

**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, June 6, 2024**

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

SSFUSD Equity Definition

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

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

The Board meeting will be streamed live and you can view it by visiting this web page streaming link: <https://www.ssfusd.org/apps/pages/onlineboardmeeting>
(The link will be active shortly before 7:00 p.m. on June 6)

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. Superintendent evaluation.

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

B. ROLL CALL

C. PLEDGE OF ALLEGIANCE

D. LAND ACKNOWLEDGEMENT STATEMENT

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

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

E. 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. Promotions and graduations
- b. Other

L. PUBLIC COMMENTS

For Items Not On the Agenda:

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

To comment prior to the meeting:

Public comments may be submitted in advance of the meeting through the following link: <https://bit.ly/boardmeeting06062024> beginning at 3:00 p.m. on Monday, June 3, until 3:00 p.m. on Thursday, June 6. These comments will be read by all Board members and posted on the District website's 2023-24 Board meetings at: <https://www.ssfusd.org/apps/pages/meetings>

To comment in-person during the meeting:

Public comments are limited to one to three minutes per individual (per Board Bylaw 9323). Name/address cards are placed in the back of the room to be completed and given to the secretary. The Board President will call upon individuals in random order who have requested to speak. Each person may only speak once, and is required to address the Board from the podium. The meeting is recorded and streamed live. Individuals may address the Board concerning school business not on the agenda, but public comment cannot be acted upon or discussed by the Board unless placed on the agenda at a subsequent meeting, in accordance with the law, the Brown Act. The Board may request staff to respond orally at the meeting or in writing at a future time.

Special Meeting Comments:

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

The meeting is recorded and streamed live. Individuals may address the Board concerning school business not on the agenda, but public comment cannot be acted upon or discussed by the Board unless placed on the agenda at a subsequent meeting, in accordance with the law, the Brown Act. The Board may request staff to respond orally at the meeting or in writing at a future time.

M. INFORMATION ONLY PRESENTATIONS

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

1. EDUCATIONAL SERVICES

a. 2024-25 LCAP

Assistant Superintendent Keith Irish will provide a brief update on the District's 2024-25 Local Control Accountability Plan (LCAP).

b. Special Education Study

School Services of California will present a Special Education study to offer an assessment of and recommendations on how to improve the impact of the District's program in a cost-effective and fiscally sustainable manner.

2. BUSINESS SERVICES

a. 2024-25 Preliminary Budget

Assistant Superintendent Ted O will present information on the District's 2024-25 preliminary budget.

N. PRESENTATION WITH POTENTIAL ACTION - None

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

	<u>PAGE</u>
1. ADMINISTRATION	
a. Minutes of the April 25, 2024 Regular Board meeting.	1 - 27
b. Minutes of the May 9, 2024 Regular Board meeting.	28 - 44
c. Minutes of the May 11, 2024 Special Board meeting.	45 - 46
2. EDUCATIONAL SERVICES	
a. Permission for an ECHS staff member to attend the OpenSciEd Curriculum Launch in Boston, MA, on June 16-22, 2024.	47 - 48
b. Permission for a SSFHS staff member to attend the CLTA Seminar in Santa Barbara, CA, July 19-24, 2024.	49 - 50
c. Permission for a SSFHS staff member to attend the CSPD Week in Anaheim, CA, July 22-26, 2024.	51
3. HUMAN RESOURCES	
a. Certificated Personnel Assignment Order	52 - 53
4. BUSINESS SERVICES	
a. Gifts to the District, May 2024.	54 - 55
b. Fundraising events for the 2023-24 and 2024-25 school school years.	56 - 57
c. Professional service agreements under \$25,000	58 - 59

PAGE

PUBLIC HEARINGS

a. 2024-25 Draft Local Control Accountability Plan (LCAP) 60 - 61

A Public Hearing will provide an opportunity for members of the public to comment on the draft 2024-25 LCAP.

b. 2024-25 Preliminary Budget 62 - 63

A Public Hearing will provide an opportunity for members of the public to comment on the preliminary 2024-25 District budget.

ACTION

1. ADMINISTRATION

**a. Adoption of Policies for the November 5, 2024
Governing Board Election and Resolution #24-38 Calling
for an Election of Two (2) Governing Board Members and
Approval of the Service Agreement with the San Mateo
County Elections Division 64 - 72**

Two of the Board of Trustees' five-member seats will be up for election in November 2024. Both Education Code and Election Code require the Board to adopt policies regarding that election. Staff recommends the Board decide on and adopt these policies and Resolution #24-38 and approve the service agreement required by the San Mateo County Elections Division, as presented to the Board.

b. Approval of Updated SSFUSD Governance Handbook 73 - 101

Staff recommends the approval of the SSFUSD Governance Handbook, which was updated at the May 11, 2024 Board workshop, as presented to the Board.

c. Approval of Board of Trustees Compensation 102 - 103

The Board will discuss a possible 2024-25 compensation increase and the continuation of a monthly mileage stipend, as presented to the Board.

PAGE

2. EDUCATIONAL SERVICES

- a. Approval of an Agreement with Newsela to Provide Online Services for the 2024-25 School Year** 104 - 107

Staff recommends the approval of an agreement with Newsela, an instructional online tool/platform featuring articles on current events to support relevant curriculum in the 2024-25 school year, as presented to the Board.

- b. Approval of Supplementary Instructional Materials for the 2024-25 School Year** 108 - 110

Staff recommends the approval of the supplementary instructional materials submitted for adoption for the 2024-25 school year, as presented to the Board.

- c. Approval of an Agreement with the Boys and Girls Club of the Peninsula (BGCP) for Summer Services** 111 - 122

Staff recommends the approval of an agreement with the BGCP, to provide ELOP Summer Services for K-6 grades, and transportation for high school students to Foothill College, as presented to the Board.

- d. Approval of the ILC Illustrative Mathematics (IM) Curriculum and Digital Access Quote for the 2024-25 School Year** 123 - 127

Staff recommends the approval of a quote for participating educators to pilot the IM curriculum and provide recommendations on whether to adopt it or consider an alternative for the 2025-26 school year, as presented to the Board.

- e. Approval to Continue the Air Tutors Program for the 2024-25 School Year** 128 - 129

Staff recommends the approval to continue and expand the Air Tutors program which ensures the accessibility for District students with learning disabilities to work with and develop a relationship with a specific tutor designed to address their needs, as presented to the Board.

PAGE

- f. Approval to Continue Contracts Which Fulfill the Curricular Needs of Students with Disabilities for the 2024-25 School Year** 130 - 132

Staff recommends the approval of contracts in order to fulfill the curricular needs of students with Individualized Education Plan (IEP) agreements for the 2024-25 school year, as presented to the Board.

- g. Approval to Continue Contracts with Non-Public Schools (NPSs) and County Programs for the 2024-25 School Year** 133 - 134

Staff recommends the approval of contracts in order to provide special education placements at Non-Public Schools (NPS) and County Programs for students with Individual Educational Plan (IEP) agreements for the 2024-25 school year, as presented to the Board.

- h. Approval to Continue Contract with Agencies Which Provide Transportation Services for the 2024-25 School Year** 135 - 136

Staff recommends the approval to continue working with transportation agencies in order to fulfill Individualized Education Plan (IEP) agreements for the 2024-25 school year, as presented to the Board.

- i. Approval to Continue Contracts with Agencies Which Provide Interpretation and Translation Services for the 2024-25 School Year** 137 - 138

Staff recommends the approval to continue working with interpretation and translation agencies in order to fulfill Individualized Education Plan (IEP) procedural safeguards for the 2024-25 school year, as presented to the Board.

- j. Approval to Continue Contracts with Non-Public Agencies (NPAs) Which Provide Mental Health Services for the 2024-25 School Year** 139 - 140

Staff recommends the approval to continue working with mental health care providers to fulfill Individualized Education Plan (IEP) service agreements for the 2024-25 school year, as presented to the Board.

PAGE

3. HUMAN RESOURCES

- a. Approval of Triennial Update to the SMCOE Provision of Educational Services to Expelled Students** 141 - 151

Staff recommends the approval of an up-to-date description of the District's program(s) for their expelled students and submission of same to the San Mateo County Office of Education, as presented to the Board.

4. BUSINESS SERVICES

- a. Resolution No. 24-37 for Budgetary Increases and Year End Transfers** 152 - 153

Staff recommends the adoption of Resolution #24-37: for Budgetary Increases and Transfers at year end of the FY2023-24.

- b. Resolution No. 24-40 to Reappoint Citizens Bond Oversight Committee (CBOC) Members** 154 - 158

Staff recommends the adoption of Resolution #24-40: To reappoint members Miguel A. Nava, Daniela Jonguitud, and Vishal Patel, to the Independent Citizens' Bond Oversight Committee.

- c. Approval of an Award of Contract to Zone 4 Construction for Conversion of a Lab to a Classroom at ECHS** 159

Staff recommends the approval of the award of contract to Zone 4 Construction, in the amount of \$172,449, for the conversion of a lab to a classroom at ECHS, as presented to the Board.

- d. Approval of a Proposal from Campbell Keller for the Human Resources Department Workstations** 160 - 173

Staff recommends the approval of a proposal from Campbell Keller to provide furniture and set-up for the workstations in the relocated HR Department, as presented to the Board.

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

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

June 20, 2024

- Presentation on YSB Counseling and Safe School Advocates Services and approval for 2024-25
- Presentation on SLO MOU with student data
- Information on Daybreak Mental Health and approval of MOU
- Approval of SMCOE Outdoor Education dates for 2024-25
- Approval of Paper Education Company agreement for 2024-25
- Approval of Scoot Education MOU
- Approval to increase facility use fees for 2024-25
- Approval to increase District rental/leasing rates for 2024-25
- Adoption of 2024-25 LCAP
- Adoption of 2024-25 Preliminary Budget
- Approval to continue NPS contracts for 2024-25
- Resolution on Education Protection Account Funds

July 18, 2024

- Presentation on Information Technology Department
- Approval of Superintendent's contract extension
- Approval for Superintendent and Board to participate in the annual CSBA Conference
- Approval for Superintendent to participate in 2024-25 conferences and seminars
- Approval of Children's Center Program annual self-evaluation reports for 2023-24
- Williams report for 4th quarter ending 6/30/24

August 15, 2024

- Introduction of Student Trustees/ASB High School Presidents
- Presentation on Summer School
- Approval of Star Vista Early Childhood Mental Health Consultation Ser. agreement for 2024-25
- Approval of San Mateo Co. 2024-25 CSPP preschool contract
- Approval of Consolidated Application and Reporting System Spring 2023 data collection
- Public Hearing and resolution for confirmation of sufficient student textbooks/instructional materials
- Resolution for Attendance Awareness Month (September)

September 12, 2024

- Teaching and learning presentation - TBD

- Presentation and approval of year end unaudited actuals
- Approval of Renaissance Learning agreement for 2024-25
- Discussion of October 24 Community Forum topic(s)
- Resolution Honoring Hispanic Heritage Month (September 15 - October 15)
- Approval of Renaissance Learning agreement renewal for 2024-25
- Approval of Air Tutors for 2024-25
- Resolution on GANN limit

September 26, 2024

- Teaching and learning presentation - TBD
- Approval of San Mateo Co. 2024-25 CSPP preschool contract
- Update on enrollment for the 2024-25 school year
- Update on Safe School Plans
- Resolution honoring Filipino American History Month (October)
- Approval of the Board Governance calendar for 2024-25
- Approval of SMCOE Induction Program (BTSA) agreement for services in 2024-25
- Resolution for California Week of the School Administrator (October)

October 10, 2024

- Teaching and learning presentation - TBD
- Presentation on Genentech and Science
- Presentation on Fiscal Services
- Williams report for 1st quarter ending 9/30/24
- Update on OpTerra Energy solar savings
- Resolution honoring Native American and Alaska Native Heritage Month (November)
- Approval of Local Indicators
- Approval of ESSER III Expenditure Plan for 2024-25

October 24, 2024 - Community Forum

- Topic(s) TBD

November 14, 2024

- Teaching and learning presentation - TBD
- Presentation on Assessment/Accountability (CAASPP, CAST)
- Approval of Star Vista Early Childhood Mental Health Consultation Ser. agreement for 2024-25
- Update on Safe School Plans
- Public Hearing on Educator Effectiveness Block Grant

December 14, 2024

- Teaching and learning presentation - TBD
- Presentation on Performance Management - CTE

- Approval of San Mateo Co. QRIS block grant for 2024-25
- Presentation and approval of First interim budget report “positive certification”
- Resolution for School Board Recognition Month
- CSBA Delegate Assembly nomination(s)
- Approval of the Effectiveness Educator Block Grant
- Approval of 2025 Summer School Program

December 17, 2024 - Reorganization meeting

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

SUMMARY OF BOARD DIRECTIVES

GOOD AND WELFARE

- Comments from Board Members and Superintendent

ADJOURNMENT

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

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

A recording is made of the Open Session of each meeting. Telephone--(650) 877-8705, Fax--(650) 588-8113 or e-mail: ncantley@ssfusd.org

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of April 25, 2024

SSFUSD Equity Definition

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

OPEN SESSION - 6:00 p.m.

A. CALL TO ORDER

CLOSED SESSION - 6:00 p.m.

1. To consider the evaluation of performance and discipline/dismissal/release of Certificated personnel in accordance with Government Code Section 54957 (one case).
2. Conference with Labor Negotiators
Agency Designated Representative: District Assistant Superintendent for HR/Student Services
Employee Organization: SSFCTA
3. Superintendent evaluation.

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

B. ROLL CALL

Board Members:

Ms. Amanda Anthony - Present
Dr. Chialin Hsieh - Present
Ms. Daina Lujan - Present
Mrs. Patricia Murray - Present
Mrs. Mina Richardson - Present *via*
teleconference from 02 Avenia Colima,
Los Lunas, New Mexico
Ms. Jamie Wong, Student Board Member - Present

Cabinet Members:

Dr. Shawnterra Moore, Superintendent - Present
Mr. J. Marwan Hannon, Assistant Superintendent, Human Resources and Student Services - Present
Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present
Mr. Ted O, Assistant Superintendent, Business Services - Present

- C. PLEDGE OF ALLEGIANCE** - was led by Parkway Heights MS student Isabelle Gee. Interim Principal Kathie Nguyen said she is in the 8th grade, the ASB President, and an honor roll student who loves to read. Math is her favorite subject.

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

MOTION #65 (Murray/Hsieh) to approve the settlement agreement for employee #8236. Motion Carried (Unanimous)

F. REVIEW OF AGENDA - No changes

- G. PTA COUNCIL REMARKS** - President Lauren Kitchen thanked all the Parkway Heights MS PTA volunteers, especially their PTA President, for doing an amazing job this year. Some events at the school have included a car show, teacher appreciation, fundraisers, donated money for each grade level, and funding an 8th grade promotion breakfast. Ms. Kitchen also shared the dates of upcoming PTA unit meetings and events for some schools. She thanked all the volunteers who will be working on a variety of teacher appreciation events in the next few weeks. She estimates over 100 parents will be involved in "...luncheons, cards, decorations, group gifts, and all kinds of things to support and show gratitude to every teacher in the District. And the PTA loves the teachers and we appreciate everything that you do."

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators - President Elizabeth Bales Stutes reported that the Modern Office Technology students, along with the leadership team, will organize a job resource fair on May 1. There will be 20 employers and community organizations and it will be open to the public. An online session will be held on May 8 via Zoom. She noted that CTA is in negotiations and encouraged everyone to work together as a district.

South San Francisco Classroom Teachers Association - Interim President Shari Giusti spoke about the math adoption being considered at this meeting and wanted to bring forward a concern some of the math pilot team had. She noted that in her position, she represents educators on both sides of the adoption

situation. “For that reason, I originally did not plan to speak about the process, however, I have become increasingly concerned about the relationship between the District and the teachers who have agreed to be a part of committees where teacher feedback is considered to be a valuable part of the process.” “...let's remember that approximately 30 teachers were paid hourly for this task so the District has invested a lot of money in implementing this math pilot and we hope that the teacher's opinions have been heard and taken into account.” “The process I understand has been done differently than in the past, where a vote on a program was either carried out by the pilot team or put in the hands of a Curriculum Council Committee to choose a program...” “One of my concerns about this process is that many math programs were taken off the list of possibilities because the program was not offered all the way from elementary to high school. If we are striving for equity, then this is the very opposite of it. The pilot team only got one choice to pilot alongside one that is being recommended tonight. Already this looks like a one size fits all approach and some pilot teachers feel their choice in the process didn't matter. I have been told the data from pilot teachers' findings suggest that the math program you are not voting on tonight was aligned more closely to the standards than this program. I believe this has caused the pilot team to have split opinions about either program, so I'm asking that you look at the data and feedback before making your vote. This is an important one with an almost \$5M price tag and will drive the mathematical processes here for the next several years.” She is concerned from the CTA point of view of how communication between the District and pilot teachers was lacking. Ms. Giusti said it is unfair that TOSAs ended up with a lot of the decision-making responsibilities as this could place some teachers at odds with other teachers. “Also, Ed Code regarding pilot adoption suggests that teachers, parents, and even community members be a part of the piloting process.” “What parents or community members were involved? Some pilot teachers have reported that findings were not completely transparent.” “They care because they know they are taking on a responsibility to help all the teachers and students here have a quality math program.” She said, “If the teachers who piloted this program, teachers who work with our children every day, are not enthusiastic about it, will the rest of the teachers feel the same?”

California School Employees Association Chapter 197 - None

- I. PERSONNEL COMMISSION** - Assistant Superintendent J. Marwan Hannon reported that the next Commission meeting will take place on May 20, 2024.
- J. ITEMS FROM THE BOARD**

Vice President Amanda Anthony reported that last Tuesday CSEA held a listening session. “I'm really sorry that many of us could not be there, but 4:30 is a really hard time for Board members to join, and I just want to say, we apologize that we weren't there. We are hearing your concerns, and thank you so much.”

K. SUPERINTENDENT'S REPORT

- a. SSF Chamber of Commerce scholarships** - Superintendent Shawnterra Moore said she had the privilege of attending the SSF Chamber of Commerce's scholarship awards ceremony. This year, there were 40 ECHS and SSFHS seniors who received \$1,000 scholarships at a celebratory luncheon. She congratulated all the students, including Student Trustee Ira Sergio, and expressed how proud the District is of these students.
- b. Acknowledgement of two Trustees** - Dr. Moore reported that Mayor James Coleman selected President Daina Lujan and Vice President Anthony as SSF Women of the Year. They were honored at last night's City Council meeting. She said, "These women are both actively engaged, supportive, and advocates on local issues in our community and we are just so very proud of them both and I just wanted to publicly congratulate you both and make sure that you know that we know that it is well-deserved."

L. STUDENT TRUSTEE REPORTS

1. Jamie Wong, Spring Student Trustee and ASB President ECHS, highlighted the following recent and upcoming events at her site; On Earth Day the school community came together to beautify the campus by planting flowers throughout the courtyard to not only add vibrant colors but also foster a sense of community and consciousness among the students enhancing the natural beauty of the campus; the annual dance show will be held May 2 through May 5; senior Gabrielle Lai received a Central Coast Section (CCS) Scholar-Athlete Scholarship; and she extended her best wishes to everyone taking part in final exams.
2. Ira Sergio, Fall Student Trustee and ASB President SSFHS, shared the following news from her school; Last week ASB held a senior week to celebrate seniors in their last few weeks of high school where they participated in a variety of events to bond with each other and create amazing memories with their class before graduation; they held their annual blood drive for the second time last Friday which was organized by Red Cross President Josephine Hersana who will serve as next year's ASB President; on Saturday, April 20, the Fil-Am Club invited the community to celebrate Filipino culture at their event which featured local food and merchandise vendors, performances, and a live panel; for Earth Week, beginning April 22, the Earth Club members had daily events around the school to raise awareness for climate change and global warming; the varsity softball team brought home a victory for the Warriors against ECHS and will be keeping the trophy for another year; two softball players were honored as San Mateo Daily Journal athletes; and the baseball team won their 15th game tying the record for most wins in the last 30 years and are on their quest to win the league championship.

M. PUBLIC COMMENTS

Maria Govea, a Los Cerritos ES parent, said she wants the Interim Principal to continue at the school. She would also like to see more teachers and said the 4/5 combo classes are not working.

Veronica Oviedo, a Los Cerritos ES parent of a second grader, said the combo classes are not working and more staff is needed at the school.

Thomas Blochberger, a teacher, spoke about school safety and referenced a school shooting which occurred last year in Virginia. He said, "Prior to the shooting, staff had reported to the assistant principal that the boy may have had a gun. The assistant principal was dismissive of this information and did not bother to investigate." "What may surprise some people is that when criminal misconduct occurs, the legal system can pursue individuals working within a school district. Prosecutors have brought eight felony charges of child neglect against the former assistant principal. Indictments are also being brought against the former principal, the former superintendent, and school board members." He said the District needs to have its discipline system in order and currently no checks and balance are in place regarding action being taken on disciplinary issues. "One of the key features missing is the ability for teachers to track behavior referrals they have submitted to administration, and to have access to behavioral records of students."

Helen Tam, spoke on behalf of Parkway Heights MS teacher Rick Wong, concerning the District's paternity/leave policy and healthcare premiums. When his child was born, he was allotted 60 days of unpaid leave. If he took more than 45 days of leave, he would not move up the pay scale the following year. "But the fact that they would withhold a yearly raise because you are taking care of your child on permitted leave is absolutely ridiculous." With the least expensive Kaiser healthcare plan, he pays \$2,251.41 per month for his wife and son. "What's the point of negotiating minimal salary bumps and talking about...affordable teacher housing when it all gets taken away just to provide for healthcare for my family? I feel cheated and lied to." "The District will always have retention issues if this continues and the District will only improve and succeed in their mission if there's consistency within the people who staff it."

Barbara Hahn, an Alta Loma MS math teacher, spoke about piloting the math adoption. She was on the piloting team and wanted the best curriculum for the District's students. She said, "I do not want my name attached as part of the folks who are recommending the math curriculum up for approval tonight." She feels Imagine Learning is not the right choice. "...if you approve this as our new math curriculum for the next eight years, we'll be using it, it will take two years for our kids to be taught what is currently taught in my algebra one class." "This curriculum might be fine as a supplement, but it will not set our kids up to compete with other students...for anything that requires a higher level math." She said it is not worth \$4.8M and not good enough for the students.

Megan Connery, ECHS's Math Department Chair, spoke about being a participant in the math curriculum pilot. "You are voting on a curriculum that not all math teachers in

the pilot agreed upon.” “I went into this process in good faith, but we were not given the whole story. If Ed. Services wanted to choose a math curriculum that included the opportunity...for vertical K-12 alignment, then we should have piloted a second K-12 math curriculum so that we would have a proper curriculum pilot.” “There were other K-12 curricula that we could have piloted to have a comparison to Imagine Learning. The middle school teachers piloted Envision, that's K-12.” She noted that there were two other K-12 options to pilot if they knew it was K-12 curriculum.

N. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Parkway Heights Middle School

Interim Principal Kathie Nguyen shared educational priorities and programs at Parkway Heights ES. During her presentation, she recognized the following parent volunteers who will receive certificates of appreciation from the Board: Nalani Crivello Moors, Jocelyn Limos, and Alma Soto Ruiz.

LCAP Goals

Interim Principal Nguyen said PHMS' goals are in alignment with the District's LCAP goals and are particularly focused on Social and Emotional Learning (SEL) strategies to support LCAP Goal #3, Student, Parent, and Community Engagement.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience. Interim Principal Nguyen said PHMS is fostering strong relationships with their students, staff, and parent groups, which is a key force in ensuring everyone is on board the same vehicle, striving towards a common goal of academic achievement and demonstrating growth in their professional practices.

Demographics

Of the 596 total students, 51% are male, 49% are female. 36% are identified as English Language Learners (ELs), 66% are socioeconomically disadvantaged (SED), and 23% are Students with Disabilities (SWD). 79% of students are Hispanic/Latinx.

Attendance Snapshot

Last year, the chronic absenteeism rate for all PHMS students was 33.6%. As of April 2024, it is 21%. They worked with the Latinx families, which increased the student's attendance rate by 2% compared to last year.

Attendance Data by Tier (August to May)

Satisfactory	35.8%
At risk	30.6%
Moderate chronic	22.9%
Severe chronic	9.6%
Extreme chronic	1.1%

CAASPP Data**ELA**

	<u>All Students</u>	<u>ELs</u>	<u>SWD</u>
Met/Exceeded standard	33.81%	4.42%	10.52%
Exceeded standard	7.91%	0.0%	1.05%
Met standard	25.90%	4.42%	9.47%
Standard nearly met	26.98%	25.41%	15.79%
Standard not met	39.21%	70.14%	76.68%

Math

	<u>All Students</u>	<u>ELs</u>	<u>SWD</u>
Met/Exceeded standard	23.03%	3.43%	5.21%
Exceeded standard	8.25%	0.49%	1.04%
Met standard	14.78%	2.94%	4.17%
Standard nearly met	25.26%	15.20%	11.46%
Standard not met	51.72%	81.37%	83.33%

GRADE	21 - 22 ELA	22 - 23 ELA	% OF CHANGE	21 - 22 MATH	22 - 23 MATH	% OF CHANGE
All	34.29%	33.81%	-0.48%	20.71%	23.03%	2.32%
EL	4.52%	4.42%	-0.10%	2.58%	3.43%	0.85%
SWD	8.33%	10.52%	2.19%	6.02%	5.21%	-0.81%

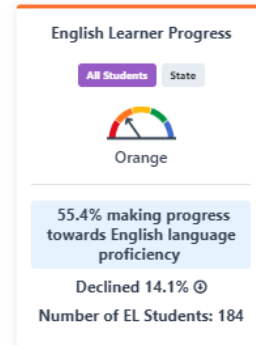
This chart demonstrates the percentage of change in ELA and Math CAASPP data by grade level from Spring 2022 to Spring 2023. In ELA, there a slight decrease for all students but an increase in the performance of SWD.

In Math, there was an increase in overall performance of all students and ELs, while SWD saw a slight decrease.

English Learner Progress

All English Learner Students

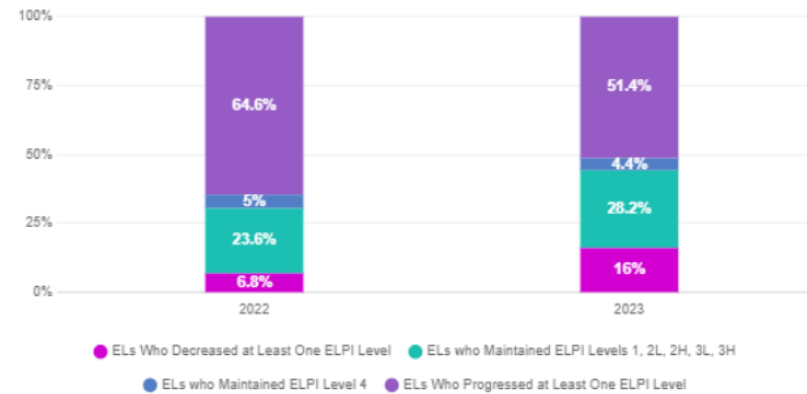
Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



55.4% of ELs are making progress or moving at least one or more levels as compared to their 2022 performance.

Academic Supports/Intervention

- Implement curriculum to focus on essential standards as developed on site and through the District-wide/Site work
- Purchase culturally relevant high interest books for each school library (Courtesy SSF ED Foundation)
- In Conjunction with EDS, provided professional learning on GLAD strategies at collaboration meetings
- Implemented the Collaborative Inquiry Cycle and focused on GLAD strategies (Social Science Dept.)
- Provide information and resources to parents/guardians, Provide parent education nights, Host family nights
- Before/After school Homework/Academic Programs, i.e. Academic Intervention Hour
- Clubs, school competitions, cultural awareness nights, spirit weeks, anti-bullying program, PBIS, Helix Cups, STEM and

Math Nights

- PBIS Rewards Program - PBIS Student Store
- Coaching and support from our District TOSAs

Alternative to Suspension (ATS) 2023-24

Interim Principal Nguyen reported that all three middle schools are aligned with respect to having this specific program at their sites. They target substance use, fighting, conflict, and bullying, and ongoing and serious needs. PHMS hosts the program on Fridays when students violate California Ed Code and/or break a policy or rule.

