District, and are not entitled to benefits of any kind or nature normally provided employees of District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Consultant's employees.

8. **Performance of Services.**

   8.1. **Standard of Care**. Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Consultant's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

   8.2. **Due Diligence.** Consultant shall carefully study and compare all documents, findings, and other instructions and shall at once report to District, in writing, any error, inconsistency, or omission that Consultant or its employees may discover. Consultant shall have responsibility for discovery of errors, inconsistencies, or omissions.

   8.3. **Meetings.** Consultant and District agree to participate in regular meetings on at least a monthly basis to discuss strategies, timetables, implementations of services, and any other issues deemed relevant to the operation of Consultant's performance of Services.

   8.4. **District Approval.** The Services completed herein must meet the approval of District and shall be subject to District's general right of inspection and supervision to secure the satisfactory completion thereof.

9. **RESERVED**

10. **Deliverables.** Consultant understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission.

11. **Audit**. Consultant shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Consultant transacted under this Agreement. Consultant shall retain these books, records, and systems of account during the Term of this Agreement and for five (5) years thereafter. Consultant shall permit District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that District shall give reasonable prior notice to Consultant and shall conduct audit(s) during Consultant's normal business hours, unless Consultant otherwise consents.

12. **Disputes.** In the event of a dispute between the parties as to performance of the Services, the interpretation of this Agreement, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute in good faith. Pending resolution of the dispute, Consultant agrees it will neither rescind the Agreement nor stop the performance of the Services, but will allow determination by the court of the State of California, in the county in which District's administration office is located, having competent jurisdiction of the dispute. Disputes may be determined by mediation if mutually agreeable, otherwise by litigation. Notice of the demand for mediation of a dispute shall be filed in writing with the other party to the Agreement. The demand for mediation shall be made within a reasonable time after written notice of the dispute has been provided to the other party, but in no case longer than ninety (90) days after initial written notice. If a claim, or any portion thereof, remains in dispute upon satisfaction of all applicable dispute resolution requirements, Consultant shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to Consultant's right to bring a civil action against District. For purposes of those provisions, the running of the time within which a claim must be presented to District shall be tolled from the time Consultant submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process.

13. **Termination**.

    13.1. **For Convenience by District**. District may, at any time, with or without reason, terminate this Agreement for its own convenience and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by Consultant or no later than three days after the day of mailing, whichever is sooner.

    13.2. **With Cause by District**. District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

        13.2.1. material violation of this Agreement by Consultant; or

13.2.2. any act by Consultant exposing District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate. Unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, District may secure the required services from another Consultant. If expenses, fees, and/or costs to District exceed the cost of providing the service pursuant to this Agreement, Consultant shall immediately pay the excess expenses, fees, and/or costs to District upon the receipt of District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

14. **Indemnification**.

14.1. To the furthest extent permitted by California law, Consultant shall indemnify and hold harmless District, its Governing Board, agents, representatives, officers, consultants, employees, trustees, and volunteers (the "Indemnified Parties") from any and all claims arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of Consultant ("Claim"). Consultant shall, to the furthest extent permitted by California law, defend the Indemnified Parties at Consultant's own expense, including attorneys' fees and costs, from any and all Claim(s) and allegations relating thereto. District shall have the right to accept or reject any legal representation that Consultant proposes to defend the Indemnified Parties.

14.2. Consultant shall pay and satisfy any judgment, award, or decree that may be rendered against the Indemnified Parties in any Claim, subject to section 14.1 above. Consultant's obligation pursuant to this Article includes reimbursing District for the cost of any settlement paid by the Indemnified Parties and for any and all fees and costs, including but not limited to legal fees and costs, expert witness fees, and consultant fees, incurred by the Indemnified Parties in the defense of any Claim(s) and to enforce the indemnity herein, subject to section 14.1 above. Consultant's obligation to indemnify shall not be restricted to insurance proceeds.

14.3. District may withhold any and all costs that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of Consultant from amounts owing to Consultant.

15. **Insurance**.

15.1. **Coverage**. Consultant shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

Type of Coverage	**Minimum Requirement**
Commercial General Liability Insurance, including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments	
Each Occurrence	$ 2,000,000
General Aggregate	$ 4,000,000
Automobile Liability Insurance - Any Auto	
Each Occurrence	$ 1,000,000
General Aggregate	$ 2,000,000
Professional Liability	$ 2,000,000
Workers Compensation	Statutory Limits
Employer's Liability	$ 1,000,000

15.1.1. **Commercial General Liability and Automobile Liability Insurance**. Commercial General Liability Insurance and Any Auto Automobile Liability Insurance that shall protect Consultant, District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by District.)

15.1.2. **Workers' Compensation and Employer's Liability Insurance**. Workers' Compensation Insurance and Employer's Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, Consultant shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.

15.1.3. **Professional Liability (Errors and Omissions)**. Professional Liability Insurance as appropriate to Consultant's profession, coverage to continue through completion of construction plus three (3) years thereafter.

15.2. **Proof of Carriage of Insurance**. Consultant shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to District and approved by District. Certificates and insurance policies shall include the following:

15.2.1. A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

15.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

15.2.3. An endorsement stating that District and its Board of Trustees, agents, representatives, employees, trustees, officers, consultants, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Consultant's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.

15.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employer's Liability Insurance Policies shall be written on an occurrence form.

15.3. **Acceptability of Insurers**. Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to District.

15.4. If Consultant normally carries insurance in an amount greater than the minimum amounts required herein, that greater amount shall become the minimum required amount of insurance for purposes of the Agreement. Therefore, Consultant hereby acknowledges and agrees that all insurance carried by it shall be deemed liability coverage for all actions it performs in connection with the Agreement.

16. **Compliance with Laws**. Consultant shall observe and comply with all rules and regulations of the governing board of District and all federal, state, and local laws, ordinances and regulations. Consultant shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Services as indicated or specified. If Consultant observes that any of the Services required by this Contract is at variance with any such laws, ordinance, rules or regulations, Consultant shall notify District, in writing, and, at the sole option of District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Consultant's receipt of a written termination notice from District. If Consultant performs any Services that is in violation of any laws, ordinances, rules or regulations, without first notifying District of the violation, Consultant shall bear all costs arising therefrom.

16.1. **Labor Code Requirements**: Consultant shall comply with all applicable provisions of the California Labor Code, Division 3, Part 7, Chapter 1, Articles 1 – 5, including, without limitation, the payment of the general prevailing per diem wage rates for public work projects of more than one thousand dollars ($1,000). Copies of the prevailing rate of per diem wages are on file with District.

16.1.1. **Registration**: If applicable, before a public works contract can be awarded, Consultant and its subcontractor(s) shall be registered with the Department of Industrial Relations in accordance with Labor Code section 1771.1. At least one week before commencing work, Consultant shall provide to District the name and DIR registration number for Consultant and any applicable subcontractor.

16.1.2. **Certified Payroll Records**: Consultant and its subcontractor(s) shall keep accurate certified payroll records of workers and shall electronically submit certified payroll records directly to the Department of Industrial Relations weekly or within ten (10) days of any request by District or the Department of Industrial Relations.

16.1.3. **Labor Compliance**: Consultant shall perform the Services of the Project while complying with all the applicable regulations, including section 16000, et seq., of Title 8 of the California Code of Regulations and is subject to labor compliance monitoring and enforcement by the Department of Industrial Relations.

17. **Certificates/Permits/Licenses/Registrations**. Consultant and all Consultant's employees or agents shall secure and maintain in force such certificates, permits, licenses, and registrations as are required by law in connection with the furnishing of Services pursuant to this Agreement.

18. **COVID-19 Requirements.** For all workers on District property, Consultant and Consultant's personnel shall comply with all applicable federal, state and local laws regarding COVID-19 including, without limitation, applicable terms in CDPH State Public Health Officer Orders.

19. **Anti-Discrimination**. It is the policy of District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore Consultant agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, Consultant agrees to require like compliance by all of its subcontractor(s).

20. **Fingerprinting of Employees**. The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Consultant's performing of any portion of the Services. Consultant expressly acknowledges that the following conditions shall apply to any work performed by Consultant and/or Consultant's employees on a school site:

20.1. All site visits shall be arranged through District;

20.2. Consultant and Consultant's employees shall inform District of their proposed activities and location at the school site, allowing District time to arrange site visits without a disruption to the educational process;

20.3. Consultant and/or Consultant's employees shall check in with the school office each day immediately upon arriving at the school site;

20.4. Once at such location, Consultant and Consultant's employees shall not change locations without contacting District;

20.5. Consultant and Consultant's employees shall not use student restroom facilities; and

20.6. If Consultant and Consultant's employees find themselves alone with a student,

Consultant and Consultant's employees shall immediately contact the school office and request that a member of the school staff be assigned to the work location.

21. **RESERVED**

22. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

23. **District's Evaluation of Consultant and Consultant's Employees and/or Subcontractors**. District may evaluate Consultant in any way District is entitled pursuant to applicable law. District's evaluation may include, without limitation:

    23.1. Requesting that District employee(s) evaluate Consultant and Consultant's employees and subcontractors and each of their performance.

    23.2. Announced and unannounced observance of Consultant, Consultant's employee(s), and/or subcontractor(s).

24. **Limitation of District Liability**. Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

25. **Confidentiality**. Consultant and all Consultant's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Consultant understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

26. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, electronic transmission, addressed as follows:

District:	**Consultant:**
South San Francisco Unified School District 398 B Street South San Francisco, CA 94080 ATTN: Lori Shelton, Director of Bond Program EMAIL: lshelton@ssfusd.org	ProTech Consulting & Engineering, Inc. 1208 Main Street Redwood City, CA 94063 ATTN: Tracy Anthony EMAIL: info@protech-cal.com PH: 650-569-4020

Any notice personally given or sent by electronic transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

27. **Assignment**. The obligations of Consultant pursuant to this Agreement shall not be assigned by Consultant. Any such assignment shall be null and void.

28. **Integration/Entire Agreement of Parties**. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

29. **California Law**. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which District's administrative offices are located.

30. **Waiver**. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

31. **Severability**. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

32. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.

33. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.

34. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

35. **Tolling of District's Claims.** Consultant agrees to toll all statutes of limitations for District's assertion of claims against Consultant that arise out of, pertain to, or relate to contractors' or subcontractors' claims against District involving Consultant's services under this Agreement, until the contractors' or subcontractors' claims are finally resolved.

36. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.

37. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.

38. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authority and empowered to enter into this Agreement.

39. **Counterparts.** This Agreement may be executed in one or more counterparts, and all counterparts together shall be construed as one document. A facsimile or electronic signature shall be deemed to be the equivalent of the actual original signature. All counterparts so executed shall constitute one Agreement binding all the Parties hereto.

40. **Incorporation of Recitals and Exhibits**. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Dated: _____, 2025	Dated: February 28, 2025
South San Francisco Unified School District	**Protech Consulting & Engineering, Inc.**
Signed By: _____	Signed By: _____
Print Name: Ted O	Print Name: Glen Koutz
Print Title: Assistant Superintendent, Business Services	Print Title: President

Information regarding Consultant:

License No.: 23-7418

Address: 1208 Main Street
Redwood City, CA 94528

Telephone: (650) 569-4020

Facsimile: (650) 560-4023

E-Mail: info@protech-cal.com

94-3173053: Employer Identification and/or Social Security Number

NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26 C.F.R. 1.6041-1) requires the recipients of $600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, District requires Consultant to furnish the information requested in this section.