Programs offered are:

1. Academic Help On Saturdays (high schools 9:30 a.m.-12:30 p.m.)
2. ATS Counseling Program
3. Brief Intervention for substance
4. Bullying and cyber bullying program

Counselors

Interim Principal Nguyen acknowledged the “unsung heroes”, the counselors, Yessenia Pena-Ruiz and Thalia Mesa, and Cyril So, a counseling intern. They provide social emotional academic support to the students on a daily basis and connect them with mental health resources YSB, Daybreak, and Care Solace.

YSB Partnership

- Provide individual check-ins for students on a weekly basis
- Assess for suicidal ideation and complete safety plans
- Facilitate groups
- Girls United/Unidas, Calm, and First Stop
- Support school counselors in co-facilitation groups
- Collaborate with school counselors, wellness counselors, and staff on referrals for students who seek outside therapy services
- Case management - provide resources to families when they request additional support
- Collaborate and establish a relationship with students’ families, caregivers

Mission Statement: The Parkway Heights MS Counseling Department strives to support all students in the areas of academics, social-emotional development, and with their post-secondary options.

Culture and Relationships

Interim Principal Nguyen said they are building a collaborative culture and relationships within the school and the families and community which they serve. Some events held this year included Ruby Bridges Day, Turkey Trot, Movie Night, Career Day, Spirit Fridays, Wellness Wednesday, and field trips to see plays and musicals.

Family Supports

Parkway Heights MS is continuously working to ensure their families are partners in their students' education through the following:

- Padres Unidos South San Francisco
- Community Liaison conducting outreach to families to increase participation and engagement in ELAC, SSC, and school events
- School team (counselors, admin, teachers, etc.) - parent meetings to support families/students in the areas of academics, behavior, social emotional, mental health needs, attendance and conducting home visits as needed

Studies show students do better when parents are involved. They tend to earn higher grades and test scores, enroll in higher-level programs, pass their classes and earn extra credits, attend school on a regular basis, have better social skills with improved behavior and adapt well to school, and they graduate and go on to post-secondary education.

Trustee Mina Richardson said she appreciated the presentation and told Interim Principal Nguyen she is doing well and engaging the community and parents. She acknowledged the collaboration and work that goes into handling the students.

Dr. Chialin Hsieh echoed Trustee Richardson's comments and told Interim Principal Nguyen she is providing great leadership.

Trustee Patricia Murray said, "I love your campus, I love your staff and your kids. Thank you for stepping in, and this was a great report."

Vice President Anthony thanked Interim Principal Nguyen for building a culture which encourages her staff to attend this meeting and organizing events. "I'm really glad that you're here and advocating for your children. This is a wonderful community. And it's clear that everybody's heart is in it, and I'm very excited to see how it continues."

President Lujan thanked Interim Principal Nguyen for her wonderful presentation and acknowledged the many staff members and students in the audience.

b. Math Adoption

Director Jason Brockmeyer and Math TOSAs Sathya Seigel and Karie Mullassery reviewed SSFUSD's Math vision, student learning results, and the math adoption process and curriculum recommendation.

District Goals

Mr. Brockmeyer said this presentation will mainly focus on LCAP Goal #1, Academic Achievement and LCAP Goal #2, Professional

Development and what is needed to support a successful curriculum implementation.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience. This presentation will focus on two key areas; the gas tank, which refers to student achievement, and the seats, which represent the curriculum they plan to enact across all schools and grade levels.

SSFUSD Math Vision

Our math classrooms will provide equitable support and opportunities to ensure that all students can succeed. We will foster a community of lifelong learners who collaborate effectively, think independently and critically, take risks, and persevere through challenges and mistakes.

2023 California Math Framework

This framework takes the stance that all students are capable of accessing and achieving success in school mathematics in the ways envisioned in the standards. Thus, mathematical power is not reserved for a few, but available to all.

Expected Shifts

There will be a different approach to the way most adults experienced math education to engage students and see that they succeed. This is a change from directing learning to facilitating the learning process and shifting the cognitive load on students. It would also ease some stress on teachers.

Figure 2.5 Beliefs About Teaching and Learning Mathematics

Unproductive beliefs	Productive beliefs
Mathematics learning should focus primarily on practicing procedures and memorizing basic number combinations.	Mathematics learning should focus on developing understanding of concepts and procedures through problem solving, reasoning, and discourse.
Students need only to learn and use the same standard computational algorithms and the same prescribed methods to solve algebraic problems.	All students need to have a range of strategies and approaches from which to choose in solving problems, including, but not limited to, general methods, standard algorithms , and procedures.
Students can learn to apply mathematics only after they have mastered the basic skills.	Students can learn mathematics through exploring and solving contextual and mathematical problems.

Source: NCTM, 2014b.

Strategic Plan

Exceptional Math Instruction was identified as a key priority in the Strategic Plan - Roll out new science and math curricula and train

leaders and staff on what exceptional instruction looks like using these curricula. Mr. Brockmeyer said this ultimately means that they can support implementation of the curriculum over its lifespan.

Math Learning Data

Director Brockmeyer spoke about the following year over year growth:

- At elementary data, there has been some growth and some declines across the different school sites.
- For secondary sites, both middle and high school sites show growth, declines, and no or slight changes.

2022-2023 CAASPP Results with Year over Year Growth

Elementary School	Met or Exceeded 2021/22	Met or Exceeded 2022/23
Buri Buri	55%	65% ↑
Junipero Serra	49%	50% ↑
Los Cerritos	36%	28% ↓
Ponderosa	45%	49% ↑
Martin	22%	23% ↓
Monte Verde	70%	79% ↑
Skyline	58%	51% ↑
Spruce	29%	26% ↓
Sunshine	29%	24% ↓

Middle School	Met or Exceeded 2021/22	Met or Exceeded 2022/23
Alta Loma	35%	32% ↓
Parkway Heights	21%	23% ↑
Westborough	56%	56% →

High School	Met or Exceeded 2021/22	Met or Exceeded 2022/23
Baden	0%	0% →
El Camino	31%	38% ↑
S. San Francisco	26%	25% →

KEY
0% to 49%
50% to 79%
80% - 100%

2022-23 CA Results by Subgroup

Mr. Brockmeyer said similar data was used in his NGSS presentation. He created three separate colors of red to differentiate the student levels.

School	Overall	Hispanic or Latino	White	Asian	Filipino	Socio Econ Dis.	Not Socio Econ Dis	English Only	English Learners	Student w/ Disabilities	Parent H.S. Grad	Parent College Grad
Elementary (5th)	40 %	25%	79 %	70 %	59 %	24 %	60 %	56 %	10%	11%	25%	62%
Alta Loma	32 %	17%	34 %	65 %	44 %	23%	40 %	48 %	0%	7%	18%	46%
Parkway	23 %	19%	18 %	45 %	56 %	32%	29 %	48 %	4%	5%	19%	40%
Westborough	56 %	32%	53 %	89 %	54 %	56 %	61%	64 %	14%	16%	32%	65%
El Camino	38 %	23%	49 %	70 %	56 %	30 %	41%	39 %	N/A	6%	20%	49%
S. San Fran	25 %	13%	6%	71 %	41 %	13%	36 %	36 %	0%	5%	14%	35%

KEY
0% to 15%
16% to 30%
31% - 49%
50% to 79%
80% - 100%

Access and Opportunity

If the goal is to open mathematics pathways to more students and give greater challenge to high achieving students to develop broader proficiency and long-term interest in quantitative fields, then this framework recommends reshaping the content that is offered to students-the way it is taught, and the organization of students learning the content...

The framework recognizes the diversity of student achievement and sets out ways to teach that ensure that all students receive appropriate support and challenge-including providing all students with challenging work rather than leaving some students bored or working at levels lower than what they may be capable of, which can happen if teachers require the entire class to stay together or learn the same content in the same way or at the same pace.

Elementary and Secondary Math Curricula Adoption Update

Director Brockmeyer introduced Sathya Seigel, the Elementary Math TOSA.

Goal
By May 2023, SSFUSD will complete a Landscape Analysis with Student Achievement Partners to learn about the district and our readiness to adopt math curricula that is culturally responsive-sustaining, linguistically sustaining, and aligned to standards and shifts. This process will help us learn where we have strengths and areas we can improve, to be ready to adopt and implement high-quality instructional materials that meet the needs of our learners.

Ms. Seigel said the pilot process happened in the last school year. They worked with Student Achievement Partners to design actions based on evidence to substantially improve student achievement. In January 2023, their comprehensive team met to learn about the landscape analysis process and outline a data collection plan. In February, the team reviewed the data collection plan and began to come up with a survey and interview questions. In March and April, they conducted learning walks at nine sites with focus groups. “We made sure that we included general education, special education, students and teachers, and multi-language learners, intentionally focusing on our underrepresented populations.”

Key Data from Learning Walks

District-wide current conditions indicated the following growth areas:

- Use of variety of methods to assess student progress and understanding
- Authentic student collaboration
- Hands-on, relevant learning applicable to the real-world
- Sustained mathematical discussions that support language development and content understanding simultaneously
- Focus on building conceptual understanding paired with procedural skills or fluency embedded in lessons
- Focus on real world application embedded in lessons

Karie Mullassery, the Secondary Math TOSA, reviewed the following.

Must Haves

From SSFUSD Pre-Adoption Priorities and Vision work

1. A focus on growth mindset and building student confidence
2. Intervention material and supports for all learners are usable and included in the curriculum (accessible for struggling students and challenging for advanced students)
3. Authentic student collaboration (structures for sharing) is built into lessons

4. Hands-on math lessons that can be applied to the real world and is relevant to students
5. Math instruction builds conceptual understanding
6. Curriculum has language supports built in for ELs/all learners
7. Parents are communicated with around curriculum and how to support

May 2023 Adoption Begins

- By March 2024 the math adoption team will recommend to a math curriculum to adopt, that best supports SSFUSD students.
- Elementary Math Adoption Plan
- Secondary Math Adoption Plan

June 2023

- 2 Full Days at County Office reviewing curriculum
- Pilot Curricula

Pilot Process

- Step 1 - Pilot curricula (7 weeks HS/12 weeks Elem & MS)
- Step 2 - Snapshot meetings to Identify Strengths and Challenges
- Step 3 - Collect & analyze student survey data (grades 6-12)
- Step 4 - Collect & analyze teacher survey data
- Step 5 - Analyze Strengths and Challenges data
- Step 6 - Collect recommendations with rationales
- Step 7 - District considers
- Data (Elementary, MS, HS)
 - Recommendations and Rationales
 - Possible Vertical Alignment
 - Alignment to District Strategic Plan
 - Alignment to Portrait of a Graduate
- Step 8 - District makes recommendation

Mr. Brockmeyer reviewed the following:

Recommended Curriculum

Ed. Ser. recommends the adoption of Illustrative Mathematics (IM) published by Imagine Learning Classroom Kindergarten-Algebra 2.

He said, "When you have varying opinions from both sides you need to really wade through all of it and look at what had the strongest evidence and rationale attached to the frameworks." "...we started with middle school, that did seem to be the one that was the easiest decision to make, we then moved on to high school." "...elementary, especially the K-2, was something we debated heavily...and ultimately we decided on supporting one curriculum, K-12, would improve our probabilities of success."

Goals for 2024-25

Goal: All K-12 math educators are trained and provided ongoing support in implementing Illustrative Math (ILC)

Possible Barriers

- Time: Professional learning, collaboration, planning, Instructional time
- Capacity and competing priorities
- Instructional shifts
 - Academic discourse
 - Collaborative, equitable and inclusive instructional strategies

Next Steps

- Finalize multi-year implementation plan
- Update Scope and sequence based on new curriculum
- Support teachers as needed with the expected shifts of a new curriculum
- Coordinate with site administrators to provide tailored support
- Create family communication (webinars) as needed

Needed for Success

The team tried to talk to every single teacher of the piloting process and ask what they needed for support.

All Math Educators

- Provide introductory training for all educators, including para-educators
- Conduct ongoing training sessions
- Schedule teacher release days as necessary
- Effectively utilize district-wide professional development days.
- Offer coaching sessions on an as-needed basis
- Ensure the availability of teaching materials

Administrators

- Receive ongoing training
- Support site visits

Families/Students

- Receive ongoing communication
- Access to webinars and educational resources

All Stakeholders

- Patience and ongoing support
- Time

Summary

Teachers who use the big ideas approach and teach mathematics by way of carefully designed, intriguing investigations **see their students come alive through exploration and discovery; students see what math can do and are motivated to go deeper** as they experience their own math capability. **However, since most teachers did not**

learn math this way, they need support to rethink math teaching and acquire skills and strategies that result in the changes in practice vital to improving student learning.

- 2023 California Math Framework

Director Brockmeyer said even administrators has raised the issue of "...just making sure that they have what they need to support implementation, something we also heard very loudly and that there's clear communication. We can always improve communication, something we need to work on...when we look at the summary from the math framework, what we do know is that when students are actively engaged in the learning process, when they feel confident in their ability to master content standards in this case, math, that they will flourish in those mathematical classrooms..." "...looking at that data, looking at the framework, looking at our vision, we really do need to make a dramatic change in the way that we do business. We really do need to make some shifts to support all learners and we need to do a far better job of supporting our educators with those shifts."

The Board recessed at 8:27 p.m. for a break and reconvened at 8:37 p.m.

Student Trustee Wong left the meeting at 8:27 p.m.

Trustee Richardson said she was excited to hear of this form of social engineering starting earlier in children's lives. She thoroughly supports this adoption.

Vice President Anthony noted that most comments came from elementary schools. "And it was our higher performing schools in math and I'm trying to understand what they're seeing that our Title 1 schools are not seeing or vice versa." The Title 1 schools seem to support the new curriculum. Ms. Seigel replied that the four teachers, including one SpEd teacher, who strongly recommended Illustrative Math, were from Title 1 sites. "They were in the upper grades, so one of our two 5th grade teachers, two of our 4th grade teachers and one of our 3rd grade teachers were the ones that strongly recommended it. And then nine of our elementary teachers, rated it adequate. And we had actually a number of teachers that rated both of their programs adequate." "For the other elementary program, I-ready, there were more teachers that rated that one strongly aligned, only one of those represented a Title 1 site. All of the teachers that strongly recommended I-ready were in the kindergarten grades." Vice President Anthony said, "...if we're going to support something we have to support it right and what I'm seeing is that there's a big demand for better professional development around this. But if we don't adopt this, what's the alternative? What happens next year?" Ms. Seigel said, without an adoption, in the interim they would continue to

use Math Expressions. However, that program is so old, if it came up for consideration now, it would not have been adopted. Vice President Anthony asked how many curricula could have been piloted since there were only two to choose from. Ms. Seigel replied that pilot teams for all grades were asked to approve Illustrative Math, which was highly recommended. It is most closely aligned to the priorities, unlike other options that were considered. Vice President Anthony asked how hard it would be to support multiple curricula since several teachers indicated they were not going to use the program, which is disturbing. She asked if coaching and supporting is the TOSA job. Ms. Seigel said, "This year I haven't been actually able to work closely with teachers with Math Expressions because it's taken so much of my time to work on the pilot." "As Jason mentioned we haven't always had robust support for curriculum implementation. And I'll say the teachers in the pilot this year, I think they got more training and support in each of the programs than I received for some of the adopted curriculum I taught in the past. So we definitely believe we will need to do a lot more than we have done." Vice President Anthony asked about the ELLs and that Title 1 sites, with large EL populations, did not indicate there was a barrier. Ms. Seigel replied, "Illustrative Mathematics does have a number of supports for multi-language learners..." "...in time for next school year they have added additional language supports like language targets within lessons and they have reorganized the teacher and student materials. So hopefully, it will be easier for teachers to find all of the language supports, including sentence frames that are in the program." "...many of our Title 1 teachers did seem to think that it did meet the needs of their multi-language learners."

Trustee Hsieh acknowledged the hard work of the piloting program. "...I understand, there is no perfect curriculum. There are no one size fits all." While the District needs to make a decision, she asked how to address the teachers' feedback on where the curriculum falls short. TOSA Mullessary replied "...we've talked about the lack of support and the lack of supporting the shifts. And I don't know that we have done enough training to get there. So I think we need to follow the shifts to make sure that we're supporting that and making sure that people get the training." Dr. Hsieh then asked, "...how do we plan to address the perceived lack of respect for teachers' feedback in the decision making process? Because we can feel there is a mistrust in the environment." Director Brockmeyer said, "...I think [it] was clear we did get all the data. I know there's been questions around data being altered or feedback being altered and in all honesty the reason that was altered was really trying to take any personal identifiable information off. And that was really because of worries of safety. And you know, staff members reached out saying please don't let them know the way in which that I am recommending a curriculum, which was really

disheartening.” “We're all on the same team and trying to do our best.” He noted that everyone had the same data and had read and seen everything. While there is no clear decision and no perfect curriculum, they need to look at the strengths of the highly rated curriculum and how they can fill the gaps while believing the program can work. Dr. Hsieh asked if he believes the District is ready to adopt. Mr. Brockmeyer said, “...if we all work together, support each other, really think about thoughtfully how do we support our educators and complement this curriculum I believe we [can] co-implement anything successfully. However, we need to shift the way that we have traditionally done it, we have to prioritize it and provide that time to ensure that our educators are supported, that we can work together to identify where there needs to be more support in the curriculum and that we can then fill those needs.”

Trustee Murray expressed concern with the buy-in and asked about starting the implementation at the lower grades, and once that is going, then maybe continuing piloting at the high school level. Assistant Superintendent Keith Irish replied that all the current math curriculum is outside the eight-year adoption process. “We had to approve substantial dollars close to \$500K just for curriculum in support this year for our existing curriculum. So if we decided to delay and pilot other material, we would have to purchase existing curriculum again for next year. We spent close to \$60K this year for piloting math...” “It would shift some of our focus, we would have to make some adjustments in our professional learning plan, Strategic Plan, if that's what we need to do. But I want to caution if we do not make a decision tonight we are definitely delaying the process. Because we can't wait until the next Board meeting to make an adoption. We won't get the materials. We won't be able to set up training for the summer...” “So maybe the best thing is to step back, do more work around what we're talking about on the shifts, continue to pilot...that could be a possibility. But either way, if we make the decision to delay we won't be adopting anything new next year.” He wanted the Board to be aware of this.

Vice President Anthony asked if IM would prepare students for college. Mr. Brockmeyer said he believes staff can prepare students for college if there is a better job in supporting educators to make the shifts to support the students.

Dr. Hsieh asked about the possibility of continuing piloting. Mr. Irish said Ed. Ser. would be allocating money to support the pilot next year. Mr. Brockmeyer said it is important to understand that many voices were not being heard at this meeting, including some very strong voices and strong evidence supporting the program. “...looking at that feedback, looking at that data, looking at the rationales is what we're really concentrating on...” He said uplifting all voices and people

expressing their desire, but worrying about putting their name behind their decision is something to think about.

President Lujan thanked the team and teachers who participated. She asked what adequate support for teachers would look like. Ms. Mullassery reviewed the support needed for planning, collaborating, and training and making sure all materials arrive on time. Ms. Seigel agreed, but noted it is more complicated at the elementary level where she does not support math teachers specifically. "So training and supporting our site administrators is how to help support their teachers in the classroom." "We've worked with three different IM administrators. Their content knowledge was really amazing, having ideally multiple days where teachers could plan a lesson, teach a lesson, and debrief it with those facilitators." "They also offer training for coaches like us." President Lujan asked if they delayed adoption, how that would impact the plan for middle school math. Mr. Irish confirmed it would not impact that plan.

President Lujan said she was very conflicted and this was no clear pathway to a decision that supports staff. She stated that this was not a reflection of the work TOSAs did. Mr. Brockmeyer said the TOSAs did everything possible to support the process. "And really, it's been a little disheartening getting personal attacks on this. They have done everything they can to be transparent to share everything to respond to everyone and probably too much."

Dr. Hsieh said it is not okay to attack and everyone works on this together. "It's okay [if] we disagree with each other, but attacking is totally not our culture."

O. PRESENTATION WITH POTENTIAL ACTION - None

P. CONSENT AGENDA

Senior Executive Assistant, Nalani Allen-Cantley, noted that on Item 2b, the form in the Board packet did not include an Athletic Director for SSFHS. Yesterday, Daniel Flores was chosen for the position and she will update the form before sending it to the CIF.

Since one Trustee was teleconferencing, all motions required a roll call vote.

MOTION #66 (Murray/Richardson) to approve Item 1a, Minutes to the regular Board meeting, March 28, 2024; 2a, SPSAs; Item 2b Designated representatives to CIF for 2024-25; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 4a, Purchase Order Listing, February 1 - 29, 2024; Item 4b, Warrant Register, February 1 - 29, 2024; Item 4c, Cash Receipts, February 1 - 29, 2024; Item 4d, Declaration of surplus items; Item

4e, Declaration of surplus items - SSFHS old auto shop: Item 4f, Gifts to the District, April 2024; Item 4g, 2023-24 fundraising events; Item 4h, Professional service agreements under \$25,000. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

ACTION

1. ADMINISTRATION

a. Resolution No. 24-34 for Asian American and Pacific Islander Heritage Month

Board Clerk Hsieh read the resolution.

MOTION #67 (Anthony/Murray) to adopt #24-34: Honoring Asian American and Pacific Islander Heritage Month. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. Approval of District's Updated Board Bylaw

MOTION #68 (Hsieh/Richardson) to approve District Board Bylaw BB 5127 and waiving of a second reading. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

2. EDUCATIONAL SERVICES

a. Approval of Imagine Learning Math Curricula

Vice President Anthony said "As you heard in our series of questions, I think we are trying to decide something that's going to make the median person sort of happy." "...we're making some people super-happy, we're making some people very disappointed." This is going to be a big shift and she does not "...want us to adopt something like this without knowing and fully committing to putting the money into the professional development it's going to take to do it." The adoption would be about \$5M plus another \$1M for training. "And I don't want to do it unless we're sure that we're going to find that money because we know that we don't have an unlimited budget."

Trustee Hsieh said she agreed with Trustee Anthony. She does not feel like there is a buy-in, it's 50-50, and she does not feel like she can commit. Without enough buy-in from the teachers, the program will not be successful. "I'm not ready to rush into this. I would like to have a little bit more time and [to] have our teachers have more time on this."

If the program is not adopted, she would like to "... continue piloting and provide adequate support so we are ready for the next move."

Trustee Richardson said the State believes the District is ready for this. She is excited to see the innovation in teaching the youngest students who are most open to understanding a new concept. "Everything has a component and you need to have a leap of faith. And yes, it's troubling to our teachers." Some will say why change something that is not broken. "And we've taken on full equity in mind and we have to work towards that goal as hard as it is." "We are here to innovate." "Because we know we can tap in early-on, and we have to take a step forward."

Vice President Anthony agreed with Trustee Richardson and the data shows that the current state is not working for all kids. "And, you know, I think not making the decision puts us in a position where we're going to continue to not serve all kids. And so potentially, either one could be great. Because either one is probably going to be better than what we've got now."

Trustee Murray said she would like to see more consensus. "I want the adoption of the new curriculum to be successful. And when you have half of the teachers that participated in the pilot saying that they don't want this curriculum, I don't think at this point in time that it can be successful."

Dr. Moore thanked the Board for listening to all the concerns raised to make sure the District will adequately serve all our children well. She said, "I want to remind us, we made a bold and innovative Strategic Plan and part of this work means we have to be willing to evolve, to adapt to change. Change is hard. Change is uncomfortable. But if we keep our focus on what is best for students and taking in the perspectives of our entire community, which I think the Board is doing, ...I want us to remember that not everything that we are going to do or implement is going to be easy for everybody. We will never get 100% of the people, 100% supportive of everything that we're trying to do. So whatever the decision is tonight, we are going to take direction from the Board and we will do everything we can to make it successful for our teachers and our families and our paraprofessionals and classified staff and we will keep students at the center of that. All of us are here in deference to children but I want us to also remember, when we are not, if we are comfortable all the time, we are not growing." "And so there are going to be things that we are going to be asking to do, we have to make some shifts. We are looking at our data. And we have incredible staff here who believe in our children. I believe that they believe. And yet what we are doing based on our data is not serving all students, particularly those who are most marginalized. And so I want

us to always come back to our equity policy. We don't want predictable results. Since I've been here we can predict results based on students' demographic socioeconomics. We are also going to have to be bold in our decision making and what we are doing to move forward, in order to really serve all students well, like I know our entire community wants to do."

President Lujan agreed something needs to shift. "Our student performance data shows there are opportunity gaps." "I think our staff needs more support with the framework behind what informed this curriculum. I would like to see more buy-in. Yes, change is hard." "So I think with more support, with understanding the framework, I believe after the pilot we may come back with the same recommendation but more support, or we may come back with different recommendations. But I do think there needs to be more foundational understanding as to why. I know we have amazing teachers dedicated to supporting every single one of our students."

MOTION #69 (Anthony/Richardson) to approve the purchase of Imagine Learning curriculum and professional training for grades Kindergarten through Algebra 2. (AYES: Anthony, Richardson; NOES: Hsieh, Lujan, Murray). Motion Failed on a 3-2 vote.

b. Approval of We Can Work (WCW) Agreement and Adoption of Resolution #24-03

MOTION #70 (Richardson/Hsieh) to approve the WCW agreement for the 2024-25 to 2026-27 school years, authorizing the District representative to sign the contract authorization form for the Department of Rehabilitation, and adoption of resolution #24-03, authorizing designated District personnel to sign documents. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Approval of the GeoVisions J-1 Visa Exchange Visitor Program Host Agreement for 2024-25

MOTION #71 (Murray/Hsieh) to approve the GeoVisions J-1 Visa Exchange Visitor Program Host School/District Agreement for the 2024-25 school year to enhance recruitment and hiring strategy for Special Education teachers and paraeducators aligned to the District's Strategic Plan for 2024-29. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. Approval of a SMCOE/Alder Graduate School of Education Teacher Residency Agreement for 2024-25

MOTION #72 (Anthony/Hsieh) to approve the SMCOE/Alder Graduate School of Education Teacher Residency Program agreement for the 2024-25 school year for two Teacher Resident Candidates and two Teacher Residency Mentors placed in District Title 1 elementary schools. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

c. Approval of Human Resources Director for Unrepresented Classified Management Position and Job Description

MOTION #73 (Murray/Hsieh) to approve the Director of Human Resources Unrepresented Classified Management position and job description to assist in planning, organizing, directing, and administering critical aspects of employee and labor relations along with other duties as assigned. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

d. Approval of a Provisional Internship Permit #1

MOTION #74 (Hsieh/Murray) to approve a Provisional Internship Permit for Janel Anderson, a certificated employee at Alta Loma MS. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

e. Approval of a Provisional Internship Permit #2

MOTION #75 (Hsieh/Murray) to approve a Provisional Internship Permit for David Jimenez, a certificated employee at Alta Loma MS. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

f. Approval of a Variable Term Waiver

MOTION #76 (Hsieh/Richardson) to approve the Variable Term Waiver for Anne Tricia Baltazar, a certificated employee at Los Cerritos ES, retroactive to April 1, 2024. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

3. BUSINESS SERVICES

a. Approval of the Proposals with Edgeworth for the Spruce ES Audio Systems Upgrade

Vice President Anthony said the bid seems to be on standard wage vs. prevailing wage and it does not include the cost for renting risers and asked if the bid would be different if it included those things. Assistant Superintendent Ted O replied they confirmed with Edgeworth that a mistake was made under certification exclusion and the bid is now at State prevailing wage rates. They have already submitted an updated agreement for this which includes the lift and everything needed to do the work. He said the District received a discount so the new amount is \$29,727.70.

Trustee Richardson asked if this item is part of the bond program. Mr. O said it is a Facilities project.

MOTION #77 (Anthony/Richardson) to authorize Business Services to accept the proposals with Edgeworth, in the updated amount of \$29,727.70, for the Spruce ES audio systems upgrade. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

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

Trustee Richardson asked about the Genentech litigation settlement on taxation and how it impacts SSFUSD. President Lujan replied that staff currently does not have the information, but when it is available she will work with Dr. Moore to add a closed session item since it is litigation.

May 9, 2024

- Recognition for outgoing Student Trustee Wong
- Teaching and learning presentation - SSFHS
- Approval of the Board meeting calendar for the 2024-25 school year
- Approval of Health Connected MOU for 2024-25
- Approval of Graduates and Certificates of Completion - Baden HS, ECHS, SSFHS, and Adult Ed
- Resolution for Fund 11 and Fund 14 account balances
- Approval of MOU with Legarza Sports for 2024-25
- Approval to continue contracts with Non Public Agencies (NPAs)

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

- Board self-evaluation

May 23, 2024

- Teaching and learning presentation - Alternative Education
- Presentation on the Facilities Department
- Approval for destruction of Disposable Class 3 records
- Information on May revision of the Governor's 2024-25 budget
- Approval for 5th graders to attend SMCOE Outdoor Education

- Approval of the agreement with Remind for the 2024-25 school year
- Approval of the agreement with Newsela for the 2024-25 school year
- Approval of the agreement with BeGlad for the 2024-25 school year
- Approval of the agreement with SMCOE for Center for Learning Data Sharing
- Approval of Bill Savidge Facilities Consulting agreement for 2024-25
- Resolution in support of LGBTQ+ Pride Month (June)

June 6, 2024

- Presentation on 2024-25 LCAP draft plan
- Presentation on 2024-25 Preliminary Budget
- Presentation on Special Education School Services Study
- Approval of Dairy Products IFB Rollover for 2024-25
- Approval of Fresh Produce RFP Rollover for 2024-25
- Approval of the Distribution of Processed USDA Foods Bid Rollover for 2024-25
- Approval of Commercial Food and Supplies award for 2024-25
- Public Hearing 2024-25 LCAP draft plan
- Public Hearing 2024-25 Preliminary Budget
- Approval of Local Indicators
- Approval of SMCOE Induction Program agreement for 2024-325
- Approval of Literably contract for 2023-24
- Approval of updated Board Governance Handbook
- Approval of Board of Trustees Compensation increase for 2024-25
- Approval of Skyline Middle College MOU for 2024-25
- Approval of Scoot Education MOU
- Resolution on Budgetary increases and year end transfers

June 20, 2024

- Presentation on YSB Counseling and Safe School Advocates Services and approval for 2024-25
- Presentation on SLO MOU with student data
- Presentation and approval of Board priorities for 2024-25
- Information on Daybreak Mental Health and approval of MOU
- Approval of SMCOE Outdoor Education dates for 2024-25
- Approval of Paper Education Company agreement for 2024-25
- Approval to increase facility use fees for 2024-25
- Approval to increase District rental/leasing rates for 2024-25
- Adoption of 2024-25 LCAP
- Adoption of 2024-25 Preliminary Budget
- Approval to continue NPS contracts for 2024-25
- Resolution on Education Protection Account Funds

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Trustee Murray said she had attended a few meetings, but she did not want to talk about them because she felt bad about all the work that was put into the math adoption. She feels like more work needs to be done. “But I just want to let you know that I appreciate everything you have done, and I appreciate all of you.”

President Lujan echoed what Trustee Murray shared. “We’re grateful for the effort that everyone put in. And that, since it was a sad meeting, I’m just going to adjourn.”

ADJOURNMENT - 9:45 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of May 9, 2024

SSFUSD Equity Definition

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

OPEN SESSION - 6:00 p.m.

A. CALL TO ORDER

CLOSED SESSION - 6:00 p.m.

1. To consider the appointment of two (2) public employees to the positions of Chief of Strategy and Communications and Principal of Parkway Heights MS in accordance with California Government Code Section 54956.
2. Conference with Labor Negotiators
Agency Designated Representative: District Assistant Superintendent for HR/Student Services
Employee Organization: SSFCTA
3. Superintendent evaluation.

RECONVENE INTO OPEN SESSION - 7:02 p.m.

B. ROLL CALL

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

C. PLEDGE OF ALLEGIANCE - was led by SSFHS student Aitan Milman.

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

MOTION #78 (Murray/Hsieh) to approve the appointment of Georgina Blackett to the position of Chief of Strategy and Communications. Motion Carried (Unanimous)

MOTION #79 (Murray/Lujan) to approve the appointment of Kathie Nguyen to the position of Principal of Parkway Heights MS. Motion Carried (Unanimous)

F. REVIEW OF AGENDA - No changes.

- G. PTA COUNCIL REMARKS** - President Lauren Kitchen thanked Dr. Shawnterra Moore, Vice President Amanda Anthony, Trustee Patricia Murray, Mr. Ted O, Principals, and the incoming/outgoing PTA Board members for attending the PTA Council Installation Dinner on Tuesday. At the event, Monte Verde teacher Mary Musallam was celebrated with the Honorary Service Award for her work at three schools and planning a yearly fall carnival and auction. PTA held two elementary science festivals at Parkway Heights MS and Spruce ES, where students had hands on activities in chemistry, engineering, and design. She also recognized the SSFHS PTSA and their president Dee Scharff for bringing "...the community of parents together to partner to support the student activities from leadership to band to drama." "And finally, in honor of Teacher Appreciation Week, I would like to express gratitude to all teachers on behalf of the PTA members and parents. We thank you for your dedication and work to teach our children."

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators - None

South San Francisco Classroom Teachers Association - None

California School Employees Association Chapter 197 - None

- I. PERSONNEL COMMISSION** - Assistant Superintendent J. Marwan Hannon reported that next Commission meeting will take place on May 20, 2024.

J. ITEMS FROM THE BOARD

President Daina Lujan reported that she attended the City Subcommittee meeting on Tuesday where a variety of topics were discussed. She said City staff received feedback from high school staff and students on how to grow and build the Youth in Government Day following this year's success. Other topics were community centers to support newcomers and leveraging partnerships. Overall they had a positive exchange of information.

K. SUPERINTENDENT'S REPORT (presented by Assistant Superintendent Keith Irish on behalf of Dr. Moore.)

- a. **Recognition for outgoing Student Trustee Jamie Wong** - "While serving as a Trustee, she has provided valuable insights and timely updates through the lens of a student perspective. Additionally, she's kept the Board, the staff, and the community well informed on various activities and events happening at ECHS, oftentimes through the lens of academics, social and emotional health, athletics, and extracurricular activities. I commend her for being a wonderful example and model for positive productive leadership. The Board and I are pleased to present Ms. Wong with a certificate of appreciation for being the spring Student Trustee this year and welcome her back as she will also serve as ECHS's Student Trustee this fall."
- b. **Teacher Appreciation Month** – "May is a month of appreciation to all our educators which includes every employee in SSFUSD. In partnership with the SSF Chamber of Commerce, the District, South San Francisco CTA, the City of SSF, the SSF Education Foundation, and the Bay Ed Fund, we are thrilled to introduce the Educating and Thriving initiative. This program aims to acknowledge and support our educators of SSFUSD by presenting them with a \$50 Visa gift card in recognition of their unwavering commitment and service. Our educators, who encompass every adult in our District, are our most essential asset. We couldn't achieve our mission to help students reach their academic potential without them. I am deeply thankful for our educators' dedication, their presence, and their passionate commitment to serving all students well. I am honored to work alongside and learn from the finest educators in San Mateo County, and I am immensely proud of the relationships they have fostered, the care they have nurtured, and the support they provide to ensure student well-being and success in SSFUSD! As requested in my community letter that was shared Monday evening, I want to encourage our students, parents, grandparents, and community members to write a letter of thanks to our teachers and staff members, or do something thoughtful and kind to make sure our staff feel valued and appreciated for the tireless ways in which they show up, in service of our students."

L. STUDENT TRUSTEE REPORTS

1. Jamie Wong, Spring Student Trustee and ASB President ECHS, highlighted the following recent and upcoming events at her site; On Tuesday, they celebrated Senior Awards night recognizing seniors for their exceptional achievements and honoring individuals who have gone above and beyond; a leadership banquet will be held on May 28; college decision day is May 15 and seniors will share their decision starting next week on whether they are heading to college, taking a gap year, attending trade school, or exploring other opportunities; next week is Spirit Week which concludes on Friday with a farewell rally, Spring on the Green, and a Farewell Dance; on May 16 and 17, the spring concert series will be hosted by the ECHS's Music department with jazz choirs, the symphonic band, and a wind ensemble; and on Friday, May 24, the Senior Sunset will take place from 7:00 to 10:00 p.m.

She congratulated all the athletes who participated in baseball, softball, swim, badminton, boys' volleyball, boys' tennis, and boys' golf and said, "We are immensely proud of all your accomplishments on and off the field and we want to thank you for representing El Camino with pride and sportsmanship."

Ms. Wong said during Teacher Appreciation Week they are gifting every teacher a handmade succulent plant and handwritten letters to express their appreciation and thanks for their crucial role in students lives and their dedication to helping them reach their full potential.

2. Ira Sergio, Fall Student Trustee and ASB President SSFHS, shared the following news from her school; She congratulated their badminton team for claiming the PAL division title and being division champions for the first time since 2006; also, the baseball team won another game this season, making this their 20th game won and claiming the title of division league champions, advancing to CCS; the track team competed at PALs last week and many of the athletes will be moving on to CCS; an end of the year dance show takes place tomorrow; next week is the final Spirit Week entitled *Time Capsule*, with trends from the past four years in high school; next Tuesday is Senior Awards Night where seniors will be acknowledged and celebrated for all their achievements; and Senior Sunset takes place on Friday, May 17.

During Teacher Appreciation Week, she thanked teachers for all the hard work and time they have dedicated to the SSFHS students. "In order to ensure this does not go unnoticed, ASB has made a thank you poster to proudly put on display and our ASB students have made thank you cards for our staff expressing their gratitude for all they have done for us."

"As I conclude my report, I would like to say that it has been a true privilege to be given the opportunity to be Student Trustee, to be able to connect on a deeper level with not only my community but with other schools in the District has been very rewarding. Thank you for all of this opportunity."

Student Trustee Wong left the meeting at 7:23 p.m.

M. PUBLIC COMMENTS

Megan Connery, ECHS's Math Department Chair, thanked the Board for "...making the excellent decision to hold off on adopting a new math curriculum. As one of the teachers who hasn't been sold on Imagine Learning, I really appreciate the Board listening to the teachers. But now it's been two weeks, and we have heard nothing from Ed. Services on what to do next." TOSA Karie Mullassery thanked the teachers for their hard work and dedication, but they have not heard from Assistant Superintendent Irish, Mr. Jason Brockmeyer, or Dr. Marianne Hew. She feels Ed. Services did not have a contingency plan and assumed the adoption would pass "...even though 50% of the teachers didn't agree with the decision." She said the teachers were told their opinion mattered, but apparently it did not and Ed. Services knew, from the beginning, what curriculum they wanted. She stated, "I believe that they actually wanted to have the teachers' opinion, but my confidence in that has waned." She complimented the TOSAs for their hard work and looks forward to hearing about the plan for next year.

N. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

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

Principal Kevin Asbra shared educational priorities and programs at SSFHS. During his presentation, he recognized the following parent volunteers who will receive certificates of appreciation from the Board: Sharon Ching, Leonard Lo, Stephanie Tejada, and Laurie Zeng.

Mission Statement

SSFHS will graduate resilient, empathetic, life-long learners, who will become productive, and globally conscious citizens with useful skills to contribute to an ever-changing society.

District LCAP and School Site Goals

Principal Asbra said SSFHS's goals are in alignment with the District's priorities and LCAP goals of Academic Achievement, Professional Development, Student, Parent and Community Engagement and Special Education. SPSA goals were written around the priorities and goals. The Administrative Council, staff, and School Site Council created actionable goals with strategies for the current year. He noted that Goal #4, Special Education, includes goals and supports for their EL students. As a school, they continually strive to progress in each goal, which involves the improvement of the curriculum, instruction and assessment, providing opportunities to bolster professional learning and collaboration and strengthening leadership capacity beyond the administrative team on campus.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience and ongoing feedback to teachers and support staff. As a school, they are always collaborating on the curriculum, the seats, checking themselves in meeting benchmarks by monitoring progress toward campus wide goals, the gas tank, and always reviewing data in their performance management meetings, the engine. Their journey is always based on their goal of Equity and Excellence for all students.

Working in Tandem to Meet District LCAP and Site Goals

Goal #1-Academic Achievement

- Through regular use of data-drive discussions to increase student outcomes
- Formal/informal classroom observations focused on teaching and learning
- Teacher walkthroughs with AP and follow up discussions

Goal #2-Professional Development

- Resources built into SPSA to support teacher growth
- District/external PD to aid teachers and departments

Goal #3-Student, Parent & Community Engagement

- Continual efforts to grow support of parent community
- Parent involvement through parent groups
- ASB support for campus culture

Goal #4-Special Education

- PD for push classes providing more opportunities for students in Gen. Ed.
- Raise the percentage of students with disabilities in gen ed classes

SSFHS 2023-24 Goals

- Continue to build school community and culture on campus
- Aid freshmen as they transition through their first year of high school
- Support the academic success of SpEd and EL students
- Utilize dashboard data to identify areas of need
 - ELA/Math, attendance, ATS, graduation rates, college preparedness
- Continue to work to create equity on campus
- Encourage professional development opportunities for staff
- Support for social and emotional learning-wellness program/peer helpers

Demographics

The SSFHS student population is predominantly Hispanic/Latinx at 62%, followed by Filipino at 15%, and Asian at 13% being the largest groups.

Of the 1,351 total students, 52% are male, 48% are female. 20% are identified as English Learners, 17% are SWD and 43% are socioeconomically disadvantaged (SED).

Attendance Snapshot

Principal Asbra said attendance is an ongoing concern for SSFHS. Since October they averaged 90 to 92%. Chronic absenteeism has been problematic throughout the school year and fluctuated from 'at risk' to 'severe'. They perform home visits, engage the community liaison, and follow through on EveryDay Labs reports.

Attendance Data by Tier (August to May)

Satisfactory	47.0%
At risk	26.8%
Moderate chronic	18.2%
Severe chronic	17.1%
Extreme chronic	0.9%

Building Assets Reducing Risks (BARR)

In the Fall of 2019, SSFHS embarked on a relationship with the BARR program to aid in the difficult transition from middle school to high school. Three areas the program focuses on are attendance, academics, and behavior. Teachers meet weekly to discuss student supports, progress, and interventions.

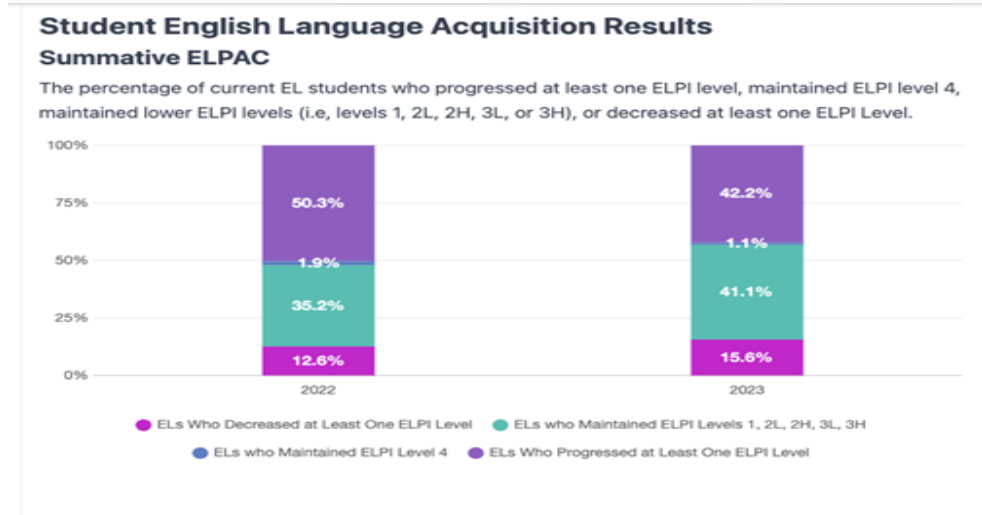
- Focus: build on student strengths, create positive and intentional relationships, use data collaboratively to problem solve
- BARR expanding into the sophomore year 2024-25

Principal Asbra reported that this program has made an impact on the school's suspension rate. Chronic absenteeism has dropped for the freshman class and behavioral incidences have declined significantly.

English Learner Progress



This indicator shows how many students advanced at least one level in comparison from 2021-22 school year to the 2022-23 school year. They had a decline of 7.6%.

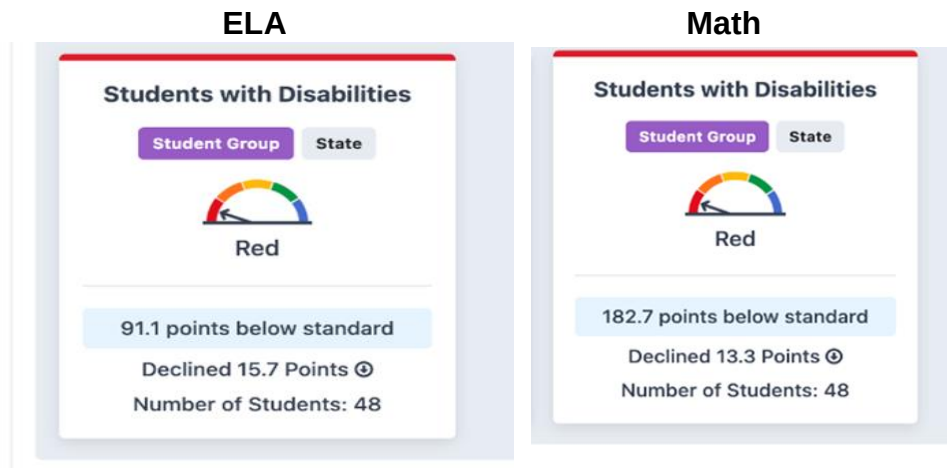


This chart shows the different percentages of each EL performance index.

Working Toward Reclassification

Principal Asbra said as they work toward reclassification, they have EL designated classes in all core areas. For those who are LTELs, there are currently four sections of Controversial Issues. This is the third year of providing this course to LTELs and it aids in developing critical thinking, speaking, and reading skills. They have a District-provided EL TOSA that supports EL teachers.

Supporting Students with Disabilities



Added Co-Taught (PUSH) Classes

- Algebra 1, Geometry
- Biology and Earth Science

- English 1CP, 2CP, 3CP, ERWC

Summer Training for Gen Ed and SPED Teachers

- Conference earlier in school year and revamping how PUSH classes are scheduled

Support Courses

- English Support 1, 2, 3 and 4
- Math Support 1 and 2
- Phasing out for 2024-25

As a school they work to provide opportunities for our students with disabilities to be in the least restrictive environment. They have PUSH classes in math, English and science. These classes have both a general education teacher and Special Education teacher to provide the necessary supports for all students to be successful. In addition to these PUSH courses that open doors for students with disabilities to be in general education classes, they have support classes in math and English to aid in their success.

CAASPP 2022-23 Data

ELA

(Numbers indicate points above/below standard for cohort average)

Student Group	SSFHS School			SSFUSD		State	
	# students	Status	Change	Status	Change	Status	Change
Asian	35	+1.25	+4.3	+61.6 DFS	+13.9	+61.8 DFS	-1.2
Filipino	56	+75.2	-6.1	+35.6 DFS	+1.3	+44 DFS	+1.1
Native Hawaiian/Pacific Islander	*			-49.7 DFS	-5.3	-32.5 DFS	-3.4
Hispanic/Latinx	174	-22.3	-23.7	-42.4 DFS	-7.4	-40.2 DFS	-1.7
African American/Black	*			-55.4 DFS	+0.6	-59.6 DFS	-2
White	18	-25.1	+15.6	+8.7 DFS	+8.2	+20.8 DFS	-0.8
English Learners	37	-129.2	-5.2	+50.9 DFS	-13.3	-67.7 DFS	-6.5
Students w/Disabilities	48	-91.1	-15.7	-95 DFS	-1	-96.3 DFS	-2.5
Socioeconomically Disadvantaged	147	-24.4	-7.9	-42.9 DFS	-3.6	-42.6 DFS	-1.2
All Students	302	+15.5	-17.5	-3.3 DFS	-1	-13.6 DFS	-1.4

All students - overall they stayed in the yellow category with a 17.5-point decrease

SWD - very low

ELs and socioeconomically disadvantaged - low

Hispanic - low

Filipino – low

While the subgroups of Asian and white students increased from the previous year, there were not enough students in each of these subgroups to obtain a performance color.

Math

(Numbers indicate points above/below standard for cohort average)

Student Group	SSFHS School			SSFUSD		State	
	# students	Status	Change	Status	Change	Status	Change
Asian	35	+41.6	+70.9	+51.4 DFS	+9.1	+50.8 DFS	+2.3
Filipino	56	-20.3	+4.5	-1.4 DFS	-4.9	+7.4 DFS	+4.8
Native Hawaiian/Pacific Islander	*			-66.6 DFS	+1.1	-71.3 DFS	0
Hispanic/Latinx	173	-127.1	1.9 Maintain	-75.8 DFS	-3.7	-80.8 DFS	+2.6
African American/Black	*			-99.9 DFS	+5.1	-104.5 DFS	+2.6
White	17	-132.9	-21.5	-23.1 DFS	+5.8	-11.1 DFS	+2.3
English Learners	66	-150.5	+59.9	-68.5 DFS	-10.9	-93.4 DFS	-1.4
Students w/Disabilities	48	-182.7	-13.3	-118.3 DFS	+5.1	-127.3 DFS	+5.5
Socioeconomically Disadvantaged	148	-125.4	+3.3	-73.1 DFS	-0.9	-80.8 DFS	+3.2
All Students	301	-81.2	+8.7	-32.8 DFS	-0.3	-49.1 DFS	+2.6

All students - yellow category with an 8.7-point increase
 ELs, SWD, socioeconomically disadvantaged - low
 Hispanic - very low
 Filipino - increased to green category

Principal Asbra said for both ELA and math, SSFHS is in the middle color band and continues to work to maintain this color band or higher by increasing scores above standard.

Suspension

Student Group	SSFHS			SSFUSD		State	
	# students	Status	Change	Status	Change	Status	Change
Asian	136	2.2%	+1.3	1%	+0.3	1.1%	+0.2
Filipino	208	1.9%	+1.0	2.3%	+1.3	1.3%	+0.1
Native Hawaiian/Pacific Islander	*			9.5%	+6	4.9%	+0.4
Hispanic/Latinx	823	8.9%	+2.1	5.1%	+1.4	3.8%	+0.5
African American/Black	*			7.9%	-1.3	8.8%	+0.9
White	74	12.2%	+6.2	4.7%	+1.8	2.9%	+0.2
English Learners	305	11.5%	+3.1%	4.4%	+1.7	3.7%	+0.5
Students w/Disabilities	206	16.5%	+2.9	6.8%	+1.8	5.9%	+0.5
Socioeconomically Disadvantaged	700	9.9%	+1.4	5.3%	+1.5	4.5%	+0.5
All Students	1338	7.7%	+2.2	3.9%	+1.3	3.5%	+0.4

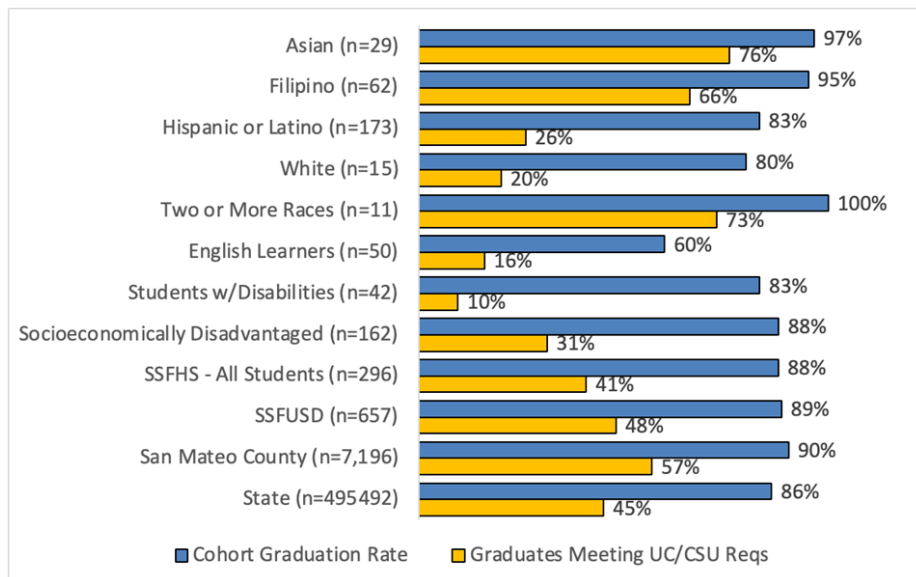
Principal Asbra said they continue to work closely with the Director of Student Services and also the District's ATS Coordinator to implement interventions and avoid suspensions. Last spring, they began a new program called Saturday Community Service, as an additional tool prior to suspension. He said the total number of suspensions this year

will be below last year's 106. They continue to minimize the number of suspension to keep students in classrooms.

SSFHS Class of 2023

Adjusted 4-year Cohort Graduation Rate (ACGR) and UC/CSU Requirements Met

The following ACGR 4-year AGGR is reported from the CDE DataQuest, based on data submitted via CALPADS through the Class of 2022. For the ACGR, a regular high school diploma is the standard high school diploma awarded to the majority of students in the State. It is fully aligned with the State's standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting IEP goals.



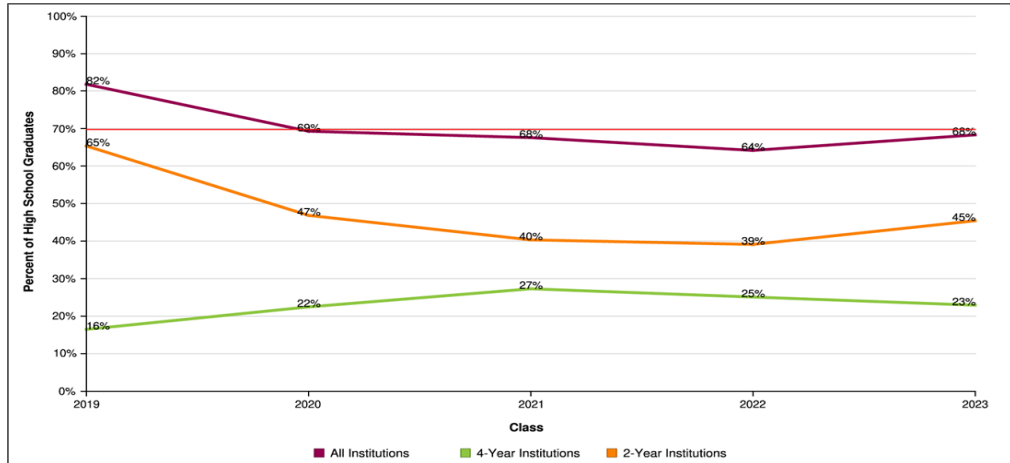
Principal Asbra said he is concerned with the gold band which is the a-g requirements. This represents the percentage of graduates who are eligible to attend a CSU or UC. This is an area they are working to improve. He is lobbying for making graduation requirements meet a-g. This does not mean every student will meet them, but the minimum requirements do not meet the a-g requirements, which is hurting the students.

SSFHS Graduates Pursuing Post-Secondary Education

Percentage of SSFHS Graduates Enrolling in Post-Secondary Education Institutions Immediately After High School

Principal Asbra shared that this is the second year that SSFUSD has partnered with the National Student Clearinghouse Tracker to gain insight into post-secondary enrollment trends for their students. The

tracker matches data about graduates with enrollment records from participating post-secondary institutions during the fall enrollment period and then again in the spring. They are also able to see data on students completing certificate and degree programs for some previous cohorts. While not all our graduates or post-secondary institutions are included in this data, these reports provide some insight on students after high school, since the other data is largely self-reported by students in the spring of their senior year.



Four year institutions have dropped a little, while 2-year ones increased.

Supporting Social and Emotional Learning (SEL) Needs of the Community

Principal Asbra noted that one of the biggest challenges post-CCOVID continues to be the social emotional needs of students. Their current strategies include:

- Academic Counselors, Wellness Counselor, School Psychologists and a School Safety Advocate provide ongoing support.
- They continue to meet weekly to discuss supports for students experiencing various social and emotional challenges.
- They are also looking at possibilities for PD for entire counseling staff to better support the needs on campus.

Creating a Culture of Equity

Principal Asbra shared that SSFHS continues to address the issues of equity and break down barriers in the educational system and society at large, so students are able to have opportunities for whatever area they want to choose.

As he is retiring this year, Principal Asbra thanked the Board members, Cabinet, and students for their support. He acknowledged the support of the District Office personnel as well. He said, "It is time for another chapter in my life."

Trustee Murray wished Principal Asbra good luck and said it has been a pleasure working with him. "Every single one of your reports to us have been inspirational because the numbers show how much you love the students and how you're constantly trying new things to make this District better. One of the things that I picked up on in this report was that you said that you want their degrees to mean something, and that has been consistent from the very first time that you came..." "...whatever it is, you always wanted to graduate kids who are going to be able to be successful in life. And I appreciate that."