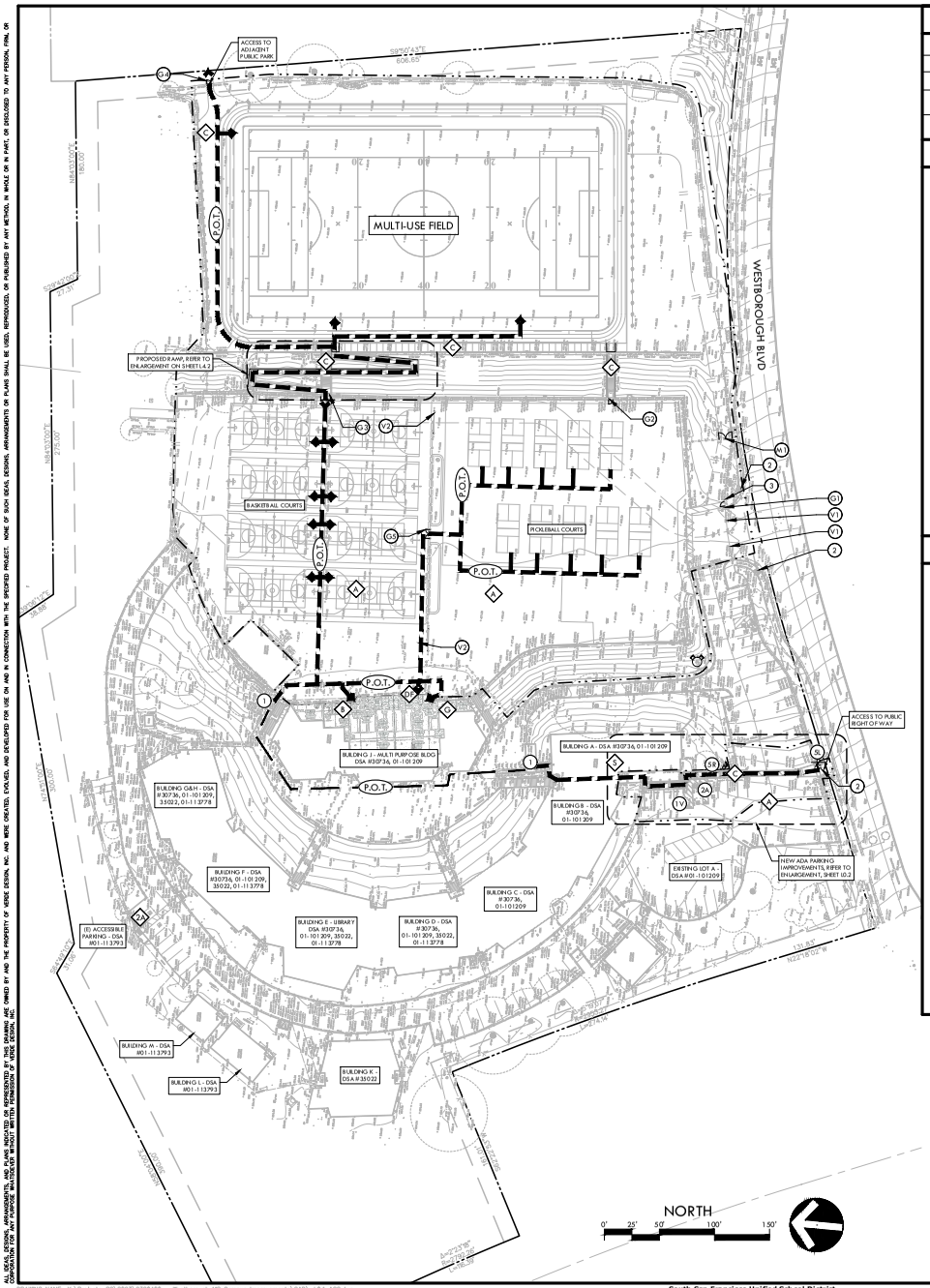
Type of Business Entity:
_____ Individual
_____ Sole Proprietorship
_____ Partnership
_____ Limited Partnership
__X__ Corporation, State: California
_____ Limited Liability Company
_____ Other: _____

EXHIBIT A
DESCRIPTION OF SERVICES TO BE PERFORMED BY CONSULTANT

Consultant's entire Proposal is **not** made part of this Agreement.

Westborough Middle School, Field and Pavement Improvements
Located at 2570 Westborough Blvd, South San Francisco, California 94080

ProTech will conduct limited and selective environmental consulting services to assess conditions associated with asbestos-containing materials (ACM) and lead-based paint (LBP). This scope includes a survey of the designated areas as provided by the project demolition plan sheets L0.1, L0.3, L3.1, L3.2 attached, dated 12/10/24.



ACCESSIBLE PARKING

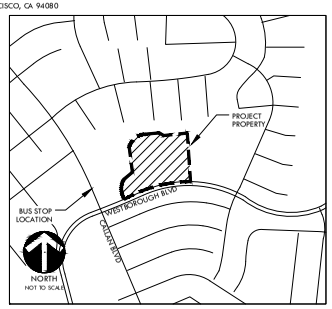
	TOTAL STALLS	REQUIRED ACCESSIBLE STALLS*	ACCESSIBLE STALLS PROVIDED
LOT A	73	2A/1V	3A/1V

*NUMBER OF REQUIRED ACCESSIBLE STALLS PER CBC 118-208.2

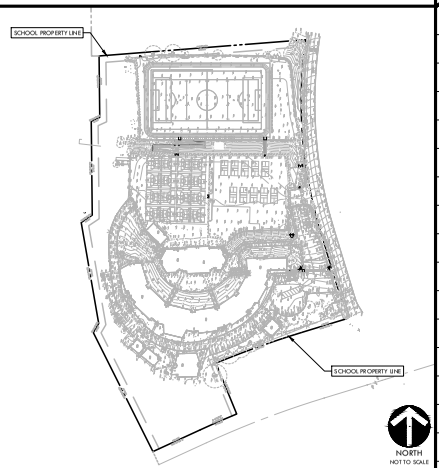
(#A)	NUMBER OF PROPOSED STANDARD ACCESSIBLE PARKING STALLS	(#A)	NUMBER OF EXISTING STANDARD ACCESSIBLE PARKING STALLS
(#V)	NUMBER OF PROPOSED VAN ACCESSIBLE PARKING STALLS	(#V)	NUMBER OF EXISTING VAN ACCESSIBLE PARKING STALLS

ACCESSIBLE DROP OFF / BUS STOP

THERE IS NO STUDENT DROP-OFF AREA ON CAMPUS. PARENT / STUDENT UTILIZE PUBLIC STREETS / NEIGHBORHOODS. THERE IS A PUBLIC BUS STOP LOCATED OFF SITE AND IS 500' NORTH OF ACCESSIBLE PATH OF TRAVEL ENTRANCE ALONG WESTBOROUGH BOULEVARD. LOCATION OF BUS STOP IS ALONG CALLAN BOULEVARD AT 3540 CALLAN BLVD, SOUTH SAN FRANCISCO, CA 94080



PROPERTY LINE KEY MAP



ACCESSIBILITY PLAN NOTES

1. ACCESSIBLE PATH OF TRAVEL AS INDICATED ON PLAN IS A BARRIER FREE ACCESS ROUTE WITHOUT ANY ABRUPT LEVEL CHANGES EXCEEDING ¼" BEVELED AT 1:2 MAX. SLOPE, OR VERTICAL LEVEL CHANGES EXCEEDING ¼" MAX. AND A LEAST 48" WIDE. SURFACE IS SLIP RESISTANT, STABLE, FIRM, AND SMOOTH. CROSS SLOPE DOES NOT EXCEED 2% AND SLOPE IN THE DIRECTION OF TRAVEL IS LESS THAN 5% UNLESS OTHERWISE INDICATED.
2. ACCESSIBLE PATH OF TRAVEL SHALL BE MAINTAINED FREE OF OVERHANGING OBSTRUCTIONS TO 80" MINIMUM AND PROTRUDING OBJECTS GREATER THAN 4" PROJECTION FROM WALL AND ABOVE 27" AND LESS THAN 80". ARCHITECT SHALL VERIFY THAT THERE ARE NO BARRIERS IN THE PATH OF TRAVEL.
3. ACCESSIBLE PARKING
SIGNAGE REQUIREMENTS: THE AMENDED REGULATIONS INDICATE THAT THE SIGNAGE AT ACCESSIBLE PARKING SPACES SHALL INCLUDE "MINIMUM FINE $250" BELOW THE INTERNATIONAL SYMBOL OF ACCESSIBILITY AS EITHER AN ADDITIONAL SIGN OR ADDITIONAL LANGUAGE. THIS FINE POSTING REQUIREMENT IS IN ADDITION TO OTHER SIGNAGE REGULATIONS CONTAINED IN THE CALIFORNIA BUILDING CODE FOR ACCESSIBLE PARKING SPACES.
4. STRIPING REQUIREMENTS:
THE REVISED REGULATIONS INDICATE THAT THE ACCESSIBLE PARKING SPACE STRIPING SHALL BE AS FOLLOWS. THE BORDER (PERIMETER) SHALL BE PAINTED BLUE. THE HATCHING WITHIN THE LOADING AND UNLOADING ACCESS AISLE SHALL BE PAINTED A SUITABLE CONTRASTING COLOR TO THE PARKING SPACE AT 3'-0" MAXIMUM ON CENTER. BLUE OR WHITE PAINT IS PREFERRED.
5. DESIGN PROFESSIONAL IN GENERAL RESPONSIBLE CHARGE STATEMENT
THE POT IDENTIFIED IN THESE CONSTRUCTION DOCUMENTS MEETS THE REQUIREMENTS OF THE CURRENT APPLICABLE CALIFORNIA BUILDING CODE (CBC) ACCESSIBILITY PROVISIONS FOR PATH OF TRAVEL REQUIREMENTS FOR ALTERNATIONS, ADDITIONS AND STRUCTURAL REPAIRS. AS PART OF THE DESIGN OF THIS PROJECT, THE POT WAS EXAMINED AND ANY ELEMENTS, COMPONENTS OR PORTIONS OF THE POT THAT WERE DETERMINED TO BE NON COMPLIANT WITH THE CBC HAVE BEEN IDENTIFIED AND THE CORRECTIVE WORK NECESSARY TO BRING THEM INTO COMPLIANCE HAS BEEN INCLUDED WITHIN THE SCOPE OF THIS PROJECTS; WORK THROUGH DETAILS, DRAWINGS AND SPECIFICATION INCORPORATED INTO THESE CONSTRUCTION DOCUMENTS. ANY NONCOMPLIANT ELEMENTS, COMPONENTS OR PORTIONS OF THE POT THAT WILL NOT BE CORRECTED BY THIS PROJECT BASED ON VALUATION THRESHOLD LIMITATIONS OR A FINDING OF UNREASONABLE HARDSHIP ARE INDICATED IN THESE CONSTRUCTION DOCUMENTS.
6. DURING CONSTRUCTION, IF POT ITEMS WITHIN THE SCOPE OF THE PROJECT REPRESENTED AS CBC COMPLAINT ARE FOUND TO BE NONCONFORMING BEYOND REASONABLE CONSTRUCTION TOLERANCES, THE ITEMS SHALL BE BROUGHT INTO COMPLIANCE WITH THE CBC AS A PART OF THIS PROJECT BY MEANS OF A CONSTRUCTION CHANGE DOCUMENT."