Dr. Chialin Hsieh thanked Principal Asbra for his presentation. Regarding the four-year cohort graduation rate and the CSU/UC requirements, she said the District is not setting the students up for success. She asked what ideal goal should be set and how the Board can support it. He spoke about the number of credits increasing from 220, when he first arrived at SSFHS, to the current 280 credits. He asked, "When you increase the number of credits that are possible, are you not going to increase some of the graduation expectation credits?" He replied to her question regard the goal and Board support, saying, "...graduation requirements come hopefully from enough people that come forward and say we need to make sure that the a-g requirements are the minimum requirement."

Principal Asbra praised the Board for allowing students who do not have the required 220 credits to walk across the stage. "I think our families will greatly appreciate that and it will mean a lot to our students." They can make up the credits in summer school and then receive their diploma.

Trustee Mina Richardson told Principal Asbra that there are other options for students apart from college, such as the trades or other professions where they can also be successful. She appreciates his outlook on that and his words of wisdom.

Vice President Anthony thanked Principal Asbra on his presentation and retirement. "I really appreciate the conversation on raising standards, because our kids can meet it." She asked about a student being fluent in another language, such as Spanish for an EL, taking a third year class. He said colleges would consider the students has taken three years of that language. She thanked him for actively reaching out to his parent population and working to find ways to engage them, such as having translators at meetings.

President Lujan also thanked Principal Asbra for the presentation and the difference he has made at SSFHS. "I am sad you're transitioning, but I also hope that you are able to enjoy retirement to the absolute fullest."

O. PRESENTATION WITH POTENTIAL ACTION - None

P. CONSENT AGENDA

MOTION #80 (Murray/Hsieh) to approve Item 1a, Minutes to the regular Board meeting, April 11, 2024; Item 1b, 2024-25 Board meeting calendar; 1c, Children's Center students to participate in summer field trips; Item 2a, Baden HS counselor to travel to Kansas City, MO; Item 2b, CTE Coordinator to travel to Rancho Mirage, CA; Item 2c, 2024 proposed graduates; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 4a, Gifts to the District, April 2024; Item 4b, 2023-24 fundraising events; Item 4c, Professional service agreements under \$25,000. Motion Carried. (Unanimous)

ACTION

1. EDUCATIONAL SERVICES

a. Approval of Agreement with Legarza Sports for Physical Education Instruction for the 2024-25 School Year

Vice President Anthony said she was glad this agreement was being brought back for next year.

Trustee Richardson asked how long the District has been using this company. Mr. Irish replied that this is the first year and he has received positive staff feedback on the program.

MOTION #81 (Hsieh/Murray) to approve the agreement between SSFUSD and Legarza Sports to provide standards aligned physical education instruction for students in K-5 at all nine elementary schools for the 2024-25 school year. Motion Carried. (Unanimous)

b. Approval of Health Connected MOU for the 2024-25 School Year

MOTION #82 (Hsieh/Anthony) to approve the Health Connected MOU for a sexual health education program provided to 8th grade students for the 2024-25 school year. Motion Carried. (Unanimous)

2. HUMAN RESOURCES

a. Approval of the Cooperative Organization for the Development of Employee Selection Procedures (CODESP) Agreements for the 2024-25 School Year

MOTION #83 (Anthony/Murray) to approve the CODESP Member Service Agreement and CODESP Agency Security Agreement for the 2024-25 school year. Motion Carried. (Unanimous)

3. BUSINESS SERVICES

a. Resolution No. 24-35 for Fund 11 and Fund 14

MOTION #84 (Anthony/Murray) to adopt Resolution #24-35: Authorizing the establishment of fund balances for Fund 11 - Adult Education and Fund 14 - Deferred Maintenance. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. Approval of Amendment #1 to the Cumming Group Agreement for HVAC Packages A and B, Baden HVAC and Reroofing, and SSFHS Auto Shop Conversion Projects

Vice President Anthony said the Ballet Folklórico students would have a better space for their program when the auto shop is converted.

MOTION #85 (Hsieh/Anthony) to approve amendment #1 to the Cumming Group agreement, with outside construction management services, in the amount of \$196,995, for the HVAC Packages A & B, Baden HVAC and reroofing, and the SSFHS Auto Shop Conversion projects. Motion Carried. (Unanimous)

c. Approval of Change Order #1 to the E. F. Brett and Co. Agreement for the HVAC Project Package B, Project #16-23

MOTION #86 (Murray/Hsieh) to approve Change Order #1 to the E. F. Brett Co. agreement, in the amount of \$192,394, for the HVAC Project Package B Project #16-23. Motion Carried. (Unanimous)

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

Trustee Hsieh requested a study session on a-g college requirements.

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

- Board self-evaluation

May 23, 2024

- Teaching and learning presentation - Alternative Education
- Presentation on the Facilities Department
- Approval of the Children's Center Program annual self-evaluation reports
- Approval for destruction of Disposable Class 3 records
- Approval of Dairy Products IFB Rollover for 2024-25
- Approval of Fresh Produce RFP Rollover for 2024-25
- Approval of Commercial Food and Supplies award for 2024-25

- Approval of the Distribution of Processed USDA Foods Bid Rollover for 2024-25
- Information on May revision of the Governor's 2024-25 budget
- Approval of the agreement with Remind for the 2024-25 school year
- Approval of the agreement with Newsela for the 2024-25 school year
- Approval of the agreement with BeGlad for the 2024-25 school year
- Approval of the agreement with SMCOE for Center for Learning Data Sharing
- Approval to the agreement EveryDay Labs attendance software for 2024-25
- Approval of Bill Savidge Facilities Consulting agreement for 2024-25
- Resolution in support of LGBTQ+ Pride Month (June)

June 6, 2024

- Presentation on 2024-25 LCAP draft plan
- Presentation on 2024-25 Preliminary Budget
- Presentation on Special Education School Services Study
- Public Hearing 2024-25 LCAP draft plan
- Public Hearing 2024-25 Preliminary Budget
- Approval of Local Indicators
- Approval of SMCOE Induction Program agreement for 2024-325
- Approval of Literably contract for 2023-24
- Approval of updated Board Governance Handbook
- Approval of Board of Trustees Compensation increase for 2024-25
- Approval of Skyline Middle College MOU for 2024-25
- Approval of Scoot Education MOU
- Resolution on Budgetary increases and year end transfers

June 20, 2024

- Presentation on YSB Counseling and Safe School Advocates Services and approval for 2024-25
- Presentation on SLO MOU with student data
- Presentation and approval of Board priorities for 2024-25
- Information on Daybreak Mental Health and approval of MOU
- Approval of SMCOE Outdoor Education dates for 2024-25
- Approval of Paper Education Company agreement for 2024-25
- Approval to increase facility use fees for 2024-25
- Approval to increase District rental/leasing rates for 2024-25
- Adoption of 2024-25 LCAP
- Adoption of 2024-25 Preliminary Budget
- Approval to continue NPS contracts for 2024-25
- Resolution on Education Protection Account Funds

SUMMARY OF BOARD DIRECTIVES

1. Agendize a study session on a-g college requirements.

GOOD AND WELFARE

Trustee Richardson reported she attended the Genentech Poster Science Garage with interesting presentations by the students. She also participated in the Teacher Induction event for 24 teachers who were welcomed by all Board members. On Friday, she went to the Science Fest by Spruce ES's PTA which was engaging for the students. She attended the City Subcommittee meeting. Yesterday, Dr. Moore and Board members toured Baden HS and saw the progress Principal Seemaa Prasad is making. Trustee Richardson wished all the moms a Happy Mother's Day.

Dr. Hsieh wished Principal Asbra a great retirement and a great wrap-up for the students.

Trustee Murray congratulated the incoming and outgoing PTA officers. She thanked the teachers and staff for all they do and give to the students. "I appreciate all of the principals who allow us to come into their schools and show us around and actually give us a better understanding of your campus culture." She also thanked the SSF City Council for passing a resolution for a cease fire in Palestine.

Vice President Anthony congratulated all of the new teachers who have completed the induction program. She attended an exciting Golden Apple and retirement ceremony last week. She participated in the PTA Council installation dinner. She went to an event hosted by Stanford Healthcare's Community Connect program last Friday and learned that "...one of the things they do is they really try to have a lot of programs for youth, and I just wanted to let everybody know that if we want their life flight to land on our football field, we can ask for that. And they can do a demonstration."

President Lujan wished students the best during their finals and hoped they enjoy the end of the year celebrations. She thanked staff for staying strong through all the activities "...and I hope that you enjoy the new opportunities that come before you in the new school year, whatever they may be."

ADJOURNMENT - 8:20 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting of May 11, 2024

OPEN SESSION – 9:07 a.m.

A. CALL TO ORDER

B. ROLL CALL

Board Members: Ms. Amanda Anthony - Present
Dr. Chialin Hsieh - Present
Ms. Daina Lujan - Present
Mrs. Patricia Murray - Present
Mrs. Mina Richardson - Absent

Cabinet Members: Dr. Shawnterra Moore, Superintendent - Present
Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Excused
Mr. Ted O, Assistant Superintendent, Business Services - Excused
Mr. J. Marwan Hannon, Assistant Superintendent, Human Resources and Student Services - Excused

C. PLEDGE OF ALLEGIANCE was led by Vice 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

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. BOARD SELF-ASSESSMENT WORKSHOP

The Board participated in a self-evaluation workshop, facilitated by California School Boards Association Consultant, Luan Burman Rivera. This session covered Board/Superintendent roles and responsibilities, governance practices, including norms, protocols, and the self-evaluation process.

ADJOURNMENT - 2:32 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

James Briano, Principal, El Camino High School

DATE: June 6, 2024

RE: Approval of Permission for an ECHS Staff Member to Attend the
OpenSciEd Curriculum Launch in Boston, MA, on June 16-22, 2024

BACKGROUND:

OpenSciEd is partnering with Boston Public Schools on this high school curriculum launch. This offers a comprehensive understanding of the OpenSciEd high school curriculum, how to implement it in the classroom, and how to facilitate professional learning for other educators. OpenSciEd curriculum will offer educators the tools and professional learning needed to help make the OpenSciEd high school come alive in the classroom. Bowie Lee requests to attend this event in Boston, MA, on June 16-22, 2024.

OpenSciEd Curriculum Launch for Teachers

Offers a comprehensive OpenSciEd curriculum launch to help teachers and educators acquire a complete understanding and practical skills for efficiently implementing the OpenSciEd curriculum in their classrooms or districts. The program is designed based on adult learning research, emphasizing a shift from teacher-led instruction to a skilled facilitator approach in professional learning. Teachers will gain hands-on experience and explore the best teaching practices focusing on student engagement.

FISCAL IMPLICATIONS:

The estimated total cost of \$3,439, will include the following:

- Registration \$ 750

- Hotel approx. \$1,889 (6-night stay)
- Food approx. \$ 450
- Transportation approx. \$ 350

Genentech Funds will be used to cover all costs for this out of state travel for one staff member.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees grant permission for ECHS staff member, Bowie Lee, to participate in the OpenSciEd Curriculum Launch in Boston, MA, on June 16-22, 2024.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

Kevin Asbra, Principal, South San Francisco High School

DATE: June 6, 2024

RE: Approval of Permission for one Staff Member to Attend the 2024
California Language Teachers' Association (CLTA) Summer
Seminar in Santa Barbara, CA, on July 19-24, 2024.

BACKGROUND:

The purpose of this trip on July 19-24, is for a staff member to participate in the French strand of a World Language Conference. It is a professional development opportunity sponsored by the California Language Teachers Association with the theme of 'Mindset of Possibility'. The goal is to learn communicative language acquisition pedagogical practices to reach all students. Strand 'F' has a particular focus on global competence and greater emphasis on people of color. Ms. Kristin Bradley requests to attend this event in Santa Barbara, CA, on July 19-24, 2024.

FISCAL IMPLICATIONS:

The 2024 CLTA Summer Seminar registration cost of \$1,700 will be paid from the Principal's Gift Fund - Academic Donation. The registration fee will cover the cost of lodging and meals, with the exception of one dinner. The remaining estimated costs are:

Airfare:	\$275
Dinner:	\$ 35
Total:	\$310

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees grant permission for SSFHS staff member Ms. Kristin Bradley, to attend the CLTA Seminar in Santa Barbara, CA, July 19-24, 2024.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

Kevin Asbra, Principal, South San Francisco High School

DATE: June 6, 2024

RE: Approval of Permission for one Staff Member to Attend the 2024
Computer Science Professional Development (CSPD) Week in
Anaheim, CA, on July 22-26, 2024.

BACKGROUND:

The purpose of this trip is for a staff member to participate in the 2024 CSPD Week. The goal is to build professional development in the CSAwesome curriculum for use at SSFHS in the Advanced Placement Computer Science A class. Ms. Rebecca Yee Lee requests to attend this event in Anaheim, CA on July 22-26, 2024.

FISCAL IMPLICATIONS:

The Californians Dedicated to Education (CDE) Foundation is providing a scholarship that covers registration, travel, and hotel accommodations. The scholarship also covers a stipend for the staff member's time (\$250/day). No substitute teacher is required.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees grant permission for SSFHS staff member Ms. Rebecca Yee Lee to attend in the CSPD Week in Anaheim, CA, July 22-26, 2024.

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

ADMINISTRATIVE APPOINTMENT 2024-2025

Bosnich, Aaron, will be placed at the Parkway Heights Middle School as the Assistant Principal on a Probationary contract effective July 1, 2024

CERTIFICATED CONTRACT 2024-2025

Jajeh, Janelle, will be placed at Parkway Heights Middle School on a Temporary contract effective August 12, 2024. Salary placement C – 1

Olson, Laura, will be placed at Alta Loma Middle School on a Temporary contract effective August 12, 2024. Salary placement C – 1

Johnson, Khalid, will be placed at Alta Loma Middle School on a Temporary contract effective August 12, 2024. Salary placement C – 5

Knudsen, Joseph, will be placed at Alta Loma Middle School on a Probationary contract effective August 12, 2024. Salary placement C – 3

Kelliher, Madilyn, will be placed at Westborough Middle School on a Probationary contract effective August 12, 2024. Salary placement C – 1

Jessup, Aaron, will be placed at Westborough Middle School on a Temporary contract effective August 12, 2024. Salary placement C – 1

Bradley, Ayden, will be placed at South San Francisco High School on a Probationary contract effective August 12, 2024. Salary placement C – 12B

Horwitz, Jackson, will be placed at South San Francisco High School on a Temporary contract effective August 12, 2024. Salary placement C – 1

Carrion, Alex, will be placed at El Camino High School on a Probationary contract effective August 12, 2024. Salary placement C – 12B

Her, Mary, will be placed at El Camino High School on a Probationary contract effective August 12, 2024. Salary placement C – 1

Mendoza, Rina Rosette, will be placed at Los Cerritos Elementary School on a Temporary contract effective August 12, 2024. Salary placement C – 1

Ruiz, Grecia, will be placed at Los Cerritos Elementary School on a Temporary contract effective August 12, 2024. Salary placement E – 11

Jones, Jennifer, will be placed at Los Cerritos Elementary School on a Temporary contract effective August 12, 2024. Salary placement D – 6

McLaughlin, Marybeth, will be placed at Spruce Elementary School on a Probationary contract effective August 12, 2024. Salary placement F – 12E

Belocura, Cherry Mae, will be placed at Skyline Elementary School on a Temporary contract effective August 12, 2024. Salary placement C – 1

Ybanez Concepcion, Mynah Marish, will be placed at Sunshine Gardens Elementary School on a Temporary contract effective August 12, 2024. Salary placement C – 1

RESIGNATION

Eldridge Appleseed, Ronnie, a teacher at South San Francisco High School effective May 31, 2024

Flores-Aguayo, Esperanza, a wellness counselor at El Camino High School effective May 31, 2024

Lindhold, Samantha, a teacher at Parkway Heights Middle School effective June 21, 2024

Tuitasi, Mariefedes, a teacher at Parkway Heights Middle School effective June 5, 2024

Valenzuela, May Jean, a teacher at Sunshine Gardens Elementary School effective May 31, 2024

Burns, Heather, a teacher at Los Cerritos Elementary School effective June 30, 2024

Peña-Ruiz, Yessenia, a counselor at Parkway Heights Middle School effective June 30, 2024

Calleja, Julie, a teacher at Junipero Serra Elementary School effective May 31, 2024

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: June 6, 2024

RE: Acceptance of Gifts

BACKGROUND:

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

FISCAL IMPLICATIONS:

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

RECOMMENDATION:

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

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

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

\$50,000 from Herman L. Alcalde and Sharon E. Alcalde to South San Francisco High School for the Alcalde Family Scholarship Fund.

\$3,000 from the Peninsula Chinese Business Association to South San Francisco High School in support of student and school needs.

\$500 from Toni R Ratcliff-Powell, trustee of the Toni Ratcliff-Powell Revocable Trust to South San Francisco High School in support of the Earl Powell Scholarship Fund.

\$18,791.50 from The Original Get Movin' Crew to Skyline Elementary School in support of the math intervention teacher program.

\$6.20 from Box Tops for Education to Spruce Elementary School in support of student needs.

\$690 from Kenwood via Crystal Communication to Spruce Elementary School in support of student needs.

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

\$1,000 from Donya Foley to Martin Elementary School in support of the partial costs of the 4th grade field trip to HEAL Project.

\$3,700 from the Monte Verde PTA 5th Grade Committee to Monte Verde Elementary School in support of Outdoor Ed.

\$1,500 from Creative Marketing Arts, Inc. to Monte Verde Elementary School in support of upcoming fieldtrips.

\$30 from Ho-Yin Ko via Mary Lin Wong to El Camino High School in support of the Track and Field Team.

\$50 from Hwee Peng Yeo via Mary Lin Wong to El Camino High School in support of the Track and Field Team.

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: June 6, 2024

RE: Acceptance of 2034-24 and 2024-25 Fundraisers

BACKGROUND:

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

The following fundraisers are being submitted for approval:

Westborough Middle School

6 th Grade Class	6 th Grade Class T-Shirt Sale - Selling t-shirts to incoming 6 th graders. Commencing June 2024 through September 2024.
ASB	School Merchandise/Spirit-Wear Sale - Commencing throughout the 2024-25 school year.
Leadership	Snack Shack – Selling leftover concessions from school events such as chips, candy, and soda. Commencing throughout the 2024-25 school year, either before or after school.

FISCAL IMPLICATIONS:

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

RECOMMENDATION:

Staff recommends that the Board of Trustees approve the fundraisers listed above.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: June 6, 2024

RE: Professional Services Agreements Under \$25,000

BACKGROUND:

The following Professional Service Agreements are being submitted for approval:

District Office – Business Services

\$1,740	Protech Consulting & Engineering - To conduct limited indoor (non-comprehensive) environmental consulting services to assess conditions associated with asbestos-containing materials (ACM) and lead-based paint (LBP) as requested to obtain regulatory compliance data prior to renovation of the Retaining Wall Repair Project at PHMS. Commencing May 2024.
---------	---

District Office – Ed Services

\$12,068	AVID Center - To provide school sites a direct line of support to regional teams, data tracking, planning guides, and self-assessments to help schools measure their success. Commencing July 1, 2024 through June 30, 2025.
\$7,000	Pala, Mary-Beth - To consult with the Induction Program Leadership Team to provide guidance and support of the Teaching Performance Assessment (TPA) to teacher candidates, participate in teacher trainings, and meetings provided by the California Commission on Teacher Credentialing (CTC), and

more. Commencing September 20, 2023 to June 2, 2024.

South San Francisco High School

Not to Exceed \$600

Sweet, Ronald - Providing timekeeping services for the girls' basketball game and football game. Commencing November 2023 through May 2024.

Ponderosa Elementary School

\$8,900

Soul Shoppe - Programs will support kids by giving conflict resolution tools that allow them to support each other as allies via the Tools of the Heart Course with four onsite lessons. Commencing August 2024 through May 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

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

Ted O, Assistant Superintendent, Business Services

DATE: June 6, 2024

RE: 2024-25 Local Control Accountability Plan (LCAP)

BACKGROUND:

The Local Control Accountability Plan (LCAP) is a component of the Local Control Funding Formula (LCFF) and all Local Education Agencies (LEAs) are required to prepare an LCAP. This plan describes how districts intend to meet annual goals for all students with specific activities to address State and local priorities.

There are 8 State priorities that the LCAP Goals must address - student achievement, student engagement, student outcomes, school climate, parental involvement, basic services, implementation of common core, and course access. In addition, they must focus on what actions/services or programs we believe will best support students in their learning. The emphasis, however, needs to show how we will support our unduplicated student groups, which are low socioeconomic status students, our foster youth students, and our English Learner students. In addition to our unduplicated students, State and local measures have also demonstrated a significant gap among additional student subgroups. SSFUSD will also support student subgroups of African American, Hispanic/Latinx, Pacific Islander, Special Education, Foster Youth, and Homeless. For the 2024-25 LCAP, the goals are in alignment with our Strategic Plan priorities so we will have 5 LCAP/Strategic Plan priorities/goals:

Strategic Priority #1 - Exceptional Instruction

Strategic Priority #2 - Engaged Students

Strategic Priority #3 - Purposeful Partnerships

Strategic Priority #4 - Empowered Educators

Strategic Priority # 5 - Equity Centered Systems

FISCAL IMPLICATIONS:

The supplemental dollars for the LCAP is approximately \$7,855, 225 million dollars.

RECOMMENDATION:

For public hearing and information/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: June 6, 2024

RE: Public Hearing on 2024-25 Preliminary Budget

BACKGROUND:

Pursuant to Education Code (EC) 52062(b)(1), school districts are required to hold a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the Local Control and Accountability Plan (LCAP). Both this public hearing shall be held at the same Board meeting as the public hearing required by EC 42127(a)(1) for the Budget to be adopted in the subsequent fiscal year, which states that on or before July 1 of each year, the Governing Board of each school district shall accomplish the following:

- Hold a public hearing on the budget to be adopted for the subsequent fiscal year. The budget to be adopted shall be prepared in accordance with Section 42126. The agenda for that hearing shall be posted at least 72 hours prior to the public hearing and shall include the location where the budget will be available for public inspection.
- Adopt a budget. Not later than five days after that adoption or by July 1, whichever occurs first. The Governing Board shall file that budget with the County Superintendent of Schools. That budget and supporting data shall be maintained and made available for public review.

Current Status:

The 2024-25 budget is developed based on a set of assumptions and the most up-to-date information available. Depending on the impact, the school district has 45 days from the date the State budget is enacted to make revisions to its Adopted Budget.

The District's General Fund, which is the largest and most important operating fund in the district, is made up of unrestricted and restricted funds. The Unrestricted General Fund is used for general education expenses such as classroom teacher and other employee salaries and instructional materials and supplies. Restricted funds are accounted separately because they are earmarked dollars and must be used for specific purposes. Restricted General Fund is used for specific state, federal, and local categorical programs, such as special education, Title I, Title II and Title III. Some of these restricted funds may be one-time while others are on-going.

For the General Fund in 2024-25, total projected revenues (including Transfers In) are approximately \$166.2 million and projected expenditures (including Transfers Out) are also approximately \$166.2 million.

Multi-Year Projection:

Districts are required to prepare a multi-year budget projection to determine if the school district will be able to meet its financial commitments for the two projected out-years, 2025-26 and 2026-27. The assumptions used and the ending fund balance for these two years will be shown in the presentation at the next scheduled meeting.

Based on these assumptions, the District will be able to meet its financial commitments for 2024-25 and the two succeeding years.

RECOMMENDATION:

For public hearing and information/discussion only.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: June 6, 2024

RE: Approval of the November 5, 2024 General Election Candidate Policies and Adoption of Resolution #24-38 Calling for an Election for Two (2) Board Member Seats

BACKGROUND:

The candidate filing period for Governing Board elections to be held on November 5, 2024, will open July 15 and close August 9, 2024. In preparation, the San Mateo County Elections Division requires the District to submit a completed Candidate Policy Form, an Administrative Contact and Incumbent List Form, and a resolution for the County Superintendent of Schools and the County Elections Official to call for an election of governing Board members. In order to complete the Candidate Policy Form, the Board must adopt policies relative to:

- A limitation on the number of words in a candidate's statement
- Whether the District or the candidate will be charged for the candidate's statement that is sent to the voters
- How the candidate will be selected in case of a tie vote

For the November 2016, 2018, 2020, and 2022 elections, the Trustees adopted the following policies:

- A limit of **200 words** in a candidate's statement
- The **candidate will be charged** for their statement
- In the event of a tie vote, the candidate will be **selected by lot**.

BB 9220 states, "Before each election, the Board shall establish whether a potential tie is to be resolved by lot or with a runoff election." The bylaw also provides that "after elections for which the Board has decided to resolve a tie with a runoff election, the Board shall schedule the runoff election in accordance with law."

Section 5016 of the Education Code states the same and also specifies that candidates who have received the tied votes should appear before the governing board either personally or by representative at a time and place designated by

the government board for the drawing of lots. If there were to be a runoff election, it shall be held on the sixth Tuesday following the election at which the tie occurred.

At this meeting, the Board will decide on:

- The word limit for a candidate's statement (200-word or 400-word statement)
- Who will be charged for the candidate's statement that is sent to the voters (the District or the candidate)
- The method for how the candidate will be selected in case of a tie vote (run-off election or by lot).

State law requires that each school district delivers to both the County Superintendent of Schools and the County Chief Elections Officer a resolution known as "Specifications of the Election Order" no later than July 8, 2024 (123 days prior to the election, per Education Code § 5322). The resolution must include the date of the election, the purpose of the election, and the authority for ordering the election.

Resolution #24-38 will call for an election for two (2) seats on the November 5, 2024 General Election.

Attached is the resolution and supporting documents.

At this meeting, the Board will also:

- Adopt the above-mentioned resolution.
- Approve the service agreement between the Superintendent and the San Mateo County Elections Officer.

It is required that each candidate file a Form 700 (Statement of Economic Interests) with the San Mateo County Elections Division no later than the date for filing the Declaration of Candidacy.

FISCAL IMPLICATIONS:

TBD based on charges in the service agreement noted above.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees adopt policies in order to complete and submit the Candidate Policy Form and the Administrative Contact and Incumbent List Form, adopt the resolution calling for an election of Governing Board members, and approve the service agreement as noted above, as required by the San Mateo County Elections Division.



OFFICE OF
**ASSESSOR-COUNTY CLERK-
RECORDER & ELECTIONS**
COUNTY OF SAN MATEO

MARK CHURCH
CHIEF ELECTIONS OFFICER &
ASSESSOR-COUNTY CLERK-RECORDER

**Candidate Policy Form for School Districts
November 5, 2024**

Presidential General Election

Please complete and return this form by July 5, 2024 (ED §5322)

**Our Governing Board adopts the following policies effective for the
November 5, 2024 Presidential General Election:**

1	The number of members to be elected to the Governing Board for a 4-year term : <u>Two (2)</u>	
	Names of incumbents currently holding these seats (Indicate Trustee Area if election is by district)	
	Name Patricia Murray	Trustee Area A
	Name Daina Lujan	Trustee Area B
2	The number of members to be elected to the Governing Board for a 2-year term (if applicable to fill balance of an unexpired term): <u>N/A</u>	
	Name(s) of incumbent(s) currently holding or who previously held and has vacated this seat(s)	
	Name	Trustee Area
	Name	Trustee Area
3	Election type	
	☐ At-large: Each governing board member shall reside in the school district and shall be elected by the registered voters of the entire school district	
	☒ By district: Each governing board member shall reside in the trustee area where she or he seeks to represent and shall be elected (choose one):	
	☒ By the registered voters of that particular trustee area	☐ By the registered voters of the entire school district
4	The word limit for a candidate statement will be (EC §13307)	
	☒ 200-word statement	☐ 400-word statement
5	The cost of the candidate's statement sent to each voter will be paid by (EC §13307)	
	☐ District (Jurisdiction)	☒ Candidate
6	In the event of a tie vote, the candidate will be selected by (ED §5016)	
	☐ Runoff election	☒ By lot

(District Seal)

Signature of the Superintendent and Date

Shawnterra Moore, Superintendent

Print Name and Title

South San Francisco Unified School District

Official District Name (**to be used as ballot heading**)

40 Tower Road, San Mateo, CA 94402



OFFICE OF
ASSESSOR-COUNTY CLERK-RECORDER & ELECTIONS
REGISTRATION & ELECTIONS DIVISION
COUNTY OF SAN MATEO

Administrative Contact & Incumbent List Form
for the November 5, 2024
Presidential General Election

Official District (Jurisdiction) Name: South San Francisco Unified School District

Primary Administrative Contact		
Name Shawnterra Moore	Phone 650-877-8705	
E-mail smoore@ssfusd.org	Fax 650-588-8113	
Secondary Administrative Contact		
Name Nalani Allen-Cantley	Phone 650-877-8705	
E-mail ncantley@ssfusd.org	Fax 650-588-8113	
Complete List of Incumbent Board Members – Also Name Incumbent's Trustee Area/Subdistrict Area if Elected by District – Circle Appointed or Elected		
Name Patricia Murray	Trustee Area/Subdistrict Area A	Most Recent Date (Appointed <u>Elected</u>) 11-3-20
Name Daina Lujan	Trustee Area/ Subdistrict Area B	Most Recent Date (Appointed <u>Elected</u>) 11-3-20
Name Chialin Hsieh	Trustee Area/ Subdistrict Area C	Most Recent Date (Appointed / <u>Elected</u>) 11-8-22
Name Amanda Anthony	Trustee Area/ Subdistrict Area D	Most Recent Date (Appointed / <u>Elected</u>) 11-8-22
Name Mina Richardson	Trustee Area/ Subdistrict Area E	Most Recent Date (Appointed / <u>Elected</u>) 11-8-22
Name	Trustee Area/ Subdistrict Area	Most Recent Date (Appointed / Elected)
Name	Trustee Area/ Subdistrict Area	Most Recent Date (Appointed / Elected)
Name	Trustee Area/ Subdistrict Area	Most Recent Date (Appointed / Elected)
Name	Trustee Area/ Subdistrict Area	Most Recent Date (Appointed / Elected)

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Resolution #24-38

A RESOLUTION OF THE SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT CALLING FOR AN ELECTION TO BE HELD ON NOVEMBER 5, 2024 FOR THE ELECTION OF TWO (2) MEMBERS OF THE GOVERNING BOARD

The Governing Board of the South San Francisco Unified School District hereby resolves as follows:

WHEREAS, an election is hereby called to be held in and for the South San Francisco Unified School District on November 5, 2024 to elect two (2) members of the Governing Board for District Trustee Areas A and B, each a full term of four (4) years; and

WHEREAS, pursuant to Elections Code Section 10002, the Governing Board of the South San Francisco Unified School District hereby requests the Board of Supervisors of the County of San Mateo to make available the services of the San Mateo County Chief Elections Officer & Assessor–County Clerk–Recorder (the “Chief Elections Officer”) as the County Elections Official for the purpose of rendering services in the conduct of the election to be held on November 5, 2024; and

WHEREAS, the election to be held on November 5, 2024 will be conducted by Trustee Area for District Trustee Areas A and B, and each governing board member shall reside in the trustee area where she or he seeks to represent and shall be elected by the registered voters of that particular trustee area (i.e., by district); and

WHEREAS, pursuant to Education Code Section 5322, not less than 123 days prior to the date of the election, the Governing Board of the South San Francisco Unified School District shall deliver a resolution or resolutions to the County Superintendent of Schools and the Chief Elections Officer, specifying the date of the election and the purpose of the election, and the Resolution or Resolutions shall be known as “specifications of the election order” and shall set forth the authority for ordering the election, the authority for the specification of the election order, and the

signature of the officer or the clerk of the board by law authorized to make the designations therein contained; and

WHEREAS, pursuant to Education Code Section 5325(b), not less than 120 days prior to the date of the election, the County Superintendent of Schools shall deliver a copy of the formal notice of election of Governing Board members to the Chief Elections Officer; and

WHEREAS, the Superintendent of the South San Francisco Unified School District hereby is authorized and directed to enter an Elections Service Agreement with the Chief Elections Officer regarding the election to be held on November 5, 2024 to outline the detailed services to be provided by both the South San Francisco Unified School District and the Chief Elections Officer; and

WHEREAS, the Chief Elections Officer shall send an itemized invoice to the South San Francisco Unified School District for all services provided pursuant to the Elections Service Agreement after the election is conducted and all related costs are determined. The South San Francisco Unified School District agrees to submit payment on the full amount of the invoice to the County of San Mateo within forty-five (45) days of the date of the invoice.

NOW, THEREFORE, BE IT RESOLVED that the Superintendent of the South San Francisco Unified School District hereby is authorized and directed to enter an Elections Service Agreement with the Chief Elections Officer regarding the election to be held on November 5, 2024 for Trustee Areas A and B.

BE IT FURTHER RESOLVED that pursuant to Elections Code Section 13307, each candidate for the Governing Board to be voted in the election to be held on November 5, 2024 may prepare a candidate statement on the appropriate form provided by the Chief Elections Officer. Such statement shall be limited to two hundred words. The prorated costs of printing, mailing and translating the statements shall be paid by the candidate.

BE IT FURTHER RESOLVED that pursuant to Education Code 5016, in the event of a tie vote, the candidate will be selected by lot.

I hereby certify the foregoing Resolution was duly and regularly passed and adopted by the Governing Board of the South San Francisco Unified School District at a regular meeting thereof held on this 6th day of June 2024, by the following votes:

AYES in Favor of Said Resolution

ATTEST:

Secretary/Clerk of the Board

Superintendent of Schools

**SERVICE AGREEMENT FOR THE PROVISION OF ELECTION SERVICES
BETWEEN THE SUPERINTENDENT OF
[REDACTED] AND
SAN MATEO COUNTY CHIEF ELECTIONS OFFICER & ASSESSOR - COUNTY CLERK - RECORDER**

This Service Agreement for the Provision of Election Services ("Agreement"), entered into this [REDACTED] day of [REDACTED], 20[REDACTED], by and between the Superintendent of the [REDACTED] (the "Superintendent") and San Mateo County Chief Elections Officer & Assessor – County Clerk – Recorder (the "Chief Elections Officer");

WHEREAS, it is necessary and desirable that the Chief Elections Officer be retained for the purpose of conducting an election, described in more detail below, relating to the [REDACTED] (the "District"); and

WHEREAS, the Chief Elections Officer has been asked by the Superintendent and/or the governing board of the District to conduct an election on [REDACTED] (the "Election").

NOW, THEREFORE, IT IS HEREBY AGREED BY THE PARTIES HERETO AS FOLLOWS:

SERVICES TO BE PERFORMED BY THE SUPERINTENDENT AND/OR DISTRICT:

- 1) Within the time frame set by statute, the Superintendent and/or District will request the Board of Supervisors, through the Chief Elections Officer, to conduct an election relating to the District on [REDACTED] and will request the services of the Chief Elections Officer in relation to the Election.
- 2) The Superintendent and/or District will prepare and deliver to the Chief Elections Officer the ballot pamphlet information containing, as applicable, the ballot measure and tax rate statement by 88 days prior to the Election and/or the offices to be voted on by 123 days prior to the Election.
- 3) The Superintendent and/or District, if applicable, will review and sign off on the official ballot wording for measures.
- 4) The Superintendent and/or District will complete any other non-delegable tasks required by law in relation to the Election.
- 5) The Superintendent and/or District shall maintain records/maps regarding the boundaries of the District and will notify the Chief Elections Officer of any changes/additions to those boundaries by 125 days prior to the Election.

SERVICES TO BE PERFORMED BY CHIEF ELECTIONS OFFICER:

- 1) The Chief Elections Officer will publish the Notice of Election and, if applicable, the Notice to File Arguments For or Against any measure.
- 2) The Chief Elections Officer will select the sample and official ballot printer(s) and translators.
- 3) The Chief Elections Officer will prepare and deliver all election information to the printers and translators.
- 4) The Chief Elections Officer will determine the appropriate translation and transliteration of all pertinent documents.
- 5) The Chief Elections Officer will issue, receive, and process vote by mail ballots.
- 6) The Chief Elections Officer will set up ADA compliant Vote Centers, publish any required notices, and conduct the Election.
- 7) The Chief Elections Officer will provide services for any official recount or election contest, if applicable.
- 8) The Chief Elections Officer will conduct all aspects of the Canvass of Votes Cast. Pursuant to Section 10262 of the Elections Code, the Chief Elections Officer will submit a Certificate of Chief Elections Officer to the District's governing body certifying the results of the Election.
- 9) The Chief Elections Officer will conduct other various and miscellaneous election-related activities directly required to conduct the Election itself. To the extent that the Superintendent and/or District has obligations under law to perform various duties that relate to the Election beyond those directly involved with conducting

the Election, those duties remain the responsibility of the Superintendent and/or District. If the Superintendent and/or District wishes to have any such duties performed by the Chief Elections Officer, the parties must mutually agree in advance in writing to have the Chief Elections Officer perform such duties. By way of example only, if the Superintendent and/or District is required to send certain notices or adopt resolutions relating to the Election, those duties remain duties of the Superintendent and/or District.

TERMS:

This Agreement shall be in effect for the performance of all services incident to the preparation and conduct of the Election to be held on [REDACTED], including before and after said Election date.

In the event the Chief Elections Officer is unable to perform services required under this Agreement as a result of employer/employee relation conditions, vendor conditions, the unavailability of Federal, State, or County funds, COVID-19-related limitations, and/or other conditions beyond the control of the Chief Elections Officer, the Chief Elections Officer will be relieved of all obligations under this Agreement. The Chief Elections Officer may terminate this Agreement after giving 72 hours written notice, at which time the Chief Elections Officer will be relieved of all obligations under this Agreement.

This Agreement can be terminated by the Superintendent and/or District upon 30 days written notice.

COST FOR SERVICES:

In consideration of the performance of services and supplies provided by the Chief Elections Officer, including 1) any and all costs incurred during a recount or election contest that are not reimbursed by the voter requesting the recount or filing the contest as specified in the Elections Code and 2) any other costs associated with the Election, such as return postage costs and costs for ensuring voter accessibility, the Superintendent and/or District shall pay to the Chief Elections Officer a sum equal to the full cost of the Election, including all such services, supplies, and other costs.

The Chief Elections Officer shall send an itemized invoice to the Superintendent and/or District for all services provided pursuant to this Agreement after the Election is conducted and all related costs are determined. Payment on the full amount of the invoice shall be due and the Superintendent and/or District shall submit payment to the County of San Mateo within forty-five (45) days of the date of the invoice (the "Due Date"). If the amount is not paid in full within this time, interest shall accrue monthly at a rate of 0.25% per month (equivalent to 3% annually) on the unpaid balance starting at the Due Date. Thereafter, invoices will be sent and shall be payable within thirty (30) days of the date of the invoice, with interest being added each month for any unpaid balance.

DISTRICT

Signature: _____ Date: _____

Print Name: _____

Title: _____

COUNTY

Signature: _____ Date: _____

Print Name: _____

Title: _____

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: June 6, 2024

RE: Approval of updated and revised SSFUSD Governance Handbook

BACKGROUND

The Board of Trustees participated in a Board Retreat on October 24, 2015. During this retreat, the Governance Team developed the South San Francisco Unified School District Governance Handbook, which documents aspects of the effective governance system and the agreements made about norms and operating protocols developed and/or amended during the workshop.

During subsequent Board workshops, slight revisions to the plan have been made. The Board held their most recent workshop on May 11, 2024 and made additional revisions. With this new handbook, the current Trustees will also sign off, indicating their support and agreement of its contents.

The workshop conversations were focused on:

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

FISCAL IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the South San Francisco Unified School Board of Trustees approve the updated May 11, 2024 SSFUSD Board Governance Handbook.

South San Francisco Unified School District

Draft Governance Handbook

Board of Trustees	
<u>Founding Board Members</u> Judith M. Bush, <i>President</i> Patrick A. Lucy, <i>Vice President</i> Maurice D. Goodman, <i>Clerk</i> Rosa G. Acosta, <i>Trustee</i> Rick Ochsenhirt, <i>Trustee</i>	<u>Current Board Members</u> Daina R. Lujan, <i>President</i> Amanda Anthony, <i>Vice President</i> Dr. Chialin Hsieh , <i>Clerk</i> Patricia A. Murray, <i>Trustee</i> Mina A. Richardson, <i>Trustee</i>
<u>Superintendent</u> Dr. Shawnterra Moore	

EFFECTIVE GOVERNANCE Unity of Purpose, Roles, Responsibilities, Norms and Protocols
<i>This document reflects the governance team’s work on the creation of a framework for effective governance. This process involves ongoing discussions and agreements about unity of purpose, roles, responsibilities, norms, and protocols that enable the governance team to continue to perform its responsibilities in a way that best benefits all children.</i>

On October 24, 2015, May 14, 2016, December 17, 2016, August 23 & 24, 2017, April 7, 2018, June 2, 2018, February 5 & 6, 2019, May 18, 2019, October 26, 2019, December 15 & 16, 2020, June 5, 2021, July 16, 2022, February 25, 2023, June 3, 2023, and May 11, 2024, South San Francisco Unified School District Board of Trustees and Superintendent participated in workshops on Effective Governance with the California School Boards Association. This document reflects the governance team's discussions about developing and sustaining a framework for effective governance. The notes reflect highlights of their ongoing conversations about unity of purpose, roles, responsibilities, norms, and protocols that enable the governance team to continue to perform its responsibilities in a way that best serves all students.

TABLE OF CONTENTS

UNITY OF PURPOSE

I Became a Board Member/Superintendent Because.....	3
What We Believe/Value about Public Education and the Children We Serve.....	3
What We Are Proud of	4
What We Hope to Accomplish	4 – 5
We Believe That a Strong, Effective Governance Team Is... ..	5
Our Mission Statement	6
Board Goals	6
Learn, Thrive, Navigate	7
Core Values.....	7
Our Portrait of a Graduate.....	8

ROLES AND RESPONSIBILITIES

A Discussion of Roles.....	9
The Board's Responsibilities.	9 -10
What the Board Needs from the Superintendent.....	10 -11
What the Superintendent Needs from the Board.....	11
What Board Members Need from Each Other.....	12

POSITIVE GOVERNANCE TEAM CULTURE

Norms	12 - 13
Meeting Guidelines	15

SUPPORTIVE STRUCTURES AND PROCESSES (Protocols)

Protocols.....	15 - 26
<u>GOVERNANCE AGREEMENTS SIGNATURE PAGES.....</u>	27

UNITY OF PURPOSE

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

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

UNITY OF PURPOSE

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

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

UNITY OF PURPOSE

What We Are Most Proud of About this District:

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

UNITY OF PURPOSE

What We Hope to Accomplish:

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

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

UNITY OF PURPOSE

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

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

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

South San Francisco Unified School District

MISSION STATEMENT

“Laying the Foundation for a Lifetime of Learning”

In partnership with our community, South San Francisco Unified School District (SSFUSD) will provide exceptional instruction, engaging experiences, and equitable and accessible opportunities and resources to further support our diverse student body, so that students are equipped to learn, thrive, and navigate their future with purpose and impact their community.

BOARD GOALS

Adopted June 5, 2021

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

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

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

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

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

As an educational community united in our commitment to equity, we work together to build relationships and ensure that every graduate has the essential academic and social-emotional skills, knowledge, and habits to:

GRADUATE AIM	CHARACTERISTIC	DESCRIPTION
LEARN constantly as their life and world change	Intellectual curiosity and critical thinking Academic excellence Creativity and resourcefulness	- Embraces a growth mindset and love of learning by seeking understanding, asking questions, and using data and evidence - Demonstrates mastery of all academic disciplines needed for post-secondary success - Explores their creativity and finds new and innovative ways to solve problems
THRIVE as a person	Self-awareness Wellness Real-world readiness	- Confidently embraces their identities and understands their values, intentions, and impact on others - Lives a healthy lifestyle that promotes their physical, mental, and emotional well-being - Uses life skills including time management, goal setting, self-discipline, motivation, and self-advocacy to navigate day-to-day responsibilities, overcome obstacles, and feel successful
NAVIGATE their future purposefully	Career and/or college readiness Technology skills Financial literacy	- Understands their options after high school (education, careers, entrepreneurship), and is prepared for success in whatever path they choose - Uses current technologies fluently to meet their needs and solve problems - Understands the importance of money management and has the skills to make informed short and long-term financial decisions
IMPACT their community for the better	Collaboration Community service and engagement	- Demonstrates empathy, compassion, kindness, teamwork, effective communication, and respect to collaborate effectively toward a common goal - Finds opportunities to support others and be involved in their communities

OUR CORE VALUES

As we work toward this vision, we commit to operating in alignment with these values:

C

Community is our strength. We recognize that our success relies on collective agency. Thus, we empower students and staff to set growth goals and actively involve families in the educational journey. We value everyone's voice, and we ensure that perspectives are heard and respected in decision-making processes. By fostering a sense of purpose and engagement, we enable all members of our community to feel empowered and inspired.

A

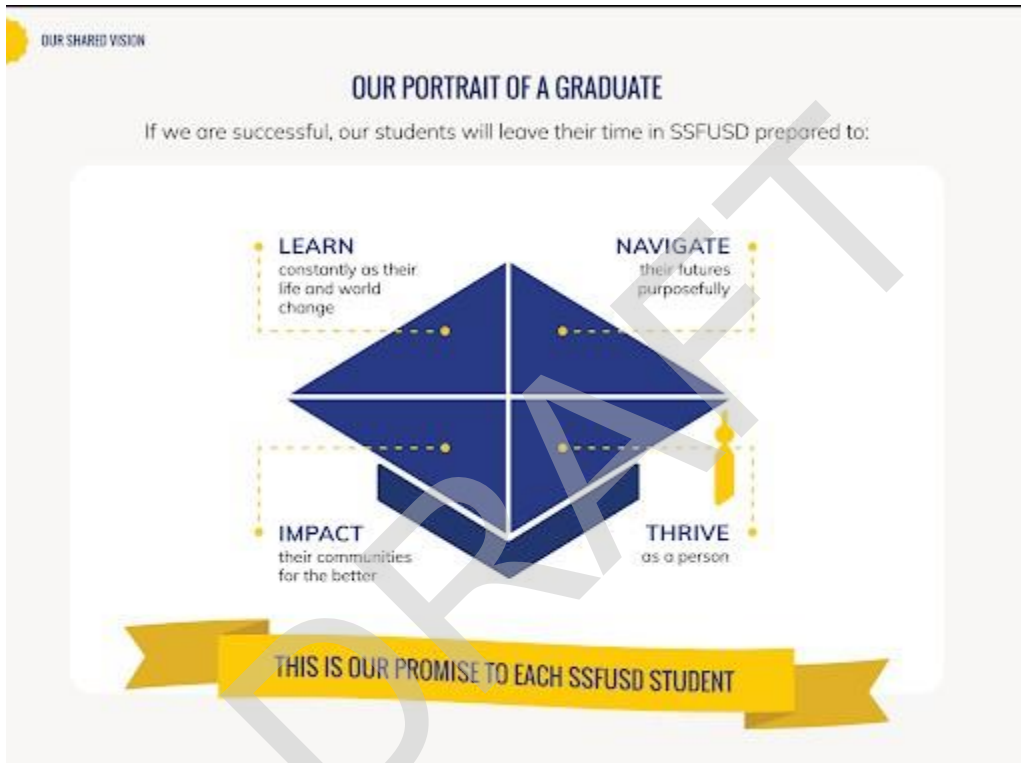
Authentic relationships matter. We value authenticity and provide an environment where people can be their true selves. We acknowledge and respect different cultures and identities, and also strive to build cultural competence within our community. We recognize that relationships are crucial for growth and belonging. We foster empathy, mentorship, connection, a sense of belonging, love, and care within our community.

R

Resilience propels us forward. We believe that students, staff, and families must cultivate resilience and perseverance. Holding ourselves accountable, we practice continuous improvement, maintain positive attitudes, and nurture a growth mindset. We understand the significance of experiencing both comfort and productive struggle as we navigate change in the face of adversity. We learn from mistakes and embrace imperfection.

E

Equity is our north star. We have an unwavering belief in our students' potential to learn and excel, and we hold all students to high expectations. We recognize the importance of adapting to their individual needs, acknowledging that a one-size-fits-all approach falls short. We continually analyze and reflect on our systems to identify and break down barriers that hinder our ability to support all students. We remain flexible and take calculated risks in pursuit of excellence, particularly in addressing the needs of our most marginalized students.



GAINING CLARITY ON ROLES AND RESPONSIBILITIES

The Role of the Board and Superintendent - CSBA:

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

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

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

Performing Board Responsibilities - CSBA:

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

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

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

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

We Provide Support through our behavior and actions by:

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

We Ensure Accountability to the public by:

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

We Act as Community Leaders by:

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

**GAINING CLARITY ON ROLES AND RESPONSIBILITIES AND
ENHANCING TEAM COMMUNICATION:**

What the Board Needs from the Superintendent:

- Effective, open, honest, timely communication
- Trust
- Respect
- Time, commitment, and dedication
- Feedback
- Empathy and understanding
- Support and reassurance
- Emailing the Board, as soon as possible, regarding communication with the city, and providing necessary additional information in the Friday update.
- Paraphrasing to ensure understanding.

- Getting clarification from the whole Board on requests from individual Board Members. Put the item on the agenda in order to get Board direction before taking action.
- Scheduling one-on-ones.
- Acknowledging Board directives, action items, timelines, as appropriate, and providing updates on where we are on various processes/issues.
- Only share information regarding Board work with the Board, editing out opinions as that may cause a Brown Act violation and anything that may disrupt Board unity.

What the Superintendent Needs from the Board:

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

What Board Members Need from Each Other:

- Effective, open, honest, timely communication
- Trust
- Respect
- Time, commitment, and dedication
- Feedback
- Empathy and understanding
- Support and reassurance
- Paraphrasing for understanding
- Sharing new ideas during “Good and Welfare” or “Future Agenda Items.”
- Supporting new Board Members and Student Board Members
- Welcoming student voice through Board Meeting participation.
- If an issue or conflict arises between any two members of the team, they will resolve it privately and not involve anyone else on the team.

South San Francisco Unified School District Governance Team

AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

Governance Team Norms and Protocols:

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

Our Agreements to Facilitate Governance Leadership:

South San Francisco Unified School District Norms

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

- **Equity**
- **Inclusion**
- **Respect**
- **Trust**
- **Open, Honest Communication**
- **Empathy and Understanding**
- **Professional Behavior**
- **Collaboration**
- **Patience**
- **Kindness**
- **Assuming Positive Intent**
- **Keeping confidential information confidential.**

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

Governance Team Meeting Guidelines

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

Therefore, we agree to:

- Focus on the best interests of our students.
- Respect differences, show respect and kindness and never dismiss or devalue others.
- Be supportive and respectful of classified, certificated, and administrative staff, for the benefit of all students.
- Stay focused on our agenda, goals and priorities and avoid getting sidetracked.
- Work to make sure there are no hidden agendas. No one can act unilaterally so all issues and concerns will be addressed openly by all members.
- Ensure that there are “no surprises” – We will let people know about questions or concerns ahead of time.
- Build effective relationships, respect one another - be prompt, listen, follow through on governance agreements and assume positive intent.
- Remember the importance of actively listening: We will wait to speak, keep our remarks brief, on topic, and to the point, so all opinions can be heard.
- Be professional when there is a difference of opinion by addressing process, seeking to understand by address processing and debating the facts and not personalities.
- Communicate in ways that are not prohibited by confidentiality.
- Promote a transparent and open public process and explain the basis of decisions and meeting disruptions.

- Be responsible for using meeting time wisely; we will start meetings on time, return from breaks promptly and avoid unnecessary interruptions.
- Work toward the future, learning from the past.

Protocols

STRUCTURE AND PROCESS

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

Protocols to Facilitate Governance Leadership:

SSFUSD Governance Team Communication Protocols

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

TOPIC:	PROTOCOL:
Basic Understandings Regarding Communication	<u>Rationale:</u> • We are ambassadors for the district and want to build public confidence in the school district. • We want to keep people in the present, not the past and positively informed about current district achievements. <u>We agree to the following:</u> • No surprises • An atmosphere of clear, open communication will be fostered. • A welcoming and inclusive culture will be the expectation for all sites and the District Office. • The Superintendent will be in charge of day-to-day operations of the district. • Board Members will be very clear with constituents and staff that a defined process will be used to address complaints/concerns.

	• When Board Members receive concerns/complaints, they will share them with the Superintendent. • Board Members will support the Superintendent’s decisions. If individual Board Members disagree with the Superintendent, they will let the Superintendent know privately rather than in public or via the press. • When an issue or conflict arises between any two members of the Governance Team, the two individuals will discuss the matter and work through it directly and outside of the meeting. They will not involve an intermediary. • When making statements in public, such as to the media or other public entities, etc., we will: ✓ Speak in a respectful, professional, nonconfrontational manner as ambassadors/representatives of South San Francisco Unified School District. ✓ Not repeating negatives. ✓ State our name and clarify when we are speaking as an individual or as a Member of the Board. ✓ Develop and state a limited number of clear, concise speaking points. ✓ When appropriate, utilize speaking points developed by the Superintendent. ✓ Not go off message. ✓ Never say, “no comment,” but instead direct the individual to the appropriate person in the district.
--	---

TOPIC:	PROTOCOL:
Communication among Board Members	<u>We agree to the following:</u> • Individual Board Members will be open, honest, and professional with each other. • When individual Board Members have relevant information pertaining to the district, they will share that information with the Superintendent who will then inform the rest of the board. • When an issue or conflict arises between any two members of the Governance Team, the two individuals will discuss the matter and work through it directly and outside of the meeting. They will not involve an intermediary.

TOPIC:	PROTOCOL:
Communication with Community & Staff Members	<u>We agree to the following:</u> • If a community member contacts all members of the Board about a complaint or concern, the Board President will acknowledge receipt on behalf of the Board and will then forward the matter to the Superintendent. • If a community member contacts an individual Board Member, the Board Member will acknowledge the contact and will refer the matter to the Superintendent. • The Superintendent or designee will respond to the individual(s) involved in a timely and thorough manner and will keep the Board informed regarding the situation and response, as applicable and appropriate. • Board Members will support the Superintendent's decisions. If individual Board Members disagree with the Superintendent, they will let the Superintendent know privately rather than in public or via the press. • If Board Members receive concerns from staff, they will notify the Superintendent. • The above procedures apply to contact through social media, as well as other forms of communication. • When receiving a verbal complaint/concern, Board Members must remember to redirect constituents back into the system at the appropriate level. Board Members will also then inform the Superintendent about the situation. Board Members will refrain from hearing/discussing issues that may come before them in their judiciary role.

TOPIC:	PROTOCOL:
Email Response Templates	<u>Rationale:</u> We wish to be consistent in our responses and adhere to the principles outlined in BB 9200, <i>Limits of Board member Authority</i>. <u>Therefore, we agree to use the following templates when responding to emails:</u> <u>Communication Templates- Responding to Community:</u> General: Board president responses should include four key elements and should carefully balance honoring the person who spoke up while not committing the board or district to any specific action as decisions are only made in board meetings when the members of the board can deliberate. The typical response includes:

1. A thank you

- * For example: Thank you for reaching out.

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

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

3. An appropriate next step if one is applicable

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

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

4. A statement about the board communication protocol

- * For example: Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications, so thank you for reaching out about this matter!

Employee/Personnel/Staffing Matters:

Thank you for your email. The Board, Superintendent and staff strive to ensure that every student in SSFUSD has a positive, enriching school experience and your input is critical to helping us ensure that we reach this goal. Given the strict confidentiality laws related to any personnel matter, I am not at liberty to discuss any staffing matter and I appreciate your understanding regarding the confidentiality of the matter. While I cannot comment on personnel matters, I do want to communicate that I highly value your reaching out about the concern you raised, and I will forward your communication to the Superintendent so that she or the staff member she designates can

look into the matter further. Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications, so thank you for reaching out about this matter!

Negotiations:

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

School Safety:

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

School Traffic:

Thank you for your email! Ensuring students get to and from school safely so that they can focus on learning while they are in class and arrive home safely is a definite priority for the Board and

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

Culture and Climate:

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

Community Concerns (Fields and Childcare):

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

TOPIC:	PROTOCOL:
Statements on Social Media Platforms	<u>Rationale:</u> We wish to adhere to the guiding principles, that: • We speak with one voice. • There are “no surprises.” • We all receive the same information. <u>Therefore, we agree to the following:</u> • Statements made on social media by any Board Member will not make assumptions about the opinions of other Board Members or the District unless the Board has taken formal action on that item or issue. • We will proceed with caution because people assume that we speak for the Board. • We will be mindful of politically charged and polarizing issues/situations and be very cautious in these situations. • All individual statements will include a disclaimer stating clearly that this is a personal opinion, and not the opinion of the Board. • We will never post statements that might possibly be a Brown Act violation.