ACCESSIBILITY LEGEND

SYM	DESCRIPTION	
	PROJECT LIMIT OF WORK	
	PROJECT PROPERTY LINE	
	EXISTING ADA ACCESSIBLE PATH OF TRAVEL (4 FT. MIN. WIDTH @ 5=5% MAX. IN DIRECTION OF TRAVEL AND 2% MAX CROSS SLOPE)	
	ADA ACCESSIBLE PATH OF TRAVEL (4 FT. MIN. WIDTH @ 5=5% MAX. IN DIRECTION OF TRAVEL AND 2% MAX CROSS SLOPE)	
	ADA ACCESSIBLE POINT OF ENTRY	
1	EXISTING ELEVATOR - DSA APPL # 01-101209	
2	EXISTING PUBLIC SIDEWALK	
3	EXISTING TOW AWAY SIGN - DSA APPL # 01-101209	
4	NOT USED	
SL SR	ACCESSIBLE PATH SIGN - DIRECTIONAL ARROW FACING LEFT (SL) OR RIGHT (SR)	F D2.4
(#)	EXISTING ACCESSIBLE DRINKING FOUNTAIN TO BE IMPROVED AS PART OF THIS PROJECT	A D2.4
(#)	EXISTING STUDENT (BOY'S) ACCESSIBLE RESTROOM (TO BE IMPROVED AS PART OF THIS PROJECT, REFER TO DETAIL I, SHEET L.03) - APPLIES PER PLAN	I D3.3
(#)	EXISTING STUDENT (GIRL'S) ACCESSIBLE RESTROOM (TO BE IMPROVED AS PART OF THIS PROJECT, REFER TO DETAIL J, SHEET L.03) - APPLIES PER PLAN	J D3.3
A	ASPHALT PAVING	
C	CONCRETE PAVING	
(#)	EXISTING UNISEX STAFF RESTROOM (TO BE IMPROVED AS PART OF THIS PROJECT, REFER TO DETAIL K, SHEET L.03) - DSA #01-101209	K D3.3
G1	PROPOSED MAINTENANCE GATE - 42" TALL X 4' WIDE CHAIN LINK SWING GATE	J D3.0
G2	PROPOSED ACCESSIBLE PEDESTRIAN GATE - 8' TALL X 4' WIDE CHAIN LINK SWING GATE	F D3.0
G3	PROPOSED ACCESSIBLE PEDESTRIAN GATE - DOUBLE SWING GATE - (2) 8' TALL X 4' WIDE CHAIN LINK GATES	K D3.0
G4	PROPOSED ACCESSIBLE PEDESTRIAN GATE W/ PANIC HARDWARE - 8' TALL X 4' WIDE CHAIN LINK GATE	G D3.0
G5	PROPOSED ACCESSIBLE PEDESTRIAN GATE - DOUBLE SWING GATE - (2) 42" TALL X 4' WIDE CHAIN LINK SWING GATES	K D3.0
M1	PROPOSED MAINTENANCE GATE - 6' TALL X 12' WIDE DOUBLE SWING GATE	I D3.0
V1	EXISTING GATE - (E) VEHICULAR / MAINTENANCE GATE	
V2	PROPOSED VEHICULAR / MAINTENANCE GATE - 42" TALL X 20' WIDE CHAIN LINK SLIDING GATE	L D3.0
T	TRUNCATED DOMES	N D2.0

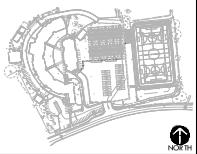
ALL IDEAS, DESIGNS, ARRANGEMENTS, AND PLANS INDICATED OR REPRESENTED BY THIS DRAWING ARE OWNED BY AND THE PROPERTY OF VERDE DESIGN, INC. AND WERE CREATED, EVOLVED, AND DEVELOPED FOR USE ON AND IN CONNECTION WITH THE SPECIFIED PROJECT. NONE OF SUCH IDEAS, DESIGNS, ARRANGEMENTS OR PLANS SHALL BE USED, REPRODUCED, OR PUBLISHED BY ANY METHOD, IN WHOLE OR IN PART, OR DISCLOSED TO ANY PERSON, FIRM, OR CORPORATION FOR ANY PURPOSE WHATSOEVER WITHOUT THE PRIOR WRITTEN PERMISSION OF VERDE DESIGN, INC.

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San Diego, CA 92101
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STAMP

REGISTERED PROFESSIONAL ENGINEER
KEVIN CORBETT
No. C-56494
Signature
EXPIRATION DATE: June 30, 2025
STATE OF CALIFORNIA

KEY MAP



NORTH

SHEET TITLE

ACCESSIBILITY PLAN

PROJECT NAME

WESTBOROUGH MIDDLE SCHOOL FIELD AND PAVEMENT IMPROVEMENTS

PROJECT ADDRESS

2570 WESTBOROUGH BLVD
SOUTH SAN FRANCISCO
CA 94080

SUBMITTAL	DATE
DSA SUBMITTAL	12/10/24

NO.	REVISIONS	DATE
1		
2		
3		
4		
5		
6		

DRAWN BY: RC / KL
CHECKED BY: JW
DATE ISSUED: 12/10/2024
SCALE: 1"=50'-0"
VDI PROJ. NO.: 2320400
SSFUSD PROJ. NO.: 025-960
SHEET NO.: L0.1

DEMOLITION ITEMS

ITEMS TO BE PROTECTED OR RELOCATED

- H — EXISTING STORM DRAIN INLET/CATCH BASIN TO REMAIN AND BE PROTECTED CONTRACTOR SHALL RAISE DRAINS TO NEW FINISH GRADE ELEVATIONS (AS APPLICABLE)
- O — EXISTING COMMUNICATIONS BOX TO REMAIN AND BE PROTECTED
- P — EXISTING TRENCH DRAIN TO REMAIN AND BE PROTECTED
- Q — EXISTING GAS LINE TO REMAIN AND BE PROTECTED
- R — EXISTING ELECTRICAL LINE TO REMAIN AND BE PROTECTED
- S — EXISTING WATER LINE TO REMAIN AND BE PROTECTED
- T — EXISTING COMMUNICATIONS GAS LINE TO REMAIN AND BE PROTECTED
- U — EXISTING BUILDING AND RAMPS TO REMAIN AND BE PROTECTED
- V — "EXISTING BACKFLOW PREVENTER AT PARKING LOT (INCLUDING SURROUNDING BOLLARDS) AND WATER VAULT TO REMAIN AND BE PROTECTED
- W — EXISTING HARDSCAPE TO REMAIN AND BE PROTECTED
- X — EXISTING STAIRS TO REMAIN AND BE PROTECTED
- Y — EXISTING SPEED BUMP TO REMAIN AND BE PROTECTED
- Z — EXISTING CURB TO REMAIN AND BE PROTECTED
- AA — EXISTING SHED TO BE RELOCATED AND PLACED IN ORIGINAL LOCATION UPON COMPLETION OF PAVING WORK

"SEE SHEET L3.2 FOR IMAGES OF SELECTED ITEMS

- A — EXISTING CONCRETE SWALE, INCLUDING DRAINAGE STRUCTURES TO REMAIN AND BE PROTECTED.
- B — EXISTING SHED TO REMAIN AND BE PROTECTED
- C — EXISTING SIGN AND POST TO REMAIN AND BE PROTECTED
- D — EXISTING "WESTBOROUGH MIDDLE SCHOOL" SIGN TO REMAIN AND BE PROTECTED
- E — EXISTING SEWER STRUCTURE TO REMAIN AND BE PROTECTED. ADJUST RIM TO NEW FINISH GRADE AS NEEDED.
- F — EXISTING SEWER LINE TO REMAIN AND BE PROTECTED
- G — EXISTING FIRE HYDRANT TO REMAIN AND BE PROTECTED
- H — "EXISTING PG&E TRANSFORMER PAD AND CHAIN LINK FENCE ENCLOSURE TO REMAIN AND BE PROTECTED
- I — "EXISTING BACKFLOW PREVENTER AT ENTRY AND WATER VAULT TO REMAIN AND BE PROTECTED. CAGE TO BE DEMOLISHED AND REPLACED WITH NEW CAGE
- J — ""deLARIOS FIELD" PLAQUE TO REMAIN AND BE PROTECTED
- K — EXISTING SITE FENCING TO REMAIN AND BE PROTECTED
- L — EXISTING FIRE HYDRANT TO REMAIN AND BE PROTECTED
- M — EXISTING STORM DRAIN LINE TO REMAIN AND BE PROTECTED

ITEMS TO BE DEMOLISHED AND/OR REMOVED

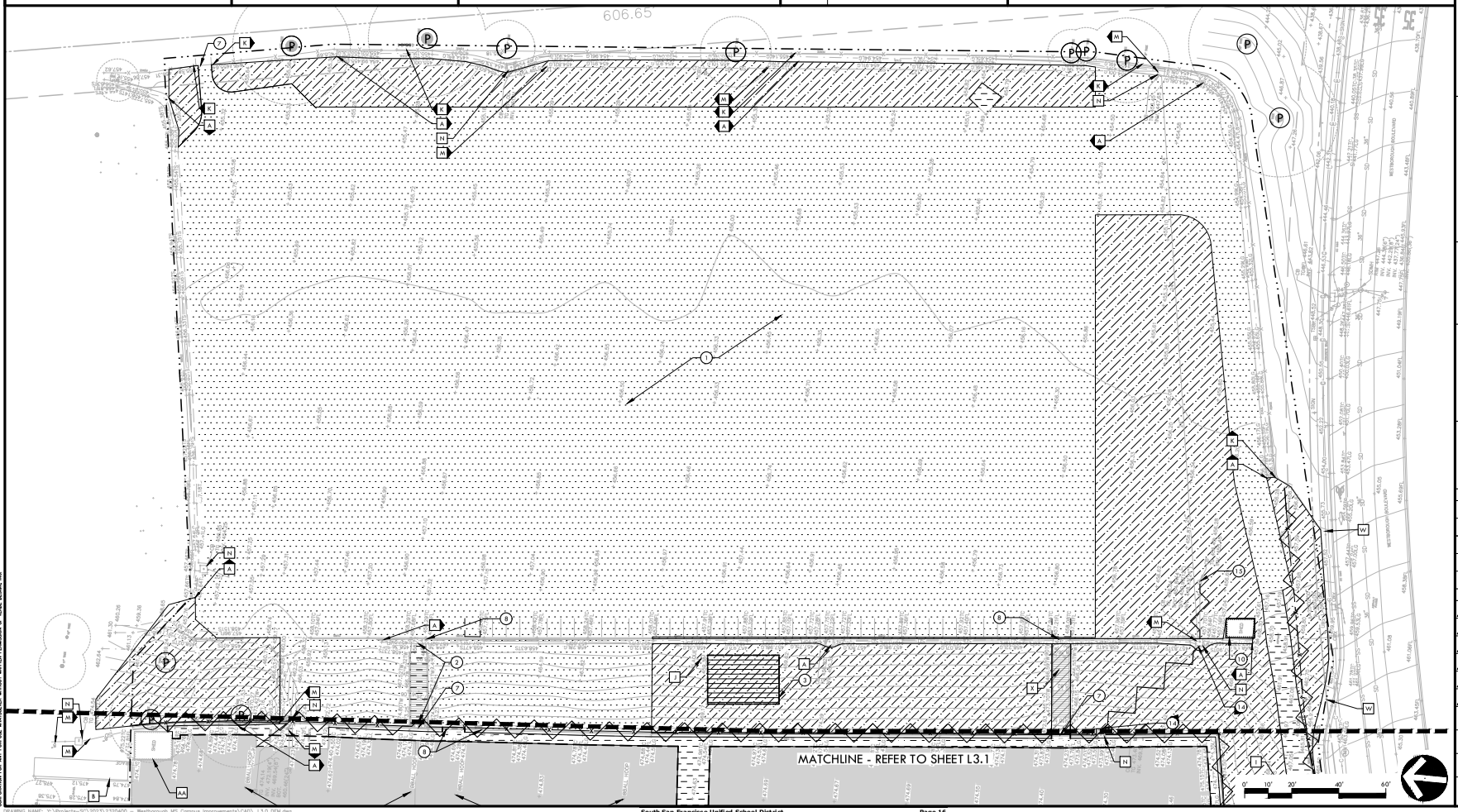
1. EXISTING IRRIGATION HEADS AND VALVES WITHIN FIELD SHALL BE REMOVED AND TURNED OVER TO DISTRICT. ALL IRRIGATION LATERAL LINES TO BE DEMOLISHED AND REMOVED.
2. EXISTING CONCRETE STAIRS AND HANDRAILS, INCLUDING BASE MATERIAL, TO BE DEMOLISHED AND REMOVED.
3. EXISTING BLEACHERS, ASSOCIATED STRUCTURES AND FOOTINGS TO BE DEMOLISHED AND REMOVED
4. EXISTING LIGHT POSTS AND FOOTINGS TO BE DEMOLISHED AND REMOVED.
5. EXISTING ACCESSIBLE RAMP, HANDRAILS AND FOOTINGS TO BE DEMOLISHED AND REMOVED
6. EXISTING CURB AND GUTTER, INCLUDING BASE MATERIAL, TO BE DEMOLISHED AND REMOVED
7. EXISTING GATE TO BE DEMOLISHED AND REMOVED
8. EXISTING CURB AND SWALE TO BE DEMOLISHED AND REMOVED AT LOCATION OF NEW RAMP AND STAIRS.
9. EXISTING BASKETBALL GOAL, POST AND FOOTING TO BE DEMOLISHED AND REMOVED.
10. EXISTING SHED TO BE DEMOLISHED AND REMOVED. DEMOLISH CONCRETE BASE AND FOUNDATION
11. EXISTING FENCE TO BE DEMOLISHED AND REMOVED. CUT POSTS AT EXISTING FINISH SURFACE, GROUT AND GRIND SMOOTH. EXISTING CURB TO REMAIN IN PLACE. NEW FENCE LINE WILL GO ON THE COURT SIDE OF THE EXISTING CURB.
12. EXISTING BOLLARDS AND SIGNS TO BE DEMOLISHED AND REMOVED.
13. EXISTING CURB TO BE DEMOLISHED AND REMOVED
14. EXISTING STORM DRAIN LINE TO BE DEMOLISHED AND REMOVED. CAP AND CUT ABANDONED LINES
15. EXISTING CATCH BASIN TO BE DEMOLISHED AND REMOVED

DEMOLITION LEGEND

SYM	DESCRIPTION
	LIMIT OF WORK / CONSTRUCTION FENCING
	EXISTING SURFACE VEGETATION TO BE REMOVED PER SPECIFICATIONS. CLEAR AND GRUB IN AREAS WHERE SYNTHETIC TURF OR PAVING WILL BE INSTALLED. EXISTING TOP SOIL SHALL BE REMOVED FROM SITE PER GEOTECHNICAL REPORT. REFER TO SPECIFICATIONS FOR INFORMATION. REMOVE EXCESS SOIL FROM SITE.
	EXISTING GRASS/ VEGETATION TO BE STRIPPED AND REMOVED
P	TREE TO REMAIN AND BE PROTECTED AND PRUNED, REFER TO SPECIFICATION SECTION 32 01 90 - EXISTING VEGETATION PROTECTION
	EXISTING HARDSCAPE PAVING, INCLUDING BASE MATERIAL, TO BE DEMOLISHED AND REMOVED
	DEMOLISH AND REMOVE EXISTING FENCE, INCLUDING GATES, AND POSTS.
	SAWCUT EXISTING CONCRETE/ASPHALT PAVING, REFER TO LAYOUT PLAN SHEETS L6.0-2
	EXISTING HARDSCAPE AREAS TO REMAIN AND BE PROTECTED; SURFACE TO BE REPAIRED AND PREPARED FOR OVERLAY APPLICATION. REFER TO SPECIFICATIONS.
	DEMOLISH AND REMOVE EXISTING STORM DRAIN LINE.
	EXISTING HARDSCAPE TO REMAIN AND BE PROTECTED

DEMOLITION NOTES

5. ALL EXISTING ITEMS ARE TO REMAIN UNLESS OTHERWISE NOTED. THE CONTRACTOR SHALL BE RESPONSIBLE FOR REPAIRING OR REPLACING, AT CONTRACTOR'S EXPENSE, ANY EXISTING ITEM DAMAGED OR DESTROYED BY CONSTRUCTION OPERATIONS. CONTRACTOR SHALL ALSO BE RESPONSIBLE FOR REPAIRING OR REPLACING ANY AND ALL DAMAGES TO ADJACENT PROPERTIES. THE DAMAGED ITEMS SHALL BE RESTORED TO AN "AS-WAS" OR BETTER CONDITION OR REPLACED PER THE DISCRETION OF THE DISTRICT'S REPRESENTATIVE.
6. PRIOR TO ANY DEMOLITION WORK, CONTRACTOR SHALL INSTALL SELF-SUPPORTING INTERLOCKING CHAIN-LINK TEMPORARY CONSTRUCTION FENCING TO ENCLOSE AND SECURE THE PROJECT AREA LIMIT OF WORK. THE FENCING SHALL CONTAIN PEDESTRIAN AND/OR VEHICULAR ACCESS GATES AS NECESSARY AND SHALL BE MINIMUM 6 FEET HIGH WITH A TOP AND BOTTOM RAIL WITH KNUCKLED TOP AND BOTTOM SELVAGE (NO BARBED WIRE PERMITTED). ALL FENCING SHALL INCLUDE FULL HEIGHT SCREEN SHADE CLOTH COVERING. THE CONSTRUCTION FENCING WORK SHALL BE SUBJECT TO THE DISCRETION OF THE DISTRICT'S REPRESENTATIVE.
7. DEMOLITION SHALL INCLUDE THE REMOVAL OF ITEM AND ANY FOUNDATION OR STRUCTURAL SUPPORT RELATED TO ITEM FOR PLANT MATERIAL THIS SHALL INCLUDE STUMPS AND ROOTS OVER 2 INCHES IN DIAMETER. DISPOSAL SHALL BE OFF-SITE IN A LEGAL MANNER ACCEPTABLE TO THE DISTRICT'S REPRESENTATIVE AND IN COMPLIANCE WITH ALL FEDERAL, STATE AND LOCAL CODES AND ORDINANCES.
8. REFER TO SPECIFICATIONS FOR ADDITIONAL CLEARING, GRUBBING, TOPSOIL STOCKPILING AND OTHER PERTINENT INFORMATION.
1. THE CONTRACTOR SHALL PERFORM ALL CLEARING, DEMOLITION, REMOVAL OF OBSTRUCTIONS AND SITE PREPARATIONS NECESSARY FOR THE PROPER EXECUTION OF ALL WORK CONTAINED IN THE CONTRACT DOCUMENTS.
2. CONTRACTOR SHALL VERIFY LOCATION OF ALL EXISTING UTILITIES AND PROVIDE THE REQUIRED COORDINATION FOR THEIR TEMPORARY DISCONNECTION, PROTECTION, REMOVAL AND/OR STORAGE AS MAY BE REQUIRED DURING CONSTRUCTION. CONTRACTOR SHALL COORDINATE WITH THE OWNER TO DETERMINE WHETHER TEMPORARY SERVICES ARE NECESSARY.
3. THE CONTRACTOR SHALL VISIT THE SITE PRIOR TO BID SUBMITTAL TO DETERMINE THE EXACT EXTENT AND DEPTH OF SITE DEMOLITION REQUIRED AND VERIFY COMPLIANCE WITH DRAWINGS. THE OWNER SHALL BE NOTIFIED IMMEDIATELY OF ANY DISCREPANCIES.
4. THE CONTRACTOR SHALL VERIFY THE LOCATIONS OF ALL EXISTING UTILITIES, STRUCTURES AND SERVICES BEFORE COMMENCING WORK. THE LOCATIONS OF UTILITIES, STRUCTURES AND SERVICES SHOWN IN THE CONTRACT DOCUMENTS SHALL BE DEEMED TO BE APPROXIMATIONS ONLY. ALL DISCREPANCIES BETWEEN WHAT IS SHOWN AND THE ACTUAL FIELD CONDITIONS SHALL BE REPORTED TO THE DISTRICT'S REPRESENTATIVE. THE CONTRACTOR SHALL CONTACT UNDERGROUND SERVICE ALERT (USA) AT (800) 227-2600 PRIOR TO ANY DEMOLITION OR EXCAVATION. UPON COMPLETION OF USA MARKING OPERATIONS, CONTRACTOR SHALL RECORD ALL UTILITY MARKINGS ON A SEPARATE SET OF DRAWINGS. THIS SET SHALL BE KEPT ON-SITE FOR REFERENCE FOR DURATION OF CONTRACT. NOTIFY THE DISTRICT'S REPRESENTATIVE IMMEDIATELY SHOULD CONFLICTS ARISE AND REDIRECT WORK TO AVOID DELAY.



ALL IDEAS, DESIGNS, ARRANGEMENTS, AND PLANS INDICATED OR REPRESENTED BY THIS DRAWING ARE OWNED BY AND THE PROPERTY OF VERDE DESIGN, INC. AND WERE CREATED, EVOLVED, AND DEVELOPED FOR USE ON AND IN CONNECTION WITH THE SPECIFIED PROJECT. NONE OF SUCH IDEAS, DESIGNS, ARRANGEMENTS OR PLANS SHALL BE USED, REPRODUCED, OR PUBLISHED BY ANY METHOD, IN WHOLE OR IN PART, OR DISCLOSED TO ANY PERSON, FIRM, OR CORPORATION FOR ANY PURPOSE WHATSOEVER WITHOUT THE PRIOR WRITTEN PERMISSION OF VERDE DESIGN, INC.

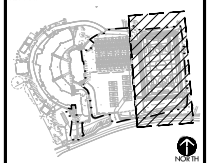
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PLOT DATE: 02-14-25 PLOTTED BY: stanton12

VERDE DESIGN
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STAMP

REGISTERED PROFESSIONAL ENGINEER
KEVIN CONNELL
No. C-56494
Signature
EXPIRATION DATE: June 30, 2025
STATE OF CALIFORNIA

KEY MAP



SHEET TITLE

DEMOLITION PLAN

PROJECT NAME

WESTBOROUGH MIDDLE SCHOOL FIELD AND PAVEMENT IMPROVEMENTS

PROJECT ADDRESS

2570 WESTBOROUGH BLVD
SOUTH SAN FRANCISCO
CA 94080

SUBMITTAL	DATE
DSA SUBMITTAL	12/10/24

NO.	REVISIONS	DATE

DRAWN BY	CHECKED BY
KL/RC	JW
DATE ISSUED	SCALE
12/10/2024	1"=20'-0"
VDI PROJ. NO.	SSFUSD PROJ. NO.
2320400	025-960

SHEET NO.