TOPIC:	PROTOCOL:
Communication with the Press Both Oral and Written	<u>We agree to the following:</u> • If the press contacts a Board Member, in most cases, the Board Member will refer the individual to the Board President and Superintendent who will then respond. • During a crisis, Board Members will always refer the reporter to the Superintendent, as she will have the most up-to-date information. • If a Board Member experiences an unexpected impromptu interaction with a member of the press, the Board Member will not make assumptions about the opinions of other Board Members or the District, unless the Board has taken formal action on that item or issue. • The Board Member may comment on approved Board actions but will refrain from commenting on pending items and/or items that may come before the Board in the future. • When asked about non-District matters, Board Members will be clear that they are speaking as an individual and not as a Board Member and that the opinions expressed are theirs and theirs alone. Board Members will never make assumptions about the opinions of other Board Members or the District unless the Board has taken formal action on that item or issue. • Closed session deliberations will not be discussed outside of

	closed session. • The Superintendent, Board President or designee will be proactive in providing information to the press, especially in times of an emergency or controversy.
--	---

TOPIC:	PROTOCOL:
--------	-----------

Scheduling Meetings with Staff Members	<u>We agree to the following:</u> • If a Board Member wants to meet with cabinet members or site administrators, the Board Member will notify the Superintendent in advance. • Board Members acknowledge the importance of respecting staff time constraints.
--	--

TOPIC:	PROTOCOL:
--------	-----------

Committee Appointments	Rationale: It is important to have a protocol on this topic, because... • This procedure will give everyone a chance to serve on various committees and... • It will prevent confusion. Therefore, we agree that: • The Board President and a returning member (preferably the Clerk) will sit on the <u>City/School Subcommittee</u>. The Vice President will serve as the alternate. • The Vice President and another Board Member (preferably a new Member) will serve on the Bylaws Committee. • The final Trustee will serve on the <u>County Committee for District Reorganization</u> and any City Adhoc sub-committees. • Additional appointments will be decided upon by a vote of the Board. • As a guideline, it is recommended that service on any one committee will be limited to two years.
--------------------------------------	---

TOPIC:	PROTOCOL:
One-on-One Meetings with the Superintendent	<u>Rationale:</u> We wish to clarify the purpose and what transpires at those meetings. <u>Purpose of One-on-One Meetings:</u> The purpose of these meetings is to check-in, answer clarifying questions, provide updates, as needed and to keep the Superintendent informed about “hot topics” that are brewing in the community. <u>We agree to the following regarding our One-on-One Meetings:</u> <u>Do’s:</u> • Utilize the time to check-in with each other with statements, such as, “How are you?” • Board Members will share information that they are hearing out in the community, especially regarding “hot topics.” • Board Members will ask clarifying questions. • We will remember to send those questions to the Superintendent in advance, whenever possible, so that she has the information available for us at the time of our meeting. • Email, “Google Docs” and “Meeting Memos” are acceptable forms of communication. • Notify the Superintendent in advance if we have questions regarding other departments so that she can invite those individuals to the meeting. • The Superintendent will provide updates to Board Members. • Board Members will be aware of staff time required to answer questions and whether or not the item is relevant to current goals and issues/programs or projects. • Meeting time will be limited to 30 minutes to an hour. <u>Don’ts:</u> • Individual Board Members will refrain from giving the Superintendent or any other staff members direction during these meetings or at any other time. That is the domain of the entire Board, as stated in BB 9200, <i>Limits of Board Member Authority</i>. Board Members will take all such requests to Board Meetings and raise the issues during “Future Agenda Items” for the consideration of the entire Board. This includes requests that have been given to the Superintendent in the past.

Board Meeting Management – Effective Deliberation, Public Comment	Rationale: • The Board Meeting is a meeting to conduct district business in public. • We honor people’s opinions, but an appropriate process must be in place in order to have orderly meetings. Therefore: • The Board President facilitates the Board discussion and manages public input. • When opening public comment, the Board President will refer to the public input guidelines on the board meeting agenda, as stated in BB 9323. • Each item will have a 20-minute time limit for public comment and will be timed by the Vice President. Three minutes are allotted per person. • The Board President may ask the public to limit their comments to new information. • Board Members will direct their questions/comments to the Board President and not communicate directly with members of the public. • A timer will be used to monitor the length of individual speakers’ comments. • When a speaker’s time is up, the President will say, “Thank you for your comments. Your time is up. Can you please wrap-up your remarks?” • The Board President has discretion to add time to the discussion if the majority of the Board agrees. Managing Action items: Step 1. The Board President will introduce the item. The Board President may call for a motion and a second at this time or they may follow the order of events listed below. Step 2. The Superintendent or other staff will provide a presentation of background information and a recommendation, if necessary. Step 3. Board Members may ask questions for clarification. Step 4. The Board President will open the issue for public comment. Step 5. After public comment is complete, the Board President will close public comment. Step 6. The Board will discuss the item and vote.
---	--

TOPIC:	PROTOCOL:
Site Visits	Rationale: It is important to have a protocol on this topic... • To ensure that there are “no surprises” to the principals or the Superintendent. • So that we are all aware of the procedures and expectations to create clarity. • To serve as a reminder that site visits help us stay informed about the schools and programs. They validate the good work that is happening in the district. They are not evaluative in nature and should not be disruptive. Therefore, we agree that... • formal site visits will be organized by the Superintendent, and we all agree to adhere to the following procedures: - A master calendar will be developed and shared with the Board and administration to ensure that everyone is aware of the schedule. - Board Members will respond to the invitations so that the Superintendent and principals are aware of who will be in attendance. - Reminders about upcoming visits will be sent out in advance. - The Team will meet with the principal, who will share highlights about the school and items that are a source of pride. -The Superintendent will ask Board Members what they would like to see. • Board Members will inform the Superintendent when they wish to make individual site visits and she will inform the principals. • During all site visits: - The Governance Team will arrive at the school wearing their badges. - Everyone will sign in at the office. - All members of the Team will ensure that interactions with teachers and students do not disrupt instruction.

TOPIC:

PROTOCOL:

**Adding Items to
the Agenda**

Rationale: A clear, consistent procedure is needed so that all Board Members understand the process and have the ability to add items to the agenda, including resolutions.

Therefore, we agree that:

- Any Board member may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting.
- Board Members may share new ideas or request information and/or future agenda items in writing to the Superintendent or at the meeting under “Good and Welfare” and “Future Agenda Items.”
- **Pending consensus of the Board**, the Superintendent and Board President will confer as to appropriate response to the request, possibly providing the information in the Friday Update and/or placement on a future agenda, per BB 9322, *Agenda/Meeting Materials*.
- Items not within the subject matter jurisdiction of the Board may not be placed on the agenda.
- The Board President and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote, an information item that does not require immediate action, or a consent item that is routine in nature and for which no discussion is anticipated.
- Board Members will consider the following when adding an item to a future agenda:
 - a. The impact that the item will have on district resources, and staff time and workload.
 - b. The impact the item will have on achieving Board adopted district/LCAP goals.
- The Board President and Superintendent will determine when each Board approved new item will be agendized.

We have reviewed and agree to follow the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the South San Francisco Unified School District Board of Trustees, Superintendent, staff, students, and the community. We shall renew this agreement annually.

Amended on this _____ day of _____ 2024.

Daina R. Lujan, Board President

Amanda Anthony, Vice President

Dr. Chialin Hsieh, Board Clerk

Patricia A. Murray, Trustee

Mina A. Richardson, Trustee

Dr. Shawnterra Moore, Superintendent

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: June 6, 2024

RE: Board of Trustees Compensation

BACKGROUND:

Monthly Trustee Compensation

Section 35120 of the California Education Code and Board Bylaw 9250 set forth the authorities regarding compensation to be paid to members of the District's Board of Trustees. Specifically, those authorities, read together, provide that in districts with an average daily attendance of 10,000 or fewer students (but more than 1,000), trustees are entitled to receive compensation that does not exceed \$240 per month. California Ed. Code sec. 35120(a)(8). (Board members' monthly compensation is proportionally decreased for any unexcused absences during a given month.) The law also provides that the Board may annually increase the monthly compensation for Board members by an amount not exceeding 5% of the then-current monthly compensation, per Cal. Educ. Code sec. 35120(e).

Since the 2021-22 fiscal year, the Board has approved a yearly 2% increase in their compensation. For the 2020-21 fiscal year no increase was approved due to the pandemic. In the June 8, 2023 Board meeting, Trustees approved a two percent compensation increase. Their current compensation is \$453.23 per month. As a reminder, as of July 1, 2024, staff will receive a 3% increase.

Mileage Stipend

Staff has also noted, in reviewing Trustee compensation practices, that Trustees presently receive a monthly stipend of \$100 for mileage expenses. Section 35044 of the Education Code and Board Bylaw 35044 provide that Trustees are entitled to be reimbursed for payment of travel expenses when performing authorized services for the District. Again, in order to confirm the Board's intent regarding this stipend, staff seeks Board action to authorize the payment of this mileage stipend for the fiscal year 2024-25.

FISCAL IMPLICATIONS:

If the Board of Trustees approves a two, three, or five percent increase to their current monthly compensation, they would receive \$462.29, \$466.83, or \$475.89, respectively, per month for the 2024-25 fiscal year. The Board of Trustees may also approve the continuation of a monthly \$100 stipend for mileage expenses.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the agreed upon percent increase for Board monthly compensation and the continuation of a monthly \$100 stipend for mileage expenses as allowable per SSFUSD's Board Bylaw 9250 regarding Trustee compensation and section 35120 of the California Education Code for the fiscal year 2024-25.

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: June 6, 2024

RE: Approval of the Agreement with Newsela to Provide On-line Services for the 2024-25 School Year.

BACKGROUND:

Newsela is an instructional online content tool/platform that features high-interest articles on current events, from literature to science. It allows teachers to find articles with appropriate reading levels for their students. The articles also feature questions and writing prompts that align with the Common Core Standards.

Newsela will also provide one virtual District-wide Professional Development session for District staff to participate in.

FISCAL IMPLICATIONS:

Total cost for the services provided, including one virtual PD session is **\$59,017.99** which will be paid using General Ed. funds.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the agreement with Newsela in the amount of \$59,017.99 for the 2024-25 school year.



Newsela Inc.
169 Madison Ave., #2770
New York, NY 10016

Order Form

Billing Information:

Billing Frequency: Upfront in full

Payment Terms: Net 30

Billing Schedule: Upon license start date

Order Form No. **Q-121724**
Newsela Sales Rep: Annabel Fowler
Contact Email: annabel.fowler@newsela.com
Offer Date: March 18, 2024
Expiration Date: June 30, 2024

To:
Liza Melkonian
South San Francisco Unified School District
398 B St
South San Francisco, CA 94080-4423

Qty	Products/Services	List Price
1	Newsela	\$59,017.99
Contract Total		\$59,017.99

*See table above or Appendix for Product/Services details and License Dates.

This Order Form and the Terms of Service [available here](#), which are hereby incorporated by this reference, is entered into by and between Newsela, Inc., and its parents, subsidiaries and affiliates, having an office at 169 Madison Ave., #2770, New York, NY 10016 (together "Newsela") and the customer named above, having an office at the address set forth above ("Customer"). All capitalized terms used in this Order Form and not defined herein shall have the meanings ascribed to them in the Terms of Service linked above. This Order Form is subject to the Terms of Service linked above, Newsela's Privacy Policy and, where applicable, any additional Terms and Conditions, or other binding RFP or binding bid signed by and between the Parties (together the "Customer Agreement").

The Customer Agreement constitutes the entire agreement between the parties with regards to this subject matter, and supersedes all written or oral understandings, proposals, bids, offers, purchase or delivery orders, negotiations, agreements or communications of every kind. Additionally, the Customer Agreement specifically supersedes the terms and conditions of any Purchase Order delivered to Newsela after this Customer Agreement is executed and any such terms and conditions shall not be applicable or considered a part of the terms and conditions that govern this engagement. The Customer's internal requirements for Purchase Orders does not relieve Customer of its obligation to pay Newsela for all years included herein. This Customer Agreement and the terms contained therein are intended only for the Customer and should be kept confidential.

Term: The subscription for the above-identified Newsela Products will commence and end as defined above, or in the License Dates Section of the Appendix in this Customer Agreement. By signing this Order Form, the Customer agrees to the pricing per product and quantity breakdowns underlying this Order Form, which will be provided by Newsela upon request at any time and will also be provided on the invoice unless requested otherwise. Failure of the Customer to make

use of the Products during their respective License Dates specified herein will not extend Newsela's obligation to deliver those Products/Services beyond those dates.

Following the Subscription End Date, unless prohibited by law, this Customer Agreement will renew for the Products/Services licensed hereunder for successive periods equal in length to the greater of the Term or 12 months (a 'Renewal Term'). If this Customer Agreement is so renewed, Customer agrees the prices payable for such Renewal Term shall be the prevailing rates then offered by Newsela for the licensed products stated above.

Fees: The Customer agrees to pay the Contract Grand Total set forth above per the Billing Terms noted above upon execution of this Customer Agreement. If a Purchase Order is required, Customer shall submit the Purchase Order to Newsela in accordance with the Billing Information set forth hereinabove by emailing it to billing@newsela.com and including "Customer Agreement No. Q-121724" in the subject line, otherwise a purchase order shall not be required for payment. Service will be suspended at Newsela's discretion if payment is not received by Newsela in accordance with the Billing Terms noted above. Failure of the Customer to use the Products/Services will not relieve Customer of its obligation to pay hereunder.

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice (if applicable). If the contracting entity is exempt from sales tax, please send the required tax exemption documents immediately to salestax@newsela.com.

Purchase Order Information

If you need a Purchase Order, please fill out the following information.

PO Required:

PO Number:

PO Amount:

Billing Information

Provide the billing service representative to whom the invoice should be addressed.

Bill-To Name:

Bill-To Email:

By initialing here, I agree that the billing details stated above are current and accurate. _____

The individual executing this Customer Agreement has the authority to execute this agreement and bind the Customer, and Newsela has the right to rely on that authorization. The individual executing this Customer Agreement also certifies that there is funding in place for years included herein.

Authorized Signature:

Date of Signature:

Appendix

Products/Services Breakdown:

Qty	Product Code	Products/Services	License Dates
3	ATG016	Individual Virtual Add-On Session	07/01/24 - 06/30/25
3,419	ATG145	Newsela ELA	07/01/24 - 06/30/25
4,958	ATG149	Newsela Social Studies	07/01/24 - 06/30/25
3,419	ATG151	Social Emotional Learning Elementary Collection	07/01/24 - 06/30/25
2,968	ATG153	Social Emotional Learning High School Collection	07/01/24 - 06/30/25
1,990	ATG152	Social Emotional Learning Middle School Collection	07/01/24 - 06/30/25

Product/Service Breakdown Per School:

#	Schools	Products/Services	License Dates
1	ALTA LOMA MIDDLE SCHOOL	Newsela Social Studies	07/01/24 - 06/30/25
2	ALTA LOMA MIDDLE SCHOOL	Social Emotional Learning Middle School Collection	07/01/24 - 06/30/25
3	BADEN HIGH (CONT.)	Newsela Social Studies	07/01/24 - 06/30/25
4	BADEN HIGH (CONT.)	Social Emotional Learning High School Collection	07/01/24 - 06/30/25
5	BURI BURI ELEMENTARY	Newsela ELA	07/01/24 - 06/30/25
6	BURI BURI ELEMENTARY	Social Emotional Learning Elementary Collection	07/01/24 - 06/30/25
7	COMMUNITY DAY	Newsela ELA	07/01/24 - 06/30/25
8	COMMUNITY DAY	Newsela Social Studies	07/01/24 - 06/30/25
9	COMMUNITY DAY	Social Emotional Learning Elementary Collection	07/01/24 - 06/30/25
10	COMMUNITY DAY	Social Emotional Learning High School Collection	07/01/24 - 06/30/25
11	EL CAMINO HIGH SCHOOL	Newsela Social Studies	07/01/24 - 06/30/25
12	EL CAMINO HIGH SCHOOL	Social Emotional Learning High School Collection	07/01/24 - 06/30/25
13	JUNIPERO SERRA ELEMENTARY	Newsela ELA	07/01/24 - 06/30/25
14	JUNIPERO SERRA ELEMENTARY	Social Emotional Learning Elementary Collection	07/01/24 - 06/30/25
15	LOS CERRITOS ELEMENTARY	Newsela ELA	07/01/24 - 06/30/25
16	LOS CERRITOS ELEMENTARY	Social Emotional Learning Elementary Collection	07/01/24 - 06/30/25
17	MARTIN ELEMENTARY	Newsela ELA	07/01/24 - 06/30/25
18	MARTIN ELEMENTARY	Social Emotional Learning Elementary Collection	07/01/24 - 06/30/25
19	MONTE VERDE ELEMENTARY	Newsela ELA	07/01/24 - 06/30/25
20	MONTE VERDE ELEMENTARY	Social Emotional Learning Elementary Collection	07/01/24 - 06/30/25
21	PARKWAY HEIGHTS MIDDLE SCHOOL	Newsela Social Studies	07/01/24 - 06/30/25
22	PARKWAY HEIGHTS MIDDLE SCHOOL	Social Emotional Learning Middle School Collection	07/01/24 - 06/30/25
23	PONDEROSA ELEMENTARY SCHOOL	Newsela ELA	07/01/24 - 06/30/25
24	PONDEROSA ELEMENTARY SCHOOL	Social Emotional Learning Elementary Collection	07/01/24 - 06/30/25
25	SKYLINE ELEMENTARY	Newsela ELA	07/01/24 - 06/30/25
26	SKYLINE ELEMENTARY	Social Emotional Learning Elementary Collection	07/01/24 - 06/30/25
27	SOUTH SAN FRANCISCO ADULT	Newsela ELA	07/01/24 - 06/30/25
28	SOUTH SAN FRANCISCO ADULT	Newsela Social Studies	07/01/24 - 06/30/25
29	SOUTH SAN FRANCISCO ADULT	Social Emotional Learning Elementary Collection	07/01/24 - 06/30/25
30	SOUTH SAN FRANCISCO ADULT	Social Emotional Learning High School Collection	07/01/24 - 06/30/25
31	SOUTH SAN FRANCISCO HIGH SCHOOL	Newsela Social Studies	07/01/24 - 06/30/25
32	SOUTH SAN FRANCISCO HIGH SCHOOL	Social Emotional Learning High School Collection	07/01/24 - 06/30/25
33	SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT	Individual Virtual Add-On Session	07/01/24 - 06/30/25
34	SPRUCE ELEMENTARY	Newsela ELA	07/01/24 - 06/30/25
35	SPRUCE ELEMENTARY	Social Emotional Learning Elementary Collection	07/01/24 - 06/30/25
36	SUNSHINE GARDENS ELEMENTARY	Newsela ELA	07/01/24 - 06/30/25
37	SUNSHINE GARDENS ELEMENTARY	Social Emotional Learning Elementary Collection	07/01/24 - 06/30/25
38	WESTBOROUGH MIDDLE SCHOOL	Newsela Social Studies	07/01/24 - 06/30/25
39	WESTBOROUGH MIDDLE SCHOOL	Social Emotional Learning Middle School Collection	07/01/24 - 06/30/25

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: June 6, 2024

RE: Approval of Supplementary Instructional Materials.

BACKGROUND:

The following supplementary instructional materials are being submitted to the Board for approval. These texts are for elective courses or are used as supplementary materials for core courses, as indicated below. Each text submitted for approval has been reviewed by a team of teachers for academic level, content, and alignment to course scope and sequence and has received preliminary approval from a site and District administrator.

These instructional materials are for the Health Sciences CTE pathway at ECHS that will open in the 2024-25 school year, beginning with Health Sciences 1.

Title (author or publisher, edition, media)	Course	Initiating Site
Diversified Health Options (DHO) Health Science - student bundle (online student materials and hardcover textbook), instructor materials	Health Sciences 1	ECHS
Visible Body Software (Simmers Textbook) - online student materials	Health Sciences 1	ECHS

Introduction to Sports Medicine and Athletic Training - student bundle (online student materials and hardcover textbook), instructor materials	Health Sciences 2	ECHS
Visible Body Software (France Textbook) - online student materials	Health Sciences 2	ECHS

DHO Health Science (Simmers)

This text is highly recommended within Career Technical Education (CTE) groups and is aligned to the national health care standards and CTE pathway standards for Health Care and Medical Terminology and Patient Care. The course and text also aligns with the Gateway to Health Careers course offered at Skyline College.

Fiscal Implications

Student bundle (online 6-year license + hardcover text) @ \$215 x 35 students = \$7,525

Instructor materials @ \$99 x 1 instructor = \$99

Visible Body (Simmers)

The Visible Body software would be used as a companion to the DHO Health Science (Simmers) textbook to enhance learning of the CTE Health Science and Medical Technology - Patient Care pathway standards. The software would help increase learning and retention of the human anatomy and physiology sections of the course. This software will be of use to all students and even greater so to those who are visual learners or learn best when manipulating materials while learning. This software will also allow students to explore human anatomy on their own time/at their own pace in class and at home. The software package includes instructor training and support.

Fiscal Implications

Online student resource - \$37 x 120 students x 5 years = \$22,200

Introduction to Sports Medicine and Athletic Training (France)

The Visible Body software would be used as a companion to the DHO Health Science (Simmers) textbook to enhance learning of the CTE Health Science and Medical Technology - Patient Care pathway standards. The software would help increase learning and retention of the human anatomy and physiology sections of the course. This software will be of use to all students and even greater so to those who are visual learners or learn best when manipulating materials while learning. This software will also allow students to explore human anatomy on their own time/at their own pace in class and at home

Fiscal Implications

Student bundle (online 6-year license + hardcover text) - \$236.75 x 35 students = \$8,286.25

Visible Body (France)

The Visible Body software would be used as a companion to the Introduction to Sports Medicine and Athletic Training (France) textbook to enhance learning of the CTE Health Science and Medical Technology - Patient Care pathway standards. The software would help increase learning and retention of the human anatomy and physiology sections of the course. This software will be of use to all students and even greater so to those who are visual learners or learn best when manipulating materials while learning. This software will also allow students to explore human anatomy on their own time/at their own pace in class and at home. The software package includes instructor training and support.

Fiscal Implications

Online student resource - \$37 x 40 students x 4 years = \$5,920

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the supplementary instructional materials listed above for adoption in the 2024-25 school year.

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: June 6, 2024

RE: Approval of the Agreement with the Boys & Girls Club of the Peninsula (BGCP) to Provide ELOP Summer Services for K-6 grades, and Transportation for High School Students to Foothill College, June 10-July 19, 2024

BACKGROUND:

The Boys & Girls Club of the Peninsula will operate and provide ELOP services for qualified SSFUSD K -6 grade students for the Summer of 2024. The summer location will be the Orange Park Clubhouse. The BGCP will also provide transportation for SSFUSD high school students to Foothill College located in Los Altos, CA.

FISCAL IMPLICATIONS:

The BGCP will be paid a \$170,000, for childcare services, which will be covered using ELOP funds. The BGCP will also be paid \$7,000 for the cost of transportation to Foothill College, which will be covered by General Funds.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the agreements with the BGCP to provide ELOP services and high school transportation for the summer, June 10-July 19, 2024.



CONTRACT SERVICES AGREEMENT

School District: SSFUSD
School Site: Orange Park Clubhouse, Future Grads
School Year: Summer 2024

THIS CONTRACT SERVICES AGREEMENT ("Agreement") is by and between the BOYS & GIRLS CLUBS OF THE PENINSULA, a California nonprofit corporation ("BGCP") and the SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT, effective as of Jun 1, 2024.

Recitals

- A. BGCP is nonprofit organization exempt under Section 501 (c)(3) of the Internal Revenue Code that operates after-school programs for children and youth. Its mission is to empower youth in our community with equitable access to social, academic, and career opportunities to thrive.
- B. The District wishes to hire BGCP to plan, staff, and operate an Expanded Learning program at the Orange Park Clubhouse during the summer of 2024. The District also wishes to provide transportation for district high school students to attend the BGCP Summer Academy at Foothill college. BGCP wishes to provide such services in order to further its mission.
- C. The District will use county, state and federal dollars to fund the Expanded Learning program at School Site for such year.

The parties agree as follows:

Terms

SCOPE OF SERVICES. Subject to the terms and conditions set forth in this Agreement, BGCP shall provide the services described in Exhibit A ("Services") to the District.

COMPENSATION. The District shall pay BGCP for the Services rendered in the amounts, at the time, and in the manner set forth in Exhibit A. BGCP shall submit all billings for said Services to the District in the manner specified in Exhibit A. Excepted as expressly provided in Exhibit A, BGCP shall be responsible for all costs incurred to perform the Services.

DISTRICT OBLIGATIONS. The District shall cooperate with BGCP and support BGCP's provision of the Services as described on Exhibit A.

RELATIONSHIP OF THE PARTIES. It is the intention of the parties that BGCP shall perform Services as an independent contractor to the District, and nothing in this Agreement shall be

construed to create a partnership or joint venture between the parties, or to create an employment relationship between the District and BGCP or between the District and any employee, agent, or volunteer of BGCP. Neither BGCP, nor any employee, agent, or volunteer of BGCP who performs any part of the Services, shall thereby be entitled to any benefits accorded to District employees, including without limitation health or retirement benefits, workers' compensation, disability insurance, vacation, or sick pay.

MUTUAL INDEMNIFICATION. BGCP shall indemnify and defend the District Parties from any and all losses, costs, damages, expenses, and liabilities (including reasonable legal fees and costs) arising out BGCP's performance of the Services, but only to the extent caused by intentional or negligent acts, errors, or omissions of one or more of the BGCP Parties.

The District shall indemnify and defend the BGCP Parties from any and all losses, costs, damages, expenses, and liabilities (including reasonable legal fees and costs) arising out of BGCP's performance of the Services, but only to the extent caused by negligent or intentional acts, errors, or omissions of one or more of the District Parties.

The obligations created in this paragraph shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.

For the purposes of this paragraph:

- a. "District Parties" means the District and its officers, volunteers, employees, consultants, contractors, agents, and members of the Board of Education.
- b. "BGCP Parties" means BGCP and its officers, directors, employees, volunteers, consultants, contractors, and agents.

INSURANCE REQUIREMENTS. During the entire term of this Agreement, BGCP shall at its sole cost maintain in force the following types of insurance, in each case with coverage of no less than One Million Dollars (\$1 million) per occurrence:

- a. Commercial general liability insurance covering death, bodily injury and property damage
- b. Business auto liability insurance covering owned, and non-owned, and hired vehicles
- c. Sexual misconduct and molestation liability insurance

In addition, during the entire term of this Agreement, BGCP shall at its sole cost maintain workers compensation insurance that covers BGCP employees working at the School Site.

The policies of insurance described above shall be carried with insurance companies authorized to do business in the State of California. True and correct copies of all certificates of insurance reflecting the coverage described above shall be provided to the District upon request. BGCP agrees not to cancel or reduce the coverage provided by the policies of insurance described above without first giving the District thirty (30) days' prior written notice. Should any such policy of insurance be canceled or changed, BGCP agrees to

immediately provide the District with true and correct copies of all new or revised certificates of insurance.

COMPLIANCE WITH LAWS. BGCP shall use the standard of care in its profession to comply with all applicable federal, state and local laws, codes, ordinances and regulations. BGCP shall comply with the requirements of California Education Code § 45125.1 with respect to fingerprinting of BGCP or employees or agents of BGCP who may have contact with the School District's pupils. If at any time during the term of this Agreement BGCP is either notified by the U.S. Department of Justice or otherwise becomes aware that any employee or agent of BGCP performing Services under this Agreement has been arrested or convicted of a violent or serious felony listed in California Penal Code § 667.S(c) or California Penal Code § 1192.7(c), respectively, BGCP agrees to immediately notify the District and remove said employee or agent from performing Services pursuant to this Agreement. BGCP will pay for fingerprinting to be done through the District.

LICENSES. BGCP represents and warrants to the District that it has all licenses, permits, qualifications, and insurance that are legally required of BGCP to perform the Services. BGCP represents and warrants to the District that BGCP shall, at its sole cost, keep in effect or obtain at all times during the term of this Agreement, any licenses, permits, insurance and approvals which are legally required of BGCP to practice its profession.

NON-ASSIGNABILITY. Neither party may assign this Agreement or any of its obligations thereof to a third party without the prior written consent of other party; provided, however, that nothing in this paragraph should be construed to prevent BGCP from using employees or contractors under BGCP's direction and control to assist BGCP in the performance of the Services. Any attempted assignment without the prior written consent of the other party shall be void.

NON-DISCRIMINATION. No person shall be denied the benefits of, or be subjected to discrimination in the conduct of, any activities or programs conducted pursuant to this Agreement on account of their race, ancestry, sex, creed, color, national origin, religion, age, political affiliation, marital status, medical condition, sexual orientation, or disability. BGCP shall ensure full equal employment opportunity for all employees providing Services under this Agreement.

RETENTION OF RECORDS. BGCP shall maintain all required records and reports that it is required to maintain under Exhibit A for three (3) years after the later of the date the District makes its final payment due under Exhibit A or the last day of the District's fiscal year in which an part of the Services were performed. Such records shall be subject to the examination and/or audit by the District, the State of California, or any federal agency that funds the District, at reasonable times.

ENTIRE AGREEMENT; AMENDMENT. This Agreement, including Exhibit A attached hereto and incorporated herein by reference, constitutes the entire Agreement of the parties hereto and correctly states the rights, duties and obligations of each party as of the date of this Agreement. Any prior agreement, promises, negotiations, or representations between the parties not expressly stated in this Agreement are not binding. All subsequent modifications to this Agreement or to Exhibit A shall be in writing and signed by the District

and BGCP. In the event of a conflict between the terms, conditions or specifications set forth herein and those in Exhibit A attached hereto, the terms, conditions or specifications set forth herein shall prevail.

TERM AND TERMINATION OF AGREEMENT.

- a. The term of this Agreement shall commence on the Effective Date and shall continue until the earlier of (i) completion of the Services and satisfaction of all obligations herein, or (ii) termination by either party in accordance under subsection below (iii) termination under Section 15 (conditions to performance} below.
- b. BGCP or the District may terminate this Agreement at any time, by giving thirty (30) days' written notice to the other party stating the effective date of termination. BGCP shall be entitled to receive payment for Services provided prior to the date of termination of the Agreement. Such payment shall be that portion of the full payment described in A which is allocable to the portion of the Services actually provided prior to termination.
- c. Notwithstanding anything to the contrary, Section 17 (Confidential Information); Section 14 (Termination), and Section 5 (Indemnification) will survive any termination or expiration of this Agreement.

CONDITIONS TO PERFORMANCE. The obligations of both parties hereto are subject to satisfaction of the following conditions prior to that date which is 30 days prior to the first day that Services are scheduled to commence under Exhibit A (the "Precondition Deadline"):

- a. Approval of Exhibit A by the Principal or Director of the School Site, as evidenced by his/her signature;
- b. Award of an ASES grant to the District to operate and Expanded Learning Program on the School Site for the School Year.

If such conditions are not satisfied by the Precondition Deadline, then this Agreement shall terminate on the Precondition Deadline without further action by the parties.

NOTICES. Any written notices relating to this Agreement shall be delivered by mail, email, or private delivery service to:

If to the School District: Ted O, Assistant Superintendent Business Services
398 B Street
South San Francisco, CA. 94080
Tedo@ssfusd.org

If to BGCP: Mak Azadi, Chief Operating Officer
401 Pierce Road
Menlo Park, CA 94025
mak@bgcp.org

Either party may change its contact information above by written notice to the other party.

CONFIDENTIAL INFORMATION. BGCP shall maintain the confidentiality of, and protect from unauthorized disclosure, any and all individual student information received from the District, including but not limited to student names and other identifying information, and shall not use such student information for any purpose other than carrying out the obligations under this Agreement. The District shall maintain the confidentiality of, and protect from unauthorized disclosure, any and all individual student, employee, contractor, or volunteer information received from BGCP. Upon termination of this Agreement, BGCP shall turn over to District all educational records related to the Services provided to any District student pursuant to this Agreement.

SEVERABILITY. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.

GOVERNING LAW. This Agreement shall be governed by and construed in accordance with the laws of the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of San Mateo, subject to transfer of venue under applicable State law, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by the District. **WAIVER.** No delay or omission by a party in exercising any right under this Agreement shall operate as a waiver of that or any other right and no single or partial exercise of any right shall preclude a party from any or further exercise of any right or remedy.

EXECUTION IN COUNTERPARTS. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, facsimile, or an original, with all signatures appended together, shall be deemed a fully executed agreement.

WHEREFORE, the Parties have executed this Agreement as of the date first written above.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

By:

Ted O, Assistant Superintendent Business Services

Date

BOYS & GIRLS CLUBS OF THE PENINSULA

By:

Mak Azadi, Chief Operating Officer

Date



CONTRACT SERVICES AGREEMENT

EXHIBIT A

I. SCHOOL SITE AND YEAR

- A.** BGCG will provide the services described in this Exhibit A ("Services") at the following locations: **Orange Park Boys & Girls Clubhouse**
- B.** The Services will be provided during the period of June 10-July 19 at the Orange Park Clubhouse.

II. SCOPE OF SERVICES

A. Program operations:

BGCP will operate the expanded learning program in a manner consistent with the District's allocation to support after school care programs. BGCP will provide staff, materials, management and supervision. In addition, BGCP will work collaboratively with the District on governance, operational management and evaluation. BGCP agrees to provide a high-quality program consistent with guidelines established by the California Department of Education ("CDE") and the District for this grant.

BGCP will have the following responsibilities in support of the expanded learning programs:

- i. Build and coordinate a daily schedule that includes academic assistance, homework support, physical exercise, enrichment components.
- ii. Hire, train, and supervise site staff.
- iii. Staffing according to the grant requirement which is a maximum of 20 students per one adult for grades 1-8 and 1:10 for TK and K.
- iv. BGCP must maintain any grant requirements that are used for funding these programs regarding attendance and other regulations in order not to jeopardize the grant for the District.
- v. BGCP will not provide any transportation to the Orange Park clubhouse
- vi. Comply with the requirements of the COE with respect to fingerprinting employees who may have contact with District's students, as well as inform the District and immediately remove an employee that has been arrested or convicted of a violent or serious felony.
- vii. Provide all materials and tools required to perform the services under this agreement. The District will make available supplies purchased in prior years through the district or site funds.
- viii. Complete site emergency plans and related staff training.

- ix. Provide Academic assistance and other activities specifically supporting classroom curriculum and academic goals
- x. Foster communication with and involvement of parents through parent orientations, parent handbook, newsletter, and hosting a minimum of one parent night (could be in conjunction with school PTA).
- xi. Adhere to proper management and fiscal accountability practices including maintaining proper insurance coverage, workers compensation insurance to BGCP employees and compliance with employment laws, federal, state and local laws and ordinances.
- xii. Provide documentation and attendance tracking to the District to maintain for a period of no less than 5 years.

III. EVALUATION AND REPORTING

A. BGCP will provide:

- Attendance and snack reports to the District within 20 days of District request.
- Provide all CDE required documents no less than 10 calendar days in advance of any deadlines, as requested by the District.

IV. DISTRICT EXPECTATIONS

- Administer all state and federal requirements (application, renewals, attendance, contracts).
- Develop MOUs (Attachment B) that outline program and partner responsibilities.
- Ensure compliance with state and federal requirements and local agreements/MOUs.
- Support partner resource development and resource sharing among partners.
- Problem-solve with partners as challenges arise.
- Provide information, such as applicable assessment results, student demographic information, grades, and graduation information (if applicable) to the BGCP.
- Impact & Measurement team. The district also agrees to provide additional data to BGCP when necessary for program evaluation, funding, and research purposes. This data will follow on provisions listed in Exhibit B and support BGCP in providing effective and relevant programming.
- Facilitate and support collaborative oversight body.
- Collect and disseminate necessary data to partners as expressed in and limited to the data sharing MOU.

V. COMPENSATION TO BGCP

- BGCP will be paid a total amount of \$177,000 based on the grant funding received for the purpose of supporting After School and Expanded learning program. Billing will be submitted in August 2024 for this full amount.

Sites	ASES	Centrury21	ELO-P	Total
Orange Park Clubhouse				\$170,000
Transportation for Future Grads				\$7,000

Payment to BCGP for such invoice shall be disbursed within 15 days of receipt of the invoice.

EXHIBIT B

PRIVACY OF PUPIL RECORDS This exhibit concerns pupil records, as that term is defined by Education code section 49073.1 ("Pupil Records") and/or covered information, which means personally identifiable information or material as defined by Business and Professions Code section 22584 ("Covered Information").

1. **Pupil Records Property of District.** All Pupil Records are and will continue to be the property of and under the control of the District. The parties agree that as between them, all rights, including all intellectual property rights in and to Pupil Records shall remain the exclusive property of the District, and Contractor has a limited, nonexclusive license to such Pupil Records, District content, or intellectual property, except as expressly stated in the Contract and this Rider.
2. **Pupil-Generated Content.** Notwithstanding the provisions of section 1, pupils shall retain ownership and control of pupil-generated content, if any (as that term is defined by Education Code section 49073.1(d)(4)). Contractor shall make all pupil-generated content, if any, available to the pupil who created it and provide a process by which a pupil can transfer his or her pupil-generated content to a person account. Upon request, Contractor shall provide the District with a written description of the process it will provide to pupils in compliance with this section 2.
3. **Use of Information in Pupil Records.** Contractor may not and will not use any Pupil Record or information in a Pupil Record for any purpose other than those required or specifically permitted by the Contractor and this Rider.
4. **Personally Identifiable Information.** Contractor shall provide a process by which a pupil's parent, legal guardian, or the eligible pupil can review personally identifiable information in the pupil's records and correct erroneous information. Upon request, Contractor shall provide the District with a written description of the process it will provide to pupils and their parents/legal guardians in compliance with this section 4.
5. **Security and Confidentiality of Pupil Records.** Contractor will access, store and use Pupil Records in accordance with commercial best practices, including appropriate administrative, physical, and technical safeguards, to secure such data from unauthorized access, disclosure alteration, and use. Such measures will be no less protective that those used to secure Contractor's own data of a similar type. Without limiting the foregoing, Contractor warrants that all Pupil Records will be encrypted in transmission via web interface using SSL (Secure Socket Layer) (including via web interface) and stored at no less that 128-bit level encryption. In addition, Contractor will use industry-standards and up-to-date security tools and technologies such as anti-virus protections and intrusion detection methods in providing services under the Contract and/or this Rider. Contractor will designate employees or agents it holds and will hold primarily responsible for meeting the Contractor's duties to securely maintain and protect Pupil Records. Contractor will ensure that the designated persons have or will receive all training and information necessary to meet the Contractor's duties to securely protect and maintain Pupil

Records. The designation of employees or agents required under this section does not relieve the Contractor of any of its duties under the law or the Contract and/or this Rider, not relieve the Contractor of any liability for any breach thereof.

6. **Unauthorized Disclosure.** Immediately upon becoming aware of an unauthorized disclosure of Pupil Records, or of circumstances that could have resulted in unauthorized access to disclosure or use of Pupil Records, Contractor will notice the District, full investigate the incident and cooperate fully with the District's investigation of and response to the incident. Except as otherwise required by law, Contractor will not provide notice of the incident directly to parents, legal guardians or pupils whose personally identifiable information was involved, to regulatory agencies, or to other entities, without prior written permission from the District. District may, by written request, direct Contractor to provide notice of the incidents directly to parents, legal guardians or pupils whose personally identifiable information was involved, or to regulatory agencies or other entities.
7. **Retention of Pupil Records.** The Contractor hereby certifies that Pupil Records shall not be retained or available to the Contractor, including any subcontractors, partners, or associated entities of the Contractor, upon completion of the terms of the Contract and this Rider. Notwithstanding the foregoing, Contractor may maintain pupil-generated content (as that term defined by Education Code section 490731.(d)(4)), if any, upon completion of the term of the Contract and this Rider if, and only if, the parent, legal guardian, or eligible pupil chooses to establish or maintain and account with the Contractor for the purpose of storing the pupil-generated content and the Contractor received the written permission of a pupil's parent or legal guardian to establish or maintain the pupil's account. In furtherance of the foregoing, upon termination or expiration of the Contract and this Rider, Contractor will ensure that all Pupil Records are securely returned or destroyed as directed by the District. Transfer to the District or a third party designated by the District shall occur within a reasonable period of time, and without significant interruption in service. Contractor shall ensure that such transfer/migration uses facilities and methods that are compatible with the relevant systems of the District or its transferee, and to the extent technologically feasible, that the District will have reasonable access to Pupil Records during the transition. In the event that the District requests destruction of any Pupil Records, Contractor agrees to securely destroy all Pupil Records in its possession and in the possession of any subcontractors or agents to which the Contractor might have transferred Pupil Records. The Contractor agrees to provide documentation of data destruction to the District.
8. **Family Educational Right and Privacy Act.** Contractor agrees to assist District in maintaining the privacy of Pupil Records as may be required by State and Federal law, including but not limited to the Protection of Pupil rights Amendment (PPRA), the Children's Online Privacy Protection Act (COPPA), the Family Educational Rights and Privacy Act (FERPA), and the Student Online Personal Information Act (SOPIPA). BGCP shall not explicitly obtain consents from parents directly. Contractor will provide access to Pupil Records, including deidentified information, only to its employees and subcontractors who need to access the data to fulfill Contractor obligations under the Contract and/or this Rider. Contractor will ensure that employee and subcontractors who perform work under the Contract and/or this Rider have read, understood, and received appropriate instruction as to how to comply with the data protection provisions of this Rider. Contractor will use the education records only for the purpose of fulfilling its duties under the Contract and/or this Rider for District's and its pupils' benefit and will not share such data with or disclose it to any third party except as provided for in this Rider, required by law, or authorized in writing by the District. If the Contractor will have access to "education records" for the District's pupils as defined under FERPA, Contractor acknowledges that, for the purposes of

the Contract and/or this Rider, it will be designated as a “school official” with “legitimate education interests” in the District education records, as those terms have been defined under FERPA and its implementing regulations, and the Contractor agrees to abide by the FERPA limitations and requirements impose on school officials. Contractor will use the education records only for the purpose of fulfilling its duties under the Contract and/or this Rider for District’s and its pupils’ benefit and will not share such data with or disclose to any third party except as provided for in this Rider, required by law, or authorized in writing by the District.

9. **No Targeted Advertising.** Contractor will not use Pupil Records for advertising or marketing purposes unless such use is specifically authorized by this Contract or otherwise authorized in writing by the District. Contractor will not use Pupil Records to engage in targeted advertising. Contractor is prohibited from mining Pupil Records for any purposes other than those agreed to by the parties.
10. **Covered Information.** To the extent Contractor is an operator of an Internet Web site, online service, online application, or mobile application, with actual knowledge that the site, service, or application is used primarily for K-12 school purposes and was designed and marketed for K-12 school purposes, Contractor agrees to comply with all of the requirements of Business and Professions Code section 22584. Contractor agrees not to engage in targeted advertising as described in section 22584. Contractor agrees not to use information, including persistent unique identifiers, created, or gathered by the Contractor’s site, service, or application, to amass a profile about a student except in furtherance of District’s purposes. Contractor further agrees to that it will not sell, disclose, or otherwise use Covered Information without the prior written consent of the District. Contractor will implement and maintain reasonable security procedures to protect Covered Information and fulfill all other requirements of Business and Professions Code section 22584.
11. **Compliance with Law.** In the event of a conflict between this Rider and the Contract, the terms of this Rider shall govern. This Rider is intended to comply with Education Code section 49073.1 and Business and Professions Code section 22584. In addition to any other penalties if the Contract and this Rider, taken together, fail to comply with Education Code section 49073.1 and Business Professions Code section 22584, the Contract shall be rendered void if. Upon notice and a reasonable opportunity to cure, the noncompliant part fails to come into compliance and cure any defect. Written notice of noncompliance may be provided by any party to the Contract. All parties are subject to Contract voided in accordance with this paragraph and Education Code section 49073.1 or Business and Professions Code section 22584 shall return all Pupil Records and Covered Information in their possession to the District. The term of this Rider is coextensive with the term of the Contract.
12. **California Consumer Privacy Act.** To the extent applicable, Contractor shall comply with the requirements of the California Consumer Privacy Act (“CCPA”). The CCPA, however, shall not preempt the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. §1232g; 34 C.F.R. Part 99), the Children’s Online Privacy Protection Act (Pub.L.No. 106-554 and 47 U.S.C. §254(h)), the Children’s Internet Protection Act (15 U.S.C. §6501et seq.), California Education Code section 49073.1 and 49073.6, and/pr the Student Online Personal Information Act (California Business and Proessions Code §22584). Notwithstanding the above to the extent that a “consumer” as that term is defined by the CCPA, contacts Contractor to receive Pupil Records or Covered Information provided to Contractor pursuant to this Contract, to delete consumer’s personal information or to access information collected by Contractor hereunder, Contractor shall refer the consumer to the District, and the District will provide the necessary and proper procedures regarding the requested information.

IN WINESS WHEREOF, the parties have, by their duly authorized representatives, executed this Rider, in duplicate, as of the day and year first above written.

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: June 6, 2024

RE: Approval of ILC Illustrative Mathematics (IM) Curriculum and Digital Access Quote

BACKGROUND:

For the 2024-25 school year, EDS will support 3rd grade through Algebra 2 teachers interested in piloting the ILC Illustrative Mathematics (IM) curriculum throughout the year. Participating educators will start the pilot at the beginning of the 2024-25 school year and will provide recommendations by April 2025 on whether to adopt this curriculum or consider an alternative for the 2025-26 school year. The attached quote includes the cost for materials and online access for both students and teachers.

FISCAL IMPLICATIONS:

The cost for approximately twenty-four elementary teachers and twenty secondary teachers to pilot the Illustrative Mathematics curriculum for the 2024-25 school year is \$166,421.70. This price includes all materials and digital access for both teachers and students. We will use the Lottery/textbook adoption account to cover the costs of the curriculum/digital licenses.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the ILC Illustrative Mathematics (IM) curriculum pilot quote.

100 S. Mill Ave
Suite 1700
Tempe, AZ 85281
877-725-4257

Date	5/28/2024
Quote No.	Q-60002
Acct. No.	12214944
Total	166,421.70
Pricing Expires	11/24/2024

South San Francisco Unified School Dist
398 B St
South San Francisco CA 94080
United States

Payment Term	Contract Start	Contract End
Net 30	6/1/2024	5/31/2025

Site	Description	Comments	End Date	Qty	Per Unit	Amount
South San Francisco Unified School Dist	Imagine IM Student Print - Grade 3		05/31/2025	245	32.00	7,840.00
	Imagine IM Student Workbook Unit 1 - Grade 3		05/31/2025	245	4.00	980.00
	Imagine IM Student Workbook Unit 2 - Grade 3		05/31/2025	245	4.00	980.00
	Imagine IM Student Workbook Unit 3 - Grade 3		05/31/2025	245	4.00	980.00
	Imagine IM Student Workbook Unit 4 - Grade 3		05/31/2025	245	4.00	980.00
	Imagine IM Student Workbook Unit 5 - Grade 3		05/31/2025	245	4.00	980.00
	Imagine IM Student Workbook Unit 6 - Grade 3		05/31/2025	245	4.00	980.00
	Imagine IM Student Workbook Unit 7 - Grade 3		05/31/2025	245	4.00	980.00
	Imagine IM Student Workbook Unit 8 - Grade 3		05/31/2025	245	4.00	980.00
	Imagine IM Student Single User License - Grade 3		05/31/2025	245	21.00	5,145.00
	Imagine IM Teacher Guide Units 1-2 - Grade 3 - CCSS		05/31/2025	11	53.90	592.90
	Imagine IM Teacher Guide Units 3-4 - Grade 3 - CCSS		05/31/2025	11	53.90	592.90
	Imagine IM Teacher Guide Units 5-6 - Grade 3 - CCSS		05/31/2025	11	53.90	592.90
	Imagine IM Teacher Guide Units 7-8 - Grade 3 - CCSS		05/31/2025	11	53.90	592.90
	IM Mathematics Teacher Course Guide - Grade 3 - CCSS		05/31/2025	11	6.72	73.92
	Imagine IM Student Print - Grade 4		05/31/2025	203	32.00	6,496.00
	Imagine IM Student Workbook Unit 1 - Grade 4		05/31/2025	203	3.56	722.68
	Imagine IM Student Workbook Unit 2 - Grade 4		05/31/2025	203	3.56	722.68
	Imagine IM Student Workbook Unit 3 - Grade 4		05/31/2025	203	3.56	722.68
	Imagine IM Student Workbook Unit 4 - Grade 4		05/31/2025	203	3.56	722.68
	Imagine IM Student Workbook Unit 5 - Grade 4		05/31/2025	203	3.56	722.68
	Imagine IM Student Workbook Unit 6 - Grade 4		05/31/2025	203	3.56	722.68
	Imagine IM Student Workbook Unit 7 - Grade 4		05/31/2025	203	3.56	722.68
	Imagine IM Student Workbook Unit 8 - Grade 4		05/31/2025	203	3.56	722.68
	Imagine IM Student Workbook Unit 9 - Grade 4		05/31/2025	203	3.52	714.56

Site	Description	Comments	End Date	Qty	Per Unit	Amount
	Imagine IM Student Single User License - Grade 4		05/31/2025	203	21.00	4,263.00
	Imagine IM Teacher Guide Units 1-2 - Grade 4 - CCSS		05/31/2025	7	53.90	377.30
	Imagine IM Teacher Guide Units 3-4 - Grade 4 - CCSS		05/31/2025	7	53.90	377.30
	Imagine IM Teacher Guide Units 5-6 - Grade 4 - CCSS		05/31/2025	7	53.90	377.30
	Imagine IM Teacher Guide Units 7-9 - Grade 4 - CCSS		05/31/2025	7	53.90	377.30
	IM Mathematics Teacher Course Guide - Grade 4 - CCSS		05/31/2025	7	6.05	42.35
	Imagine IM Student Print - Grade 5		05/31/2025	198	32.00	6,336.00
	Imagine IM Student Workbook Unit 1 - Grade 5		05/31/2025	198	4.00	792.00
	Imagine IM Student Workbook Unit 2 - Grade 5		05/31/2025	198	4.00	792.00
	Imagine IM Student Workbook Unit 3 - Grade 5		05/31/2025	198	4.00	792.00
	Imagine IM Student Workbook Unit 4 - Grade 5		05/31/2025	198	4.00	792.00
	Imagine IM Student Workbook Unit 5 - Grade 5		05/31/2025	198	4.00	792.00
	Imagine IM Student Workbook Unit 6 - Grade 5		05/31/2025	198	4.00	792.00
	Imagine IM Student Workbook Unit 7 - Grade 5		05/31/2025	198	4.00	792.00
	Imagine IM Student Workbook Unit 8 - Grade 5		05/31/2025	198	4.00	792.00
	Imagine IM Student Single User License - Grade 5		05/31/2025	198	21.00	4,158.00
	Imagine IM Teacher Guide Units 1-2 - Grade 5 - CCSS		05/31/2025	6	53.90	323.40
	Imagine IM Teacher Guide Units 3-4 - Grade 5 - CCSS		05/31/2025	6	53.90	323.40
	Imagine IM Teacher Guide Units 5-6 - Grade 5 - CCSS		05/31/2025	6	53.90	323.40
	Imagine IM Teacher Guide Units 7-8 - Grade 5 - CCSS		05/31/2025	6	53.90	323.40
	IM Mathematics Teacher Course Guide - Grade 5 - CCSS		05/31/2025	6	6.72	40.32
	Imagine IM Student Print - Grade 6		05/31/2025	595	32.00	19,040.00
	Imagine IM Student Workbook Units 1-3 - Grade 6		05/31/2025	595	11.00	6,545.00
	Imagine IM Student Workbook Units 4-6 - Grade 6		05/31/2025	595	11.00	6,545.00
	Imagine IM Student Workbook Units 7-9 - Grade 6		05/31/2025	595	10.00	5,950.00
	Imagine IM Student Single User License - Grade 6		05/31/2025	595	21.00	12,495.00
	Imagine IM Teacher Guide Unit 1 - Grade 6 - CCSS		05/31/2025	7	23.10	161.70
	Imagine IM Teacher Guide Unit 2 - Grade 6 - CCSS		05/31/2025	7	23.10	161.70
	Imagine IM Teacher Guide Unit 3 - Grade 6 - CCSS		05/31/2025	7	23.10	161.70
	Imagine IM Teacher Guide Unit 4 - Grade 6 - CCSS		05/31/2025	7	23.10	161.70
	Imagine IM Teacher Guide Unit 5 - Grade 6 - CCSS		05/31/2025	7	23.10	161.70
	Imagine IM Teacher Guide Unit 6 - Grade 6 - CCSS		05/31/2025	7	23.10	161.70
	Imagine IM Teacher Guide Unit 7 - Grade 6 - CCSS		05/31/2025	7	23.10	161.70
	Imagine IM Teacher Guide Unit 8 - Grade 6 - CCSS		05/31/2025	7	23.10	161.70
	Imagine IM Teacher Guide Unit 9 - Grade 6 - CCSS		05/31/2025	7	23.10	161.70
	Imagine IM Teacher Course Guide - Grade 6 - CCSS		05/31/2025	7	12.10	84.70
	Imagine IM Student Print - Grade 7		05/31/2025	170	32.00	5,440.00
	Imagine IM Student Workbook Units 1-3 - Grade 7		05/31/2025	170	11.00	1,870.00
	Imagine IM Student Workbook Units 4-6 - Grade 7		05/31/2025	170	11.00	1,870.00
	Imagine IM Student Workbook Units 7-9 - Grade 7		05/31/2025	170	10.00	1,700.00
	Imagine IM Student Single User License - Grade 7		05/31/2025	170	21.00	3,570.00

Site	Description	Comments	End Date	Qty	Per Unit	Amount
	Imagine IM Teacher Guide Unit 1 - Grade 7 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 2 - Grade 7 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 3 - Grade 7 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 4 - Grade 7 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 5 - Grade 7 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 6 - Grade 7 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 7 - Grade 7 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 8 - Grade 7 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 9 - Grade 7 - CCSS		05/31/2025	1	23.10	23.10
	Imagine IM Teacher Course Guide - Grade 7 - CCSS		05/31/2025	2	12.10	24.20
	Imagine IM Student Print - Grade 8		05/31/2025	170	32.00	5,440.00
	Imagine IM Student Workbook Units 1-3 - Grade 8		05/31/2025	170	11.00	1,870.00
	Imagine IM Student Workbook Units 4-6 - Grade 8		05/31/2025	170	11.00	1,870.00
	Imagine IM Student Workbook Units 7-9 - Grade 8		05/31/2025	170	10.00	1,700.00
	Imagine IM Student Single User License - Grade 8		05/31/2025	170	21.00	3,570.00
	Imagine IM Teacher Guide Unit 1 - Grade 8 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 2 - Grade 8 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 3 - Grade 8 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 4 - Grade 8 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 5 - Grade 8 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 6 - Grade 8 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 7 - Grade 8 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 8 - Grade 8 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Guide Unit 9 - Grade 8 - CCSS		05/31/2025	2	23.10	46.20
	Imagine IM Teacher Course Guide - Grade 8 - CCSS		05/31/2025	2	12.10	24.20
	IM Algebra I Student Single User		05/31/2025	140	21.00	2,940.00
	IM Algebra II Student Single User		05/31/2025	295	21.00	6,195.00
	IM Geometry Student Single User		05/31/2025	600	21.00	12,600.00
	IM Algebra I Student Print - Color		05/31/2025	140	35.00	4,900.00
	IM Algebra I Student Units 1-2 - Color		05/31/2025	140	11.66	1,632.40
	IM Algebra I Student Units 3-5 - Color		05/31/2025	140	11.66	1,632.40
	IM Algebra I Student Units 6-7 - Color		05/31/2025	140	11.68	1,635.20
	IM Algebra II Student Print - Color		05/31/2025	295	35.00	10,325.00
	IM Algebra II Student Units 1-2 - Color		05/31/2025	295	11.66	3,439.70
	IM Algebra II Student Units 3-5 - Color		05/31/2025	295	11.66	3,439.70
	IM Algebra II Student Units 6-7 - Color		05/31/2025	295	11.68	3,445.60
	IM Geometry Student Print - Color		05/31/2025	600	35.00	21,000.00
	IM Geometry Student Units 1-2 - Color		05/31/2025	600	11.66	6,996.00
	IM Geometry Student Units 3-5 - Color		05/31/2025	600	11.66	6,996.00
	IM Geometry Student Units 6-8 - Color		05/31/2025	600	11.68	7,008.00
	IM Algebra I Teacher Print - CCSS		05/31/2025	2	55.00	110.00
	IM Algebra I Teacher Course Guide - CCSS		05/31/2025	2	6.87	13.74
	IM Algebra I Teacher Unit 1 - CCSS		05/31/2025	2	6.87	13.74
	IM Algebra I Teacher Unit 2 - CCSS		05/31/2025	2	6.87	13.74
	IM Algebra I Teacher Unit 3 - CCSS		05/31/2025	2	6.87	13.74
	IM Algebra I Teacher Unit 4 - CCSS		05/31/2025	2	6.87	13.74
	IM Algebra I Teacher Unit 5 - CCSS		05/31/2025	2	6.87	13.74
	IM Algebra I Teacher Unit 6 - CCSS		05/31/2025	2	6.87	13.74

Site	Description	Comments	End Date	Qty	Per Unit	Amount
	IM Algebra I Teacher Unit 7 - CCSS		05/31/2025	2	6.91	13.82
	IM Algebra II Teacher Print - CCSS		05/31/2025	4	55.00	220.00
	IM Algebra II Teacher Course Guide - CCSS		05/31/2025	4	6.87	27.48
	IM Algebra II Teacher Unit 1 - CCSS		05/31/2025	4	6.87	27.48
	IM Algebra II Teacher Unit 2 - CCSS		05/31/2025	4	6.87	27.48
	IM Algebra II Teacher Unit 3 - CCSS		05/31/2025	4	6.87	27.48
	IM Algebra II Teacher Unit 4 - CCSS		05/31/2025	4	6.87	27.48
	IM Algebra II Teacher Unit 5 - CCSS		05/31/2025	4	6.87	27.48
	IM Algebra II Teacher Unit 6 - CCSS		05/31/2025	4	6.87	27.48
	IM Algebra II Teacher Unit 7 - CCSS		05/31/2025	4	6.91	27.64
	IM Geometry Teacher Print - CCSS		05/31/2025	7	55.00	385.00
	IM Geometry Teacher Course Guide - CCSS		05/31/2025	7	6.11	42.77
	IM Geometry Teacher Unit 1 - CCSS		05/31/2025	7	6.11	42.77
	IM Geometry Teacher Unit 2 - CCSS		05/31/2025	7	6.11	42.77
	IM Geometry Teacher Unit 3 - CCSS		05/31/2025	7	6.11	42.77
	IM Geometry Teacher Unit 4 - CCSS		05/31/2025	7	6.11	42.77
	IM Geometry Teacher Unit 5 - CCSS		05/31/2025	7	6.11	42.77
	IM Geometry Teacher Unit 6 - CCSS		05/31/2025	7	6.11	42.77
	IM Geometry Teacher Unit 7 - CCSS		05/31/2025	7	6.11	42.77
	IM Geometry Teacher Unit 8 - CCSS		05/31/2025	7	6.12	42.84
	Shipping and Handling (ILC)	Shipping and Handling fee covers all physical materials listed above for the duration of the term.	05/31/2025	1	9,525.99	9,525.99

Subtotal	159,721.88
Tax Total	6,699.82
Total	166,421.70

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Imagine Learning LLC Standard Terms and Conditions . These Terms and Conditions are available at www.imaginelearning.com/standard-terms-and-conditions, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Imagine Learning's written consent.