L3.0

March 13, 2025

DEMOLITION ITEMS

ITEMS TO BE PROTECTED OR RELOCATED

- (N) EXISTING STORM DRAIN INLET/CATCH BASIN TO REMAIN AND BE PROTECTED CONTRACTOR SHALL RAISE DRAINS TO NEW FINISH GRADE ELEVATIONS (AS APPLICABLE)
- (O) EXISTING COMMUNICATIONS BOX TO REMAIN AND BE PROTECTED
- (P) EXISTING TRENCH DRAIN TO REMAIN AND BE PROTECTED
- (Q) EXISTING GAS LINE TO REMAIN AND BE PROTECTED
- (R) EXISTING ELECTRICAL LINE TO REMAIN AND BE PROTECTED
- (S) EXISTING WATER LINE TO REMAIN AND BE PROTECTED
- (T) EXISTING COMMUNICATIONS GAS LINE TO REMAIN AND BE PROTECTED
- (U) EXISTING BUILDING AND RAMPS TO REMAIN AND BE PROTECTED
- (V) "EXISTING BACKFLOW PREVENTER AT PARKING LOT (INCLUDING SURROUNDING BOLLARDS) AND WATER VAULT TO REMAIN AND BE PROTECTED
- (W) EXISTING HARDSCAPE TO REMAIN AND BE PROTECTED
- (X) EXISTING STAIRS TO REMAIN AND BE PROTECTED
- (Y) EXISTING SPEED BUMP TO REMAIN AND BE PROTECTED
- (Z) EXISTING CURB TO REMAIN AND BE PROTECTED
- (AA) EXISTING SHED TO BE RELOCATED AND PLACED IN ORIGINAL LOCATION UPON COMPLETION OF PAVING WORK

"SEE SHEET L3.2 FOR IMAGES OF SELECTED ITEMS

- (A) EXISTING CONCRETE SWALE, INCLUDING DRAINAGE STRUCTURES TO REMAIN AND BE PROTECTED.
- (B) EXISTING SHED TO REMAIN AND BE PROTECTED
- (C) EXISTING SIGN AND POST TO REMAIN AND BE PROTECTED
- (D) EXISTING "WESTBOROUGH MIDDLE SCHOOL" SIGN TO REMAIN AND BE PROTECTED
- (E) EXISTING SEWER STRUCTURE TO REMAIN AND BE PROTECTED. ADJUST RIM TO NEW FINISH GRADE AS NEEDED.
- (F) EXISTING SEWER LINE TO REMAIN AND BE PROTECTED
- (G) EXISTING FIRE HYDRANT TO REMAIN AND BE PROTECTED
- (H) EXISTING PG&E TRANSFORMER PAD AND CHAIN LINK FENCE ENCLOSURE TO REMAIN AND BE PROTECTED
- (I) "EXISTING BACKFLOW PREVENTER AT ENTRY AND WATER VAULT TO REMAIN AND BE PROTECTED. CAGE TO BE DEMOLISHED AND REPLACED WITH NEW CAGE
- (J) "'deLARIOS FIELD" PLAQUE TO REMAIN AND BE PROTECTED
- (K) EXISTING SITE FENCING TO REMAIN AND BE PROTECTED
- (L) EXISTING FIRE HYDRANT TO REMAIN AND BE PROTECTED
- (M) EXISTING STORM DRAIN LINE TO REMAIN AND BE PROTECTED

ITEMS TO BE DEMOLISHED AND/OR REMOVED

1. EXISTING IRRIGATION HEADS AND VALVES WITHIN FIELD SHALL BE REMOVED AND TURNED OVER TO DISTRICT. ALL IRRIGATION LATERAL LINES TO BE DEMOLISHED AND REMOVED.
2. EXISTING CONCRETE STAIRS AND HANDRAILS, INCLUDING BASE MATERIAL, TO BE DEMOLISHED AND REMOVED.
3. EXISTING BLEACHERS, ASSOCIATED STRUCTURES AND FOOTINGS TO BE DEMOLISHED AND REMOVED
4. EXISTING LIGHT POSTS AND FOOTINGS TO BE DEMOLISHED AND REMOVED.
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7. EXISTING GATE TO BE DEMOLISHED AND REMOVED
8. EXISTING CURB AND SWALE TO BE DEMOLISHED AND REMOVED AT LOCATION OF NEW RAMP AND STAIRS.
9. EXISTING BASKETBALL GOAL, POST AND FOOTING TO BE DEMOLISHED AND REMOVED.
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14. EXISTING STORM DRAIN LINE TO BE DEMOLISHED AND REMOVED. CAP AND CUT ABANDONED LINES
15. EXISTING CATCH BASIN TO BE DEMOLISHED AND REMOVED

DEMOLITION LEGEND

SYM	DESCRIPTION
	LIMIT OF WORK / CONSTRUCTION FENCING
	EXISTING SURFACE VEGETATION TO BE REMOVED PER SPECIFICATIONS. CLEAR AND GRUB IN AREAS WHERE SYNTHETIC TURF OR PAVING WILL BE INSTALLED. EXISTING TOP SOIL SHALL BE REMOVED FROM SITE PER GEOTECHNICAL REPORT. REFER TO SPECIFICATIONS FOR INFORMATION. REMOVE EXCESS SOIL FROM SITE.
	EXISTING GRASS/ VEGETATION TO BE STRIPPED AND REMOVED
(P)	TREE TO REMAIN AND BE PROTECTED AND PRUNED, REFER TO SPECIFICATION SECTION 32 01 90 - EXISTING VEGETATION PROTECTION
	EXISTING HARDSCAPE PAVING, INCLUDING BASE MATERIAL, TO BE DEMOLISHED AND REMOVED
	DEMOLISH AND REMOVE EXISTING FENCE, INCLUDING GATES, AND POSTS.
	SAWCUT EXISTING CONCRETE/ASPHALT PAVING, REFER TO LAYOUT PLAN SHEETS L6.0-2
	EXISTING HARDSCAPE AREAS TO REMAIN AND BE PROTECTED; SURFACE TO BE REPAIRED AND PREPARED FOR OVERLAY APPLICATION. REFER TO SPECIFICATIONS.
	DEMOLISH AND REMOVE EXISTING STORM DRAIN LINE.
	EXISTING HARDSCAPE TO REMAIN AND BE PROTECTED

DEMOLITION NOTES

5. ALL EXISTING ITEMS ARE TO REMAIN UNLESS OTHERWISE NOTED. THE CONTRACTOR SHALL BE RESPONSIBLE FOR REPAIRING OR REPLACING, AT CONTRACTOR'S EXPENSE, ANY EXISTING ITEM DAMAGED OR DESTROYED BY CONSTRUCTION OPERATIONS. CONTRACTOR SHALL ALSO BE RESPONSIBLE FOR REPAIRING OR REPLACING ANY AND ALL DAMAGES TO ADJACENT PROPERTIES. THE DAMAGED ITEMS SHALL BE RESTORED TO AN "AS-WAS" OR BETTER CONDITION OR REPLACED PER THE DISCRETION OF THE DISTRICT'S REPRESENTATIVE.
6. PRIOR TO ANY DEMOLITION WORK, CONTRACTOR SHALL INSTALL SELF-SUPPORTING INTERLOCKING CHAIN-LINK TEMPORARY CONSTRUCTION FENCING TO ENCLOSE AND SECURE THE PROJECT AREA LIMIT OF WORK. THE FENCING SHALL CONTAIN PEDESTRIAN AND/OR VEHICULAR ACCESS GATES AS NECESSARY AND SHALL BE MINIMUM 6 FEET HIGH WITH A TOP AND BOTTOM RAIL WITH KNUCKLED TOP AND BOTTOM SELVAGE (NO BARBED WIRE PERMITTED). ALL FENCING SHALL INCLUDE FULL HEIGHT SCREEN SHADE CLOTH COVERING. THE CONSTRUCTION FENCING WORK SHALL BE SUBJECT TO THE DISCRETION OF THE DISTRICT'S REPRESENTATIVE.
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8. REFER TO SPECIFICATIONS FOR ADDITIONAL CLEARING, GRUBBING, TOPSOIL STOCKPILING AND OTHER PERTINENT INFORMATION.

1. THE CONTRACTOR SHALL PERFORM ALL CLEARING, DEMOLITION, REMOVAL OF OBSTRUCTIONS AND SITE PREPARATIONS NECESSARY FOR THE PROPER EXECUTION OF ALL WORK CONTAINED IN THE CONTRACT DOCUMENTS.
2. CONTRACTOR SHALL VERIFY LOCATION OF ALL EXISTING UTILITIES AND PROVIDE THE REQUIRED COORDINATION FOR THEIR TEMPORARY DISCONNECTION, PROTECTION, REMOVAL AND/OR STORAGE AS MAY BE REQUIRED DURING CONSTRUCTION. CONTRACTOR SHALL COORDINATE WITH THE OWNER TO DETERMINE WHETHER TEMPORARY SERVICES ARE NECESSARY.
3. THE CONTRACTOR SHALL VISIT THE SITE PRIOR TO BID SUBMITTAL TO DETERMINE THE EXACT EXTENT AND DEPTH OF SITE DEMOLITION REQUIRED AND VERIFY COMPLIANCE WITH DRAWINGS. THE OWNER SHALL BE NOTIFIED IMMEDIATELY OF ANY DISCREPANCIES.
4. THE CONTRACTOR SHALL VERIFY THE LOCATIONS OF ALL EXISTING UTILITIES, STRUCTURES AND SERVICES BEFORE COMMENCING WORK. THE LOCATIONS OF UTILITIES, STRUCTURES AND SERVICES SHOWN IN THE CONTRACT DOCUMENTS SHALL BE DEEMED TO BE APPROXIMATIONS ONLY. ALL DISCREPANCIES BETWEEN WHAT IS SHOWN AND THE ACTUAL FIELD CONDITIONS SHALL BE REPORTED TO THE DISTRICT'S REPRESENTATIVE. THE CONTRACTOR SHALL CONTACT UNDERGROUND SERVICE ALERT (USA) AT (800) 227-2600 PRIOR TO ANY DEMOLITION OR EXCAVATION. UPON COMPLETION OF USA MARKING OPERATIONS, CONTRACTOR SHALL RECORD ALL UTILITY MARKINGS ON A SEPARATE SET OF DRAWINGS. THIS SET SHALL BE KEPT ON-SITE FOR REFERENCE FOR DURATION OF CONTRACT. NOTIFY THE DISTRICT'S REPRESENTATIVE IMMEDIATELY SHOULD CONFLICTS ARISE AND REDIRECT WORK TO AVOID DELAY.

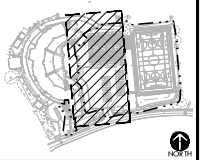


VERDE DESIGN
LANDSCAPE ARCHITECTURE
CIVIL ENGINEERING
SPORT PLANNING & DESIGN
2445 Third Avenue
Grand Terrace, CA 92313
Tel: (909) 825-7700
Fax: (909) 825-7760
www.VerdeDesign.com

STAMP

REGISTERED PROFESSIONAL ENGINEER
KEVIN CONNELL
No. C-56494
Signature
EXPIRATION DATE: June 30, 2025
STATE OF CALIFORNIA

KEY MAP



SHEET TITLE

DEMOLITION PLAN

PROJECT NAME

WESTBOROUGH MIDDLE SCHOOL FIELD AND PAVEMENT IMPROVEMENTS

PROJECT ADDRESS

2570 WESTBOROUGH BLVD
SOUTH SAN FRANCISCO
CA 94080

SUBMITTAL	DATE
DSA SUBMITTAL	12/10/24

NO.	REVISIONS	DATE

DRAWN BY	CHECKED BY
KL/RC	JW
DATE ISSUED	SCALE
12/10/2024	1"=20'-0"
VDI PROJ. NO.	SSFUSD PROJ. NO.
2320400	025-960

SHEET NO.

L3.1

March 13, 2025

ALL IDEAS, DESIGNS, ARRANGEMENTS, AND PLANS INDICATED OR REPRESENTED BY THIS DRAWING ARE OWNED BY AND THE PROPERTY OF VERDE DESIGN, INC. AND WERE CREATED, EVOLVED, AND DEVELOPED FOR USE ON AND IN CONNECTION WITH THE SPECIFIED PROJECT. NONE OF SUCH IDEAS, DESIGNS, ARRANGEMENTS OR PLANS SHALL BE USED, REPRODUCED, OR PUBLISHED BY ANY METHOD, IN WHOLE OR IN PART, OR DISCLOSED TO ANY PERSON, FIRM, OR CORPORATION FOR ANYPURPOSE WHATSOEVER, AND NONE SHALL BE MODIFIED WITHOUT THE WRITTEN PERMISSION OF VERDE DESIGN, INC.

DEMOLITION ITEMS

ITEMS TO BE PROTECTED OR RELOCATED

- H — EXISTING STORM DRAIN INLET/CATCH BASIN TO REMAIN AND BE PROTECTED CONTRACTOR SHALL RAISE DRAINS TO NEW FINISH GRADE ELEVATIONS (AS APPLICABLE)
- O — EXISTING COMMUNICATIONS BOX TO REMAIN AND BE PROTECTED
- P — EXISTING TRENCH DRAIN TO REMAIN AND BE PROTECTED
- Q — EXISTING GAS LINE TO REMAIN AND BE PROTECTED
- R — EXISTING ELECTRICAL LINE TO REMAIN AND BE PROTECTED
- S — EXISTING WATER LINE TO REMAIN AND BE PROTECTED
- T — EXISTING COMMUNICATIONS GAS LINE TO REMAIN AND BE PROTECTED
- U — EXISTING BUILDING AND RAMPS TO REMAIN AND BE PROTECTED
- V — "EXISTING BACKFLOW PREVENTER AT PARKING LOT (INCLUDING SURROUNDING BOLLARDS) AND WATER VAULT TO REMAIN AND BE PROTECTED
- W — EXISTING HARDSCAPE TO REMAIN AND BE PROTECTED
- X — EXISTING STAIRS TO REMAIN AND BE PROTECTED
- Y — EXISTING SPEED BUMP TO REMAIN AND BE PROTECTED
- Z — EXISTING CURB TO REMAIN AND BE PROTECTED
- AA — EXISTING SHED TO BE RELOCATED AND PLACED IN ORIGINAL LOCATION UPON COMPLETION OF PAVING WORK

"SEE SHEET L3.2 FOR IMAGES OF SELECTED ITEMS

- A — EXISTING CONCRETE SWALE, INCLUDING DRAINAGE STRUCTURES TO REMAIN AND BE PROTECTED.
- B — EXISTING SHED TO REMAIN AND BE PROTECTED
- C — EXISTING SIGN AND POST TO REMAIN AND BE PROTECTED
- D — EXISTING "WESTBOROUGH MIDDLE SCHOOL" SIGN TO REMAIN AND BE PROTECTED
- E — EXISTING SEWER STRUCTURE TO REMAIN AND BE PROTECTED. ADJUST RIM TO NEW FINISH GRADE AS NEEDED.
- F — EXISTING SEWER LINE TO REMAIN AND BE PROTECTED
- G — EXISTING FIRE HYDRANT TO REMAIN AND BE PROTECTED
- H — "EXISTING PG&E TRANSFORMER PAD AND CHAIN LINK FENCE ENCLOSURE TO REMAIN AND BE PROTECTED
- I — "EXISTING BACKFLOW PREVENTER AT ENTRY AND WATER VAULT TO REMAIN AND BE PROTECTED. CAGE TO BE DEMOLISHED AND REPLACED WITH NEW CAGE
- J — ""deLARIOS FIELD" PLAQUE TO REMAIN AND BE PROTECTED
- K — EXISTING SITE FENCING TO REMAIN AND BE PROTECTED
- L — EXISTING FIRE HYDRANT TO REMAIN AND BE PROTECTED
- M — EXISTING STORM DRAIN LINE TO REMAIN AND BE PROTECTED

ITEMS TO BE DEMOLISHED AND/OR REMOVED

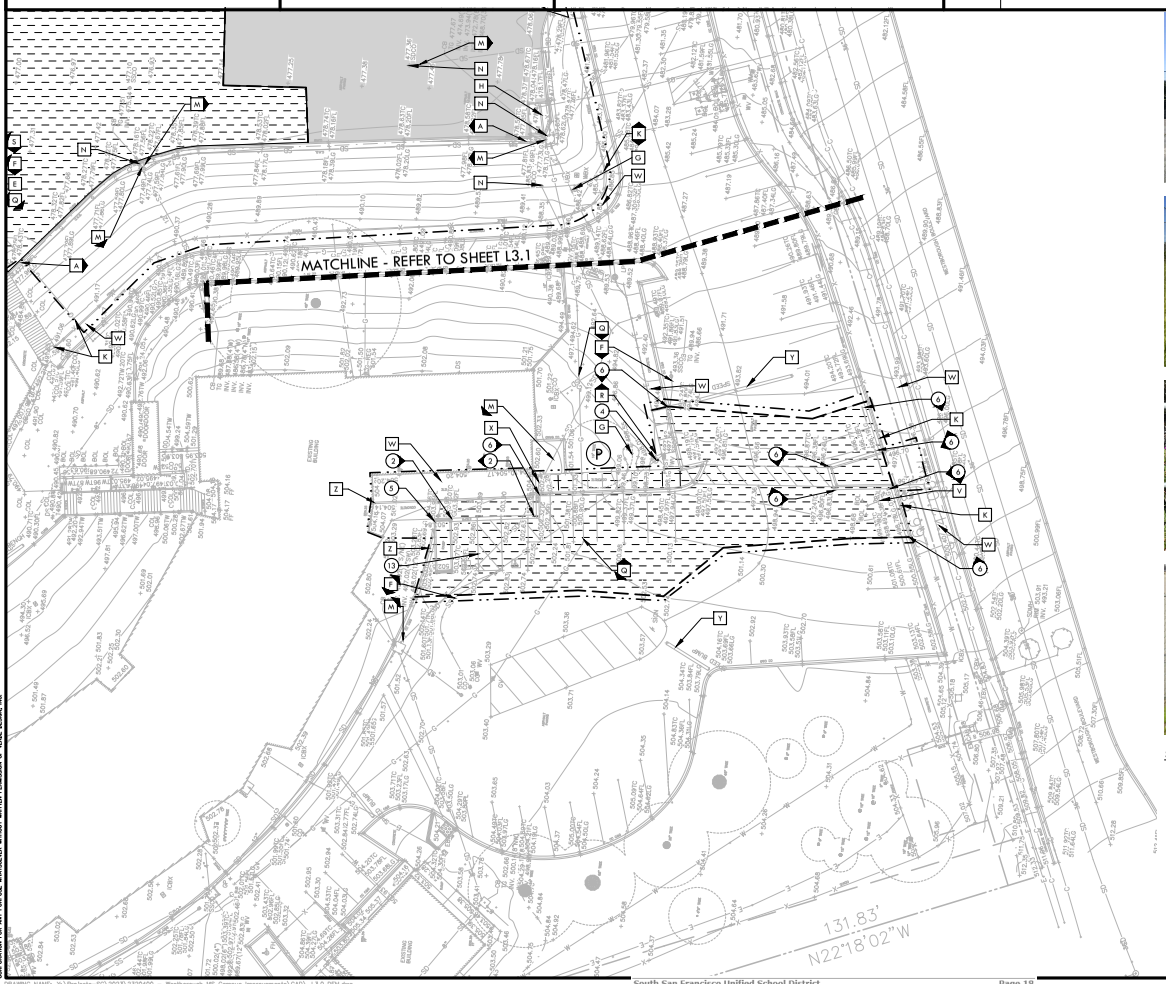
1. EXISTING IRRIGATION HEADS AND VALVES WITHIN FIELD SHALL BE REMOVED AND TURNED OVER TO DISTRICT. ALL IRRIGATION LATERAL LINES TO BE DEMOLISHED AND REMOVED.
2. EXISTING CONCRETE STAIRS AND HANDRAILS, INCLUDING BASE MATERIAL, TO BE DEMOLISHED AND REMOVED.
3. EXISTING BLEACHERS, ASSOCIATED STRUCTURES AND FOOTINGS TO BE DEMOLISHED AND REMOVED
4. EXISTING LIGHT POSTS AND FOOTINGS TO BE DEMOLISHED AND REMOVED.
5. EXISTING ACCESSIBLE RAMP, HANDRAILS AND FOOTINGS TO BE DEMOLISHED AND REMOVED
6. EXISTING CURB AND GUTTER, INCLUDING BASE MATERIAL, TO BE DEMOLISHED AND REMOVED
7. EXISTING GATE TO BE DEMOLISHED AND REMOVED
8. EXISTING CURB AND SWALE TO BE DEMOLISHED AND REMOVED AT LOCATION OF NEW RAMP AND STAIRS.
9. EXISTING BASKETBALL GOAL, POST AND FOOTING TO BE DEMOLISHED AND REMOVED.
10. EXISTING SHED TO BE DEMOLISHED AND REMOVED. DEMOLISH CONCRETE BASE AND FOUNDATION
11. EXISTING FENCE TO BE DEMOLISHED AND REMOVED. CUT POSTS AT EXISTING FINISH SURFACE, GROUT AND GRIND SMOOTH. EXISTING CURB TO REMAIN IN PLACE. NEW FENCE LINE WILL GO ON THE COURT SIDE OF THE EXISTING CURB.
12. EXISTING BOLLARDS AND SIGNS TO BE DEMOLISHED AND REMOVED.
13. EXISTING CURB TO BE DEMOLISHED AND REMOVED
14. EXISTING STORM DRAIN LINE TO BE DEMOLISHED AND REMOVED. CAP AND CUT ABANDONED LINES
15. EXISTING CATCH BASIN TO BE DEMOLISHED AND REMOVED

DEMOLITION LEGEND

SYM	DESCRIPTION
	LIMIT OF WORK / CONSTRUCTION FENCING
	EXISTING SURFACE VEGETATION TO BE REMOVED PER SPECIFICATIONS. CLEAR AND GRUB IN AREAS WHERE SYNTHETIC TURF OR PAVING WILL BE INSTALLED. EXISTING TOP SOIL SHALL BE REMOVED FROM SITE PER GEOTECHNICAL REPORT. REFER TO SPECIFICATIONS FOR INFORMATION. REMOVE EXCESS SOIL FROM SITE.
	EXISTING GRASS/ VEGETATION TO BE STRIPPED AND REMOVED
P	TREE TO REMAIN AND BE PROTECTED AND PRUNED, REFER TO SPECIFICATION SECTION 32 01 90 - EXISTING VEGETATION PROTECTION
	EXISTING HARDSCAPE PAVING, INCLUDING BASE MATERIAL, TO BE DEMOLISHED AND REMOVED
	DEMOLISH AND REMOVE EXISTING FENCE, INCLUDING GATES, AND POSTS.
	SAWCUT EXISTING CONCRETE/ASPHALT PAVING, REFER TO LAYOUT PLAN SHEETS L6.0-2
	EXISTING HARDSCAPE AREAS TO REMAIN AND BE PROTECTED; SURFACE TO BE REPAIRED AND PREPARED FOR OVERLAY APPLICATION. REFER TO SPECIFICATIONS.
	DEMOLISH AND REMOVE EXISTING STORM DRAIN LINE.
	EXISTING HARDSCAPE TO REMAIN AND BE PROTECTED

DEMOLITION NOTES

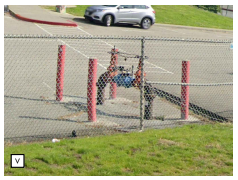
5. ALL EXISTING ITEMS ARE TO REMAIN UNLESS OTHERWISE NOTED. THE CONTRACTOR SHALL BE RESPONSIBLE FOR REPAIRING OR REPLACING, AT CONTRACTOR'S EXPENSE, ANY EXISTING ITEM DAMAGED OR DESTROYED BY CONSTRUCTION OPERATIONS. CONTRACTOR SHALL ALSO BE RESPONSIBLE FOR REPAIRING OR REPLACING ANY AND ALL DAMAGES TO ADJACENT PROPERTIES. THE DAMAGED ITEMS SHALL BE RESTORED TO AN "AS-WAS" OR BETTER CONDITION OR REPLACED PER THE DISCRETION OF THE DISTRICT'S REPRESENTATIVE.
6. PRIOR TO ANY DEMOLITION WORK, CONTRACTOR SHALL INSTALL SELF-SUPPORTING INTERLOCKING CHAIN-LINK TEMPORARY CONSTRUCTION FENCING TO ENCLOSE AND SECURE THE PROJECT AREA LIMIT OF WORK. THE FENCING SHALL CONTAIN PEDESTRIAN AND/OR VEHICULAR ACCESS GATES AS NECESSARY AND SHALL BE MINIMUM 6 FEET HIGH WITH A TOP AND BOTTOM RAIL WITH KNUCKLED TOP AND BOTTOM SELVAGE (NO BARBED WIRE PERMITTED). ALL FENCING SHALL INCLUDE FULL HEIGHT SCREEN SHADE CLOTH COVERING. THE CONSTRUCTION FENCING WORK SHALL BE SUBJECT TO THE DISCRETION OF THE DISTRICT'S REPRESENTATIVE.
7. DEMOLITION SHALL INCLUDE THE REMOVAL OF ITEM AND ANY FOUNDATION OR STRUCTURAL SUPPORT RELATED TO ITEM FOR PLANT MATERIAL THIS SHALL INCLUDE STUMPS AND ROOTS OVER 2 INCHES IN DIAMETER. DISPOSAL SHALL BE OFF-SITE IN A LEGAL MANNER ACCEPTABLE TO THE DISTRICT'S REPRESENTATIVE AND IN COMPLIANCE WITH ALL FEDERAL, STATE AND LOCAL CODES AND ORDINANCES.
8. REFER TO SPECIFICATIONS FOR ADDITIONAL CLEARING, GRUBBING, TOPSOIL STOCKPILING AND OTHER PERTINENT INFORMATION.
1. THE CONTRACTOR SHALL PERFORM ALL CLEARING, DEMOLITION, REMOVAL OF OBSTRUCTIONS AND SITE PREPARATIONS NECESSARY FOR THE PROPER EXECUTION OF ALL WORK CONTAINED IN THE CONTRACT DOCUMENTS.
2. CONTRACTOR SHALL VERIFY LOCATION OF ALL EXISTING UTILITIES AND PROVIDE THE REQUIRED COORDINATION FOR THEIR TEMPORARY DISCONNECTION, PROTECTION, REMOVAL AND/OR STORAGE AS MAY BE REQUIRED DURING CONSTRUCTION. CONTRACTOR SHALL COORDINATE WITH THE OWNER TO DETERMINE WHETHER TEMPORARY SERVICES ARE NECESSARY.
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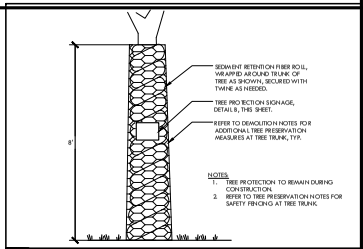

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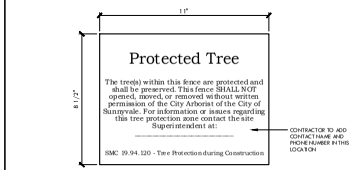

J


V

SELECTED ITEMS TO BE PROTECTED OR RELOCATED



A TREE PROTECTION (INSIDE TREE PROTECTION FENCING) NTS



B TREE PROTECTION SIGN NTS

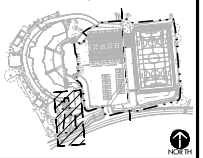
0' 10' 20' 40' 60'

VERDE DESIGN
LANDSCAPE ARCHITECTURE
CIVIL ENGINEERING
SPORT PLANNING & DESIGN
2445 Third Avenue
Suite C
San Diego, CA 92101
Tel: 619.615.7300
Fax: 619.615.7305
www.VerdeDesign.com

STAMP

REGISTERED PROFESSIONAL ENGINEER
KEVIN CORBETT
No. C-56494
Signature
EXPIRATION DATE: June 30, 2025
STATE OF CALIFORNIA

KEY MAP


NORTH

SHEET TITLE
DEMOLITION PLAN

PROJECT NAME
WESTBOROUGH MIDDLE SCHOOL FIELD AND PAVEMENT IMPROVEMENTS

PROJECT ADDRESS
2570 WESTBOROUGH BLVD
SOUTH SAN FRANCISCO
CA 94080

SUBMITTAL	DATE
DSA SUBMITTAL	12/10/24

NO.	REVISIONS	DATE

DRAWN BY	CHECKED BY
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2320400	025-960
SHEET NO.	
L3.2	

March 13, 2025

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EXHIBIT B
HOURLY BILLING RATES

Consultant's entire proposal is **not** incorporated.

Professional Services

Professional Category	Standard rate	Over-time rate
Field engineer - certified consultant/technician	$210.00 per hour	$315.00 per hour
Administration reporting	$95.00 per hour	$150.00 per hour
Project manager, project designer/specification writer, technical writer, data review, report certification	$250.00 per hour	$412.00 per hour
Principal	$300.00 per hour	$450.00 per hour
Certified industrial hygienist (CIH), registered geologist, professional engineer	$350.00 per hour	$525.00 per hour

Laboratory Services

Sample Analysis	Fee Per Sample - Turnaround time			
	4 - 5 day	2 - 3 day	24 Hr	Rush
Asbestos				
PCM air samples	$30.00	$45.00	$60.00	$85.00
PCM air samples by AIHA accredited lab	$30.00	$45.00	$60.00	$85.00
TEM air sample	$150.00	$210.00	$295.00	$410.00
PLM bulk sample	$35.00	$45.00	$60.00	$85.00
PLM 400-point count (<1%)	$155	$175.00	$223.00	$290.00
PLM 1000-point count (<0.1%)	$300.00	$360.00	$435.00	$520.00
Asbestos in rock/soil – CARB 435 400 Points	$360.00	$435.00	$520.00	-
Asbestos in rock/soil – CARB 435 1000 Points	$480.00	$576.00	$690.00	-
Asbestos Micro-Vac – ASTM D5755-95	$300.00	$360.00	$435.00	$520.00
Metals				
Individual metal (AAS) – bulk, wipe, air	$35.00	$42.00	$60.00	$85.00
Lead in Water	$120.00	-	-	-
TTLC Individual metal	$78.00	$109.00	$155.00	-
STLC Individual metal (fee for additional metals)	$210.00	$295.00	-	-
STLC CAM 17 metal	$450.00	$585.00	-	-
TCLP Individual metal (fee for additional metals)	$210.00	$255.00	$310.00	Min. 30 hr TAT
Microbial				
Air sample, air-o-cell- non-viable	$105.00	$126.00	$150.00	-
Air sample – viable (5 to 10 day TAT)	$185.00	-	-	-
Air sample – QPCR (Healthcare Panel)	$750.00	$900.00	$1,080.00	-
Legionella detection & enumeration – culture method (7 to 10 days TAT)	$220.00	-	-	-
Legionella detection & enumeration – legiolert method (7 to 10 day TAT)	$185.00	-	-	-
Legionella pneumophila detection – presence/absence	$220.00	$285.00	-	-
Legionella pneumophila serogroup determination	$125.00	$165.00	-	-
Surface - tape, bulk, swab, dust, plate	$95.00	$114.00	$135.00	-
Other	By proposal/quote			

Hazardous Materials				
Volatile organic compounds (VOC's) - EPA 8260B	$275.00	-	-	-
Volatile organic compounds (VOC's) w/ GRO - EPA 8260B	$300.00	-	-	-
Semi-volatile organic compounds (SVOC's) - EPA 8270C	$450.00	-	-	-
DRO & MORO w/ SG, EPA 8015B	$150.00	-	-	-
TPH gas/BTEX with MTBE - EPA 8260	$200.00	-	-	-
Oil and grease - EPA 1664	$75.00	-	-	-
Silica gel clean-up - EPA 3640A	$60.00	-	-	-
Polychlorinated biphenyl (PCB) Bulk – EPA 8082A	$175.00	-	-	-
Organochlorine Pesticides – EPA 8081B	$350.00	-	-	-
DRO & MORO w/ SG, EPA 8015B	$120.00			
Other analysis and /or turn-around times	By proposal/quote			

Reimbursable Items

Item	rate
Equipment	
Disposable sampling tools, supplies, equipment	Cost plus 20%
PCM microscope	$250.00 per day
XRF paint analyzer	$950.00 per day
Personal pump <1 – 5 LPM	$75.00 per day
High volume sampler 1-20 LPM	$55.00 per day
Microbial samplers	$75.00 per day
Meteorological station	$345.00 per week
Real-time dust monitoring unit – $PM_{2.5}$, PM_{10}	$550.00 per week
Other	By proposal/quote
Sample Media	
PCM Cassettes	$4.00 each
TEM Cassettes	$5.50 each
Sample Media – MEA - Pack	$55.00 each
Legionella analysis bottles	$7.00 each
Swabs	$7.50 each
Metal analysis bottles	$7.00 each
PCR Cassettes	$15.00 each
Travel/Automobile	
Automobile	$185.00 per day
Mileage	$0.60 per mile
Per diem	By proposal/quote

WORKERS' COMPENSATION CERTIFICATION

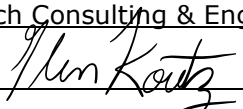
Labor Code Section 3700 provides, in relevant part:

> Every employer except the State shall secure the payment of compensation in one or more of the following ways:
>
> - By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
>
> - By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing satisfactory proof to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Work of this Contract.

Date: February 28, 2025

Name of Consultant: ProTech Consulting & Engineering

Signature: 

Print Name and Title: Glen Koutz, President

(In accordance with Article 5 – commencing at Section 1860, Chapter 1, part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with District prior to performing any Services under this Agreement.)

PREVAILING WAGE AND
RELATED LABOR REQUIREMENTS CERTIFICATION

I hereby certify that I will conform to the State of California Public Works Contract requirements regarding prevailing wages, benefits, on-site audits with 48-hours' notice, payroll records, and apprentice and trainee employment requirements, for all Work on the above Project including, without limitation, labor compliance monitoring and enforcement by the Department of Industrial Relations.

Date: _____

Name of Consultant:

This is a Licensed contractor requirement - ProTech is a Professional Services provider

Signature:

Print Name and Title: _____

FINGERPRINTING CERTIFICATION/CRIMINAL BACKGROUND INVESTIGATION

The undersigned does hereby certify to District that I am a representative of Consultant entering into this Agreement with District; that I am familiar with the facts herein certified; and that I am authorized and qualified to execute this certificate on behalf of Consultant.

Consultant certifies that it has taken at least one of the following actions (check all that apply):

☒ The Work of the Agreement is either (i) at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of the Agreement shall come in contact with District pupils or (ii) if Consultant's employees or any subcontractor or supplier of any tier of the Contract interacts with pupils, such interaction shall only take place under the immediate supervision and control of the pupil's parent or guardian or a school employee, so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Consultant under the Agreement.

☐ Consultant, who is not a sole proprietor, has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Consultant's employees and all of its subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined (A) that none of those employees has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When Consultant performs the criminal background check, it shall immediately provide any subsequent arrest and conviction information it receives to District pursuant to the subsequent arrest service. No work shall commence until the Department of Justice ascertains that Consultant's employees and any subcontractors' employees have not been convicted of a felony as defined in Education Code Section 45122.1.

A complete and accurate list of Consultant's employees and of all of its subcontractors' employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as ATTACHMENT "A."

☐ Consultant is a sole proprietor and intends to comply with the fingerprinting requirements of Education Code section 45125.1(h) with respect to all Consultant's employees who may have contact with District pupils in the course of providing services pursuant to the Agreement, and hereby agrees to District's preparation and submission of fingerprints such that the California Department of Justice may determine (A) that none of those employees has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). No work shall commence until the Department of Justice ascertains that Consultant has not been convicted of a felony as defined in Education Code Section 45122.1.

Consultant's responsibility for background clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of Consultant.

FINGERPRINTING CERTIFICATION/CRIMINAL BACKGROUND INVESTIGATION

ATTACHMENT "A"

List of Employees/Subcontractors

Name/Company: Emanuel Dounias, ProTech

Name/Company: Ryan Cozart, ProTech

Name/Company: Manuel Munoz, ProTech

Name/Company: Glen Koutz, ProTech

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

If further space is required for the list of employees/subcontractors, attach additional copies of this page.

Date: February 28, 2025

Name of Consultant: ProTech Consulting & Engineering

Signature: _____

Print Name: Glen Koutz

Title: President

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

Robert Chan, Director of Nutrition Services and Distribution

DATE: March 13, 2025

RE: Approval of Proposal with MoonChef for Vended Meal Services during the Central Kitchen/Cafeteria Modernization Bond Project

---

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:

California passed a new law (Assembly Bill 130) and requires school districts to provide two meals (breakfast and lunch) each school day to all students who want them, regardless of their family's income. This is referred to as California's Universal Meals Program. The implementation of the Universal Meals Program by the State for the 2022-23 school year has heavily impacted the Nutrition Services program at school districts. This has led to a significant increase in student participation. As a result, students are experiencing huge delays in receiving their meals. The current setup in the Central Kitchen and Cafeteria at El Camino High School no longer meets the needs of the students.

The Central Kitchen facilities at El Camino High School are in need of significant upgrades in several areas in order to accommodate the increased demand for meals, including new breakfast programs, under the State's new mandated Universal Meals Program. Meals are prepared at this facility and distributed district wide. There are a few code issues and health/safety issues with the current Central Kitchen facilities, which need to be addressed. In addition, the existing Cafeteria serving areas are inadequate and poorly configured to meet the demands of the current food service program at El Camino High School. After over a year of architectural design, input gathering, and DSA approval, the

Board of Trustees approved an agreement for the construction phase of the project on February 13, 2025, and the work will begin as soon as school is out this year.

During the construction phase, both the Central Kitchen and Cafeteria will be shut down. The Central Kitchen will be out of service for approximately thirteen months. The District is contracting with a third-party vendor to provide meals to students during the Summer months and for the 2025-26 school year. A Request for Proposal (RFP) was released for this project and publicly advertised on 1/13/25 and 1/20/25. The District received three (3) proposals in response to the RFP. District staff reviewed and ranked the proposals against 15 different criteria. Based on the ranking, MoonChef received the most points. Therefore, staff has selected MoonChef to provide vended meal services for the district.

Vendor Ranking

Provider	***Ranking (Points)***
Lunch Master	158.2
Revolution Foods	163
MoonChef	167.4

FISCAL IMPLICATIONS:

The cost of services is $3,994,639.90.

Nutrition Services Department Funds (Fund 13) will be utilized to cover the cost.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the proposal from MoonChef in the amount of $3,994,639.90 to provide Vended Meal Services during the Central Kitchen/Cafeteria Modernization Bond Project.

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

William Savidge – Facilities Management Consultant

DATE: March 13, 2025

RE: Accept the HVAC Package A Project at El Camino High School, Monte Verde Elementary School, Ponderosa Elementary School, Sunshine Gardens Elementary School and Westborough Middle School, Project #15-23 as complete and ratify staff's action filing the Notice of Completion

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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:

After a public bid process, the Board awarded a contract for the HVAC Replacement at El Camino High School, Monte Verde Elementary School, Ponderosa Elementary School, Sunshine Gardens Elementary School, and Westborough Middle School to E.F. Brett and Company on September 20, 2023. The work included the replacement of heating, ventilating and air conditioning units with associated roof work and site work, new interior duct work and distribution. The project is complete and in use by the District. The Contractor has completed all of the Punchlist items, forwarded as-builts, warranties and maintenance manuals. It is appropriate at this time to file the Notice of Completion with the County of San Mateo. The Notice of Completion is attached.

FISCAL IMPLICATIONS:

None

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees accept the HVAC Package A Project #15-23 as complete and ratify staff's action to file the Notice of Completion.

RECORDING REQUESTED BY
Mr. Ted O
South San Francisco Unified School District
398 B Street
South San Francisco, CA 94080

AND WHEN RECORDED MAIL TO:

Mr. Ted O
South San Francisco Unified School
District 398 B Street
South San Francisco, CA 94080

R & S Code 6103

SPACE ABOVE THIS LINE FOR
RECORDER'S USE

Notice of Completion*

Notice is hereby given that Ted O, the undersigned, agent of the owner of the certain lots, pieces, and or parcels of land:

El Camino High School 1320 Mission Rd. South San Francisco, CA 94080; Monte Verde Elementary School 2551 St. Cloud Dr. San Bruno, CA 94066; Ponderosa Elementary School 295 Ponderosa Rd. South San Francisco, CA 94080; Sunshine Gardens Elementary School 1200 Miller Ave. South San Francisco, CA 94080; and Westborough Middle School 2570 Westborough Blvd. South San Francisco, CA 94080, all situated in San Mateo County, State of California.

That the South San Francisco Unified School District as owner of said lands, did, on the twentieth (20th) day of September 2023, approve a contract with the original contractor whose name is **EF Brett, Inc.** for the work done and the materials furnished under that contract as follows:

HVAC Package A Project #15-23 at the sites listed above.

On the thirteenth (13th) day of February 2025, the above-reference contract or work of improvement, as a whole, was completed by E.F Brett, Inc. for the South San Francisco Unified School District.

The names and addresses and interests of all the owners of said property are as follows:

Name and Address	Nature of Interest or Estate
South San Francisco Unified School District 398 B Street South San Francisco,CA 94080	Owner

By _____
Ted O
Authorized Agent for SSFUSD

VERIFICATION

I am Ted O, the agent of the owner of the property described in the foregoing notice. I have read the foregoing notice and know the contents thereof and the same of my own knowledge. I declare under penalty of perjury of the laws of the State of California that the foregoing is true and correct.

Dated:_____at South San Francisco,California

_____
Ted O

*This document is to be recorded in the office of the County Recorder in which the site is located within 10 days after completion.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent - Business Services

William Savidge - Facilities Management Consultant

DATE: March 13, 2025

RE: Accept the HVAC Package B Project #16-23 as complete and ratify staff's action filing the Notice of Completion

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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:

After a public bid process, the Board awarded a contract for the HVAC Package B Project to E.F. Brett and Company on June 22, 2023. The HVAC Project Package B includes replacement and upgrade of Heating Ventilating and Air Conditioning ("HVAC") systems at Hillside Pre-School Classroom Wing, Parkway Heights MS Administration Wing, Spruce ES Gymnasium, and Martin ES Multi-Purpose Building/Administration Building/Classroom Wing A. The project is complete and in use by the District. The Contractor has completed all of the Punchlist items, forwarded as-builts, warranties, and maintenance manuals. It is appropriate at this time to file the Notice of Completion with the County of San Mateo. The Notice of Completion is attached.

FISCAL IMPLICATIONS:

By this action: None

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees accept the HVAC Package B Project #16-23 as complete and authorize staff to file the Notice of Completion.

RECORDING REQUESTED BY

Mr. Ted O
South San Francisco Unified School District
398 B Street
South San Francisco, CA 94080

AND WHEN RECORDED MAIL TO:

Mr. Ted O
South San Francisco Unified School
District 398 B Street
South San Francisco, CA 94080

R & S Code 6103

SPACE ABOVE THIS LINE FOR
RECORDER'S USE

Notice of Completion*

Notice is hereby given that Ted O, the undersigned, agent of the owner of the certain lots, pieces, and or parcels of land:

Martin Elementary School 35 School St. South San Francisco, CA 94080; Parkway Heights Middle School 650 Sunset Ave. South San Francisco, CA 94080; Spruce Elementary School 501 Spruce St. South San Francisco, CA 94080; and, Hillside Pre-School 1400 Hillside Blvd. South San Francisco, CA 94080, all situated in San Mateo County, State of California.

That the South San Francisco Unified School District as owner of said lands, did, on the twenty-second (22nd) day of June 2023, approve a contract with the original contractor whose name is **EF Brett, Inc.** for the work done and the materials furnished under that contract as follows:

HVAC Package B Project #16-23 at the sites listed above.

On the tenth (10th) day of January 2025, the above-reference contract or work of improvement, as a whole, was completed by E.F Brett, Inc. for the South San Francisco Unified School District.

The names and addresses and interests of all the owners of said property are as follows:

Name and Address	Nature of Interest or Estate
South San Francisco Unified School District 398 B Street South San Francisco,CA 94080	Owner

By _____
Ted O
Authorized Agent for SSFUSD

VERIFICATION

I am Ted O, the agent of the owner of the property described in the foregoing notice. I have read the foregoing notice and know the contents thereof and the same of my own knowledge. I declare under penalty of perjury of the laws of the State of California that the foregoing is true and correct.

Dated:_____at South San Francisco,California

_____

Ted O

*This document is to be recorded in the office of the County Recorder in which the site is located within 10 days after completion.