**South San Francisco Unified
School Dist**

Signature: _____
Print Name: _____
Title: _____
Date: _____

Imagine Learning Representative

Joe Penner
Account Executive -
joe.penner@imaginelearning.com
imaginethefutureoflearning.com

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@imaginelearning.com or fax to 480-423-0213.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: June 6, 2024

RE: Approval to Continue Air Tutors for Tutoring Students with Disabilities for the 2024-25 School Year

BACKGROUND:

SSFUSD has been working with Air Tutors to provide high dosage tutoring for students with IEP's since June 5, 2023. This Board memo is to request continuance of services for those students as well as to add more to our listing in an effort to pilot this learning recovery program. Since our department started began using Air Tutors, we have enrolled 168 students in tutoring services. There have been 120 students from SSFUSD's elementary schools, 36 students from the middle schools and 12 students from the high schools. Following is a breakdown of those numbers by school.

School	# of Students Participating
Buri Buri Elementary School	18
Junipero Serra Elementary School	10
Los Cerritos Elementary School	8
Martin Elementary School	16
Monte Verde Elementary School	14
Ponderosa Elementary School	16
Skyline Elementary School	25
Sunshine Gardens Elementary School	13
Alta Loma Middle School	12
Parkway Heights Middle School	9

Westborough Middle School	15
Baden High School	1
El Camino High School	5
South San Francisco High School	6

With Air Tutors, students are given a specific tutor with whom they can schedule their sessions and develop a relationship. Air Tutors does not provide on demand tutoring but instead schedules tutoring sessions at a specific time that works for the student and tutor. The Air Tutors program has designed their platform to ensure accessibility for students with learning disabilities and who are learning English. It also builds a program that centers on relationships which addresses parent needs. Air Tutors believe that if they start with this basis, then all students can access this service and learn.

This memo is to request a continuation of the Air Tutors program, allocating \$300,000 to students identified as eligible under IDEA, and \$100,000 provided strategically to general education students showing at-risk data points for achievement and attendance.

FISCAL IMPLICATIONS:

The fiscal impact is approximately \$400,000 and will be paid via the Arts, Music, and Instructional Materials Discretionary block grant for the 2024-25 school year.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the expenditure of \$400,000 to provide 215 students with disabilities with high dosage tutoring through Air Tutors for the 2024-25 school year.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: June 6, 2024

RE: Approval to Continue Contracts with the Following Companies for Curriculum and Instructional/Professional Development Trainings for the 2024-25 School Year

BACKGROUND:

The following companies provide SSFUSD with curriculum to ensure our students with disabilities have access to evidenced based, standards based educational curriculum, as well as training and on site coaching to ensure our teachers are empowered to be able to provide exceptional instruction to our students.

The following chart details each company and what they provide in order for us to meet the needs of all our students for the upcoming 2024-25 school year.

Organization	Service(s) Provided	Description	Cost
School Specialty (Spire)	Curriculum & Training for Reading Intervention	S.P.I.R.E.® is a comprehensive and multisensory reading intervention and instructional program that integrates phonological awareness, phonics, handwriting, fluency, vocabulary, spelling, and comprehension in an instructional design that is based upon how struggling readers learn. S.P.I.R.E. has been used throughout the country with remarkable success by thousands of elementary, middle, and high school students. This includes students with characteristics of dyslexia, or Specific Learning Disabilities, or students who need direct, systematic, sequential instruction in reading.	\$83,000

		Based on Structured Literacy elements and principles, and developed by OG Fellow Sheila Clark Edmands, S.P.I.R.E. incorporates research-based best practices for reading and language development. Each S.P.I.R.E. lesson employs 10 steps that enhance student learning and memory by engaging multisensory pathways to the brain in rapid succession. -Link to more information about Spire -Link to White Paper on Spire \$25,000 allocated to training and coaching, while the remaining will go towards student and teacher materials.	
Touch Math	Curriculum & Training for Math Intervention	TouchMath is an evidence and science based methodology focused on mathematics utilizing a multisensory approach to teaching mathematics to students. This program has been reported to support students with dyscalculia as well as students with specific learning disabilities and is designed to support all learners; proven effective in both general education and special education settings. This program goes up through Algebra 1 and provides a supplementary or supplant curriculum to support learning. -Touch Math - Whitepaper -Touch Math Information We are looking to enter a 3 year coaching contract with Touchmath. Year one will cost \$30,000, while year 2 and 3 will be at \$35,000. This line item is requesting a 3 year approval of \$40,000 year 1, \$45,000 year 2 and 3. \$30,000 allocated to training and coaching, while the remaining will go towards student and teacher materials.	\$40,000
N2y, LLC (Unique)	Curriculum & Training for Adapted Curriculum	Unique Learning is a standards based curriculum for all subject areas, adapted to meet the needs of students who require modifications to the CA standards in order to access FAPE, as well as learning for courses under AB181. Unique Learning System is a solution designed specifically to help students with special learning needs master their state's extended standards. From one convenient, cloud-based platform, educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools, and evidence-based instructional support. Students from pre-K through transition have the advantage of consistent, high-quality instruction, a motivating interactive learning environment, engaging symbol support, and a path to independence. \$3,600 allocated to training, while the remaining will go towards student and teacher materials.	\$45,000
Total			\$168,000

FISCAL IMPLICATIONS:

Total fiscal implication is \$168,000 and is funded through Strategic Plan/LCAP Goal 1.3B. Strategic Plan sub action 1.3 B states as such:

Goal 1.3 B. Provide and purchase curriculum to meet the needs of our students with disabilities, English Learners, and at promise students.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve these contracts, totaling \$168,000, in order to fulfill the curricular needs for students with an Individual Educational Plan (IEP) for the 2024-25 school year.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: June 6, 2024

RE: Approval to Continue Contracts with the Following Non-Public Schools (NPSs) to Provide Special Education Placements for the 2024-25 School Year

BACKGROUND:

SSFUSD currently contracts with non-public schools (NPS), as well as County and neighboring schools in order to provide specialized school placements for students with unique needs. A Memorandum of Understanding (MOU) is in place with the San Mateo County Office of Education's (SMCOE) Special Education Local Plan Area (SELPA) for any NPS placements in the Bay Area for SSFUSD to utilize. An MOU needs to be established annually for any County placements or those otherwise who do not have one with the SMCOE SELPA. Individual Service Agreements (ISAs) are utilized to memorialize any agreements with non-public schools under our SELPA's MOU.

Following is a chart listing expected fall placements, not including any new enrollees that may come to us this summer or fall, as well as other unexpected placements or IEP team decisions.

This memo is to request approval for the following non-public school (NPS) placements.

Non-Public School	Grades of Students Placed	Cost / Student for 24-25	# of Students Served	Estimated Total Cost for 24-25
Achieve Kids NPS	Middle	\$150,000	1	\$150,000

Arise NPS	High	\$135,000	1	\$135,000
Avalon NPS	PreK & High	\$175,000	2	\$350,000
Beacon NPS	High	\$150,000	1	\$150,000
Fred Finch	Middle	\$150,000	1	\$150,000
Seneca Pathfinder	High	\$150,000	1	\$150,000
Spectrum NPS	Middle, High & Adult	\$125,000	10	\$1,250,000
Wings NPS	Adult	\$125,000	1	\$125,000
Weingarten NPS - DHH	Pre-K	\$165,000	1	\$165,000
SMCOE	Middle & Adult	\$97,000	4	\$338,000
SCCOE - Oster Elementary DHH	Elementary	\$150,000	1	\$150,000
SSFUSD - DHH	Pre-K	\$140,000	1	\$140,000
Students currently in process of NPS Placement	Middle & High	\$150,000	5	\$750,000
Total # of students served & Total Cost for Contracted Non-Public Agency Services			30	\$4,003,000

FISCAL IMPLICATIONS:

Total estimated cost is **\$4,003,000** is to be charged to the Special Education Budget.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve continuing to work with these Non-Public Schools (NPS) and County Programs to provide special education placements for students in order to fulfill an Individual Educational Plan (IEP) for the 2024-25 school year.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: June 6, 2024

RE: Approval to Continue Contracts with the Following Agencies for Transportation Services for Eligible Students with Individualized Education Plans (IEPs), for the 2024-25 School Year

BACKGROUND:

SSFUSD contracts with agencies to ensure the District has personnel to transport eligible students with IEPs as a related service in order to access Free Appropriate Public Education (FAPE), as per their IEP. There are 163 students with IEPs who are eligible for transportation. 23 of these students are declining services or participating in mileage reimbursement, with 143 receiving transportation services through one of the three agencies with which the District contracts. During the 2023-24 school year, there were 239 eligible students and 143 accessing this service. These services cost approximately \$2,500,000 during the 2023-24 school year.

During ESY, of the 173 students eligible for transportation, 59 are declining, 33 are participating in mileage reimbursement and of those participating, 16 are in Pre-K, 31 in elementary school, 12 in middle school, 11 in high school, and 11 are in ATP.

This Board memo is to approve the following contracts in order to do this work.

Organization	Description	Cost
Adroit	Trip Fee (includes first 10 miles) - Sedan \$68, Large \$90, Wheelchair Accessible \$100 - Additional miles \$2.55 per mile	\$1,450,000

	Additional Fees: • Safety Equipment \$4, Attendant/Monitor \$40 • Wait Time (billed in 15 min. increments) \$60/hr • No show/late cancel - Full price of ride • 50% on gasoline exceeds \$5.00 per gallon Historic Costs: • 68 Students in the 23-24 school year = \$1,000,000 • 67 students in 22-23 school year = \$614,000	
EverDriven	Trip Items Fees • Trip Fee (includes first 12 miles) \$77.25 • Per Mile Fee (after the first 12 miles) \$2.78 Additional Fees (as needed/requested): • Wheelchair Fee (per student) \$36.05 • Car Seat/Safety Vest Fee (per student) \$5.15 • Wait Time Fee (per hour, billed in 15 min. increments) \$77.25 • Monitor Fee (per hour, 2-hour minimum) \$25.75 • No Show or Late Cancel Full Price of Trip • 30% on gasoline that exceeds \$5.00 per gallon Historic Costs: • 73 Students in the 23-24 school year = \$1,500,000 • 77 students in 22-23 school year = \$1,615,000	\$750,000
Green Cab	Fee • \$300/day Historic Costs: • 2 Students in the 23-24 school year = \$60,300 per student • 1 student in 22-23 school year = \$56,000	\$121,000
Total		\$2,321,000

FISCAL IMPLICATIONS:

Total estimated cost of \$2,321,000 is to be charged to the General Fund (Fund 01).

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve continuing to work with these transportation agencies in order to fulfill Individualized Education Plan (IEP) service agreements by allowing the Assistant Superintendent of Business Services to sign all Program Service Agreements (PSA) in the 2024-25 school year.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: June 6, 2024

RE: Approval to Continue Contracts with the Following Agencies for Interpretation and Translation Services for Special Education IEP Meetings as well as Student ASL Interpretation Services, for the 2024-25 School Year

BACKGROUND:

SSFUSD contracts with agencies to ensure we have personnel to interpret during IEP meetings in the parent's native language, as well as any documents requested to be translated. In addition, interpretation services are utilized for bilingual testing, in preparation of IEP meetings with parents, and in some cases, to provide direct services to eligible students with IEPs. This Board memo is to approve contracts in order to do this work. We have historically worked with three of these agencies, and are looking to bring on a fourth, Effectiff, to ensure agencies contracted can support our volume of work.

Last year we spent \$865,000 on translation and interpretation services. The following is a breakdown of what we are requesting to be approved for the upcoming 2024-25 school year.

Organization	Service(s) Provided	Description	Cost
Hanna Interpreting Services LLC	ASL Para Interpreter	ASL Para Interpreter \$125/hr (in-person) *This agreement is set up to continue contracting with 1 ASL Interpreter through this agency to fill a continuing vacant position, as well as to fill any other ASL Interpreter vacancies.	\$120,000

		*Last year we spent approximately \$115,000 with Hanna	
	Interpretation and Translation (video and in person) of IEP meetings		
Avid Translations	Interpretation and Translation (video and in person) of IEP meetings	\$105/hr (video) \$115/hr (in person) \$105/page (document) \$.022/word (multiple documents) *Last year we spent approximately \$650,000 with Avid	\$425,000
Certified Languages	Interpretation and Translation (video and in person) of IEP meetings	https://certifiedlanguages.com/ *Last year we spent approximately \$100,000 with CL	\$225,000
Effectiff	Interpretation and Translation (video and in person) of IEP meetings	\$130 - \$160/hr (in person) \$95/hr (video) \$0.16/word (multiple documents) *This is a new agency to help ensure among all agencies we can ensure we can meet the needs of our department.	\$100,000
Total			\$870,000

FISCAL IMPLICATIONS:

Total estimated cost of **\$870,000** is to be charged to the Special Education Budget.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve continuing to work with these interpretation and translation agencies in order to fulfill Individualized Education Plan (IEP) procedural safeguards in the 2024-25 school year.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: June 6, 2024

RE: Approval to Continue Contracts with the Following Non-Public Agencies (NPA) to Provide Special Education Mental Health Services for the 2024-25 School Year

BACKGROUND:

SSFUSD contracts with agencies to ensure the District has personnel to provide mental health services for our students with Individualized Education Plans (IEPs) as indicated on each individual IEP. Last year SSFUSD spent \$1,180,000 on mental health services for students with IEPs. This Board memo is to approve contracts in order to continue this work for the upcoming 2024-25 school year.

Organization	Description of Services Provided / Agreement	Cost
Beacon	Special Education Tier 3 Mental Health Services for middle and high school age eligible students with IEPs. School Psychologists provide Tier 1 and 2 services. Beacon agrees to staff SSFUSD as follows: • Coordinator, .5 • 1 dedicated ERMHS provider for high school therapeutic classroom • 4 FTE for mental health clinicians for 36 students with ongoing ERMHS services	\$620,000
San Mateo County Behavioral Health and	Special Education Tier 3 Mental Health Services for middle and high school age eligible students with IEPs. School Psychologists provide Tier 1 and 2 services. Cost is approximately \$14,000 per student.	\$450,000

Recovery Services (BHRS)	BHRS agrees to staff SSFUSD as follows: • 1.5 dedicated ERMHS provider for high school therapeutic classroom • 7 part time mental health clinicians for 56 students with ongoing ERMHS services	
	Wrap Mental Health Services for students Parent counseling for students with mental health services who eligible students with IEPs	\$30,000
Dooley Corp	Wrap Behavioral Support Services (Engagement Counselors)	\$90,000
Total		\$1,190,000

FISCAL IMPLICATIONS:

Total estimated cost of **\$1,190,000** is to be charged to the Special Education Mental Health Budget.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve continuing to work with these NPAs in order to fulfill Individualized Education Plan (IEP) service agreements by allowing the Assistant Superintendent of Business Services to sign all Professional Service Agreements (PSAs) and the Director of Special Education to sign off all Independent Service Agreements (ISAs) to finalize these agreements.

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

Ryan Sebers, Director of Student Services

DATE: June 6, 2024

RE: Approval of the Triennial Update to the San Mateo County Office of
Education – Provision of Educational Services to Expelled Students

BACKGROUND:

Every three years, the San Mateo County Office of Education requests that each school district provide an up-to-date description of the district's program(s) for their expelled students. A description of the educational programs for the expelled students of the South San Francisco Unified School District is attached.

FISCAL IMPLICATIONS:

None

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the District's educational programs for expelled students.



SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT OFFICE OF STUDENT SERVICES

398 B Street, South San Francisco, CA 94080-4423
(650) 877-8744 / Fax (650) 583-4717
www.ssfusd.org

Plan for Provision of Educational Services to Expelled Students 2023-2024

Brief Description of the South San Francisco Unified School District

The South San Francisco Unified School District (SSFUSD) serves approximately 8100 students in preschool, transitional kindergarten, kindergarten, grades one through twelve, and adult education. Services are provided in a preschool children's center, nine elementary schools, three middle schools, two comprehensive high schools, a continuation high school, and adult education.

Our Governing Board is committed to providing a safe, equitable, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The SSFUSD recognizes that to maximize the learning potential of each student the school environment should be characterized by positive interpersonal relationships among students and between students and staff. Every student, pre-school through adult, has the right to earn an education in a safe, equitable, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. To that end, the District is committed to helping schools develop systems of support and intervention that focus on meeting the academic, social, and emotional needs of students.

SSFUSD is committed to equity throughout the district and in our community. Our support structures and programs are implemented and shaped through the lens of systematic and systemic engagement. As we endeavor to provide meaningful experiences for our students, we prioritize data-driven collaboration and action planning. Disaggregating and analyzing our data enables us to identify disciplinary and instructional disparities among our diverse student groups, and to determine the root causes of such disparities. This data-driven approach allows us to work collectively and engage in professional learning opportunities to effect positive change.

The responsibility for fostering desirable standards of conduct in SSFUSD is shared by the Governing Board, administrators, teachers, support personnel, parents and students alike. The Governing Board has adopted uniform policies and procedures for student conduct and discipline with the goal of promoting a school atmosphere conducive to learning and to the safety and welfare of students and school staff.

Description of the Plan of the South San Francisco Unified School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code

I. Interventions and Support Services

All District administrators are committed to utilizing interventions and disciplinary supports/consequences that are equitable, consistent, reasonable, fair, age appropriate, and reflective of the severity of the student's misconduct. Even though there are situations that might signal suspension from school, it is the District's goal to support students in learning the skills necessary to function in the school environment and to avoid negative behavior.

There is a wide range of support interventions used to minimize suspension and expulsions, and to provide our students with meaningful experiences in our learning communities. The following are some representative examples of the interventions our school and district staff employ in order to improve climate and reduce or eliminate behavior exhibited by students that may result in suspension from school or possible recommendation for expulsion:

Parent Outreach

- School to Home Communication
- Parent-Teacher Conferences
- Parent Outreach via Infinite Campus Parent Portal, School Messenger, Remind, and EveryDay Labs
- Parent Observation of Child in Class
- Parent Escort of Student to/from School
- Informational Parent Nights
- Parent Group Meetings for At-Risk Students
- Parent Focus Groups
- Anti-Bullying Campaigns and annual policy distribution to parents and other members of our school communities.

Counseling & Mental Health Support

- School Counselor Contacts – Certificated Staff Counselors
 - 2 Counselors + Wellness Counselor at each Middle School
 - 2 Counselors + Wellness Counselor at Baden High School
 - 4 Counselors + Wellness Counselor each at El Camino and South San Francisco High Schools
 - School Psychologists at each school (1 at each ES, MS, and Baden, 2 at each HS)
- Resource Referrals
- Conflict Mediation:
 1. Peer Resolution Groups
 2. Intervention Counseling at the comprehensive high schools
 3. Mediation agreements/behavior contracts
- Daybreak Health
- Care Solace
- Youth Services Bureau (YSB) of the YMCA School Safety Advocate Program
 1. School Safety Advocates at middle and high schools.
 2. Mental health clinicians at all elementary schools.
- Boys/Girls Focus Groups
- Fresh Lifelines for Youth (FLY)

- San Mateo County Human Services Agency – Family Resource Center clinician
- Behavioral Health and Recovery Services (BHRS) - County Mental Health
- Beacon Therapeutic - Nonpublic Agencies

Positive Attendance Support

- EveryDay Labs Attendance Platform – Mail nudge letters, SMS text messages, Family Support chat connectivity to school and community resources
- Meetings and phone conferences with parents to discuss attendance patterns
- Phone messages and email sent to keep parents informed about daily attendance
- Letters with positive messaging and infographics to assist parents and students with understanding the value and importance of attending school
- Home visits
- SST meetings with teachers and staff to discuss student attendance
- School Attendance Review Team (SART) and School Attendance Review Board (SARB) Meetings
- Student Success Plans and SART/SARB attendance contracts (reviewed and signed by parents and students during meetings)
- Our chronic absenteeism and truancy protocol provides multiple levels of communication and interventions to support positive attendance.
- Restorative and community building circles held with students who are chronically absent and/or tardy.

Academic Support

- Student Study Team (SST) meetings
- Peer Tutoring
- Homework Center/Homework Help
- Saturday Academic Help Program
- Writing Center
- Study Hall
- PSAT and PSAT Prep Courses
- Response to Intervention (RtI) Programs with Tiered Support
- Edgenuity Online Credit Recovery Program
- Student Government/Leadership/ASB, Link Crew Opportunities at the middle and high schools.

Accommodations and Special Education

- IEP Team Meetings
- Behavior Intervention Plan
- Behavior Specialist Services
- Classroom Modifications
- Section 504 Accommodations
- Therapeutic Classrooms/Therapeutic School Program

Behavioral Interventions

- Response to Intervention (RtI) Programs with Tiered Support
- Positive Behavior Interventions and Supports (PBIS)
- Behavior Support Curriculum/Character Education
- Restorative Chats and/or Circles
- Campus Clean-up, Community Service
- Warnings/Formal Reprimands/Teachable Moments
- Timeouts/Referrals to the School Offices
- Loss of Recess/Free Time

- Detention, Saturday School
- Class Suspension, In-School Suspension
- Alternative to Suspension Program:
 - Restorative Counseling Program
 - Substance Education
 - Brief Intervention for Substances
 - Intervention Groups
 - Customized Restorative Programs
- Alternative to Expulsion Program
- Administrative Transfers to other comprehensive school sites
- Student Handbooks reviewed with students in class
- School Attendance Review Board (SARB) and School Attendance Review Team (SART)
- Restitution

Community Partnerships, Referral Services & Resources

- Youth Services Bureau (YSB) of the YMCA
- Fresh Lifelines for Youth (FLY)
- Peninsula Family Services
- StarVista – Human Services Agency (HAS) Family Resource Center
- Beacon Therapeutics
- Care Solace
- Daybreak Health
- Trauma Transformed
- East Bay Agency for Children (EBAC)
- Partnership with the South San Francisco Police Department:
 1. School Liaison Officer Program
 2. Every 15 Minutes
 3. Youth Enrichment Series (YES) Program
 4. Project N.E.A.T. (Neighborhood Enhancement Action Team) Community Service Program, Diversion Alternative
 5. Citizens Academy
 6. Police Explorers Program
- Second Harvest Community Food Bank
- SSF Boys and Girls Club

Professional Development and Training to Improve Support for our Students

- Trauma Informed Classrooms and Systems
- Addressing School Avoidance, Chronic Absenteeism, and Truancy
- Community Resilience Model
- Mental Health Resource Providers/Partnerships
- School-Based Mental Health Collaborative
- Special Education Advisory Committee
- Homeless and Foster Youth Advisory Committee
- Positive Behavior Interventions and Supports (PBIS)
- Suicide Prevention
- Student Threat Assessment
- Respect 24/7
- Restorative Process training for secondary teachers, assistant principals, school psychologists, and behavior analysts (BCBA's)

II. Effective and Appropriate Consequences and Interventions

Understanding that consequences and interventions represent “teachable moments” is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of pro-social behavior. Progressive consequences seek accountability and behavioral change. Prevention of negative behavior occurs by helping students learn from their mistakes. Essential to progressive discipline is helping students who have engaged in unacceptable behavior to:

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Take responsibility for their action
4. Be given the opportunity to learn pro-social strategies and skills to use in the future
5. Understand the progression of more stringent consequences if the behavior reoccurs

Consequences and interventions are most effective with students when they deal directly with the problem, in a way that is fair, equitable, and impartial. All District staff who are authorized to impose disciplinary actions are expected to do so in a prompt, fair and lawful manner and to place emphasis on the student’s ability to grow in self-discipline. All District staff are to assure due process for students. When choosing interventions and consequences for a student’s behavior, District staff are expected to consider the following factors:

1. Age, health, maturation and disability or special education status of the student
2. Student’s prior conduct and record of behavior
3. Student’s understanding of the impact of their behavior
4. Student’s willingness to repair the harm caused by their behavior
5. Seriousness of the behavior offense and the degree of harm caused
6. Impact of the incident on overall school community
7. Whether the student’s violation threatened the safety of any student or staff member
8. The likelihood that a lesser intervention or consequence would adequately address the violation

When students are disruptive or act inappropriately, and following consideration of the factors previously mentioned, District staff shall determine the level of consequence and intervention needed to assist the student in bringing about proper conduct. Consequences should be paired with an appropriate intervention.

III. Placement Options

In the event a student is recommended for expulsion in accordance with CA Ed. Code § 48915, the South San Francisco Unified School District carefully considers each student case as a unique set of circumstances, resulting in variations of dispositions for given offenses. Utilization of specific support interventions and appropriate placement for delivery of educational services is therefore based upon individual student needs.

At the time of an expulsion, suspended expulsion, or a recommendation for expulsion pending an administrative hearing, a student may be directed to one of the following placement options:

- SSFUSD Community Day School Program.
- Administrative placement at a different school campus within the district.
- Home Teaching/Home Hospital
- Independent Study through SSFUSD’s Baden Continuation High School
- Short-term, Site-based Independent Study
- SSFUSD Adult Education.

- Referral to Community College where appropriate pursuant to CA Ed. Code § 48800.
- Referral to accredited online/virtual schools (i.e. California Virtual Academy “CAVA”)
- Referral to a program of study leading to successful completion of the CA High School Proficiency Examination or the GED.
- Referral to a Non-Public school setting.

IV. Community Day School

In accordance with California Education Code 48916.1, the South San Francisco Unified School District established a Community Day School to meet the educational needs of expelled students. Beginning with the 1999-2000 school year, the self-contained program was located at a former elementary school site, using two large classrooms and an athletic field. The program at the original location was closed in May of 2012, and was moved to Boys and Girls Club in South San Francisco at the beginning of the 2012-2013 school year, following significant restructuring to provide students with a more engaging, rigorous, and supportive program. Following our return from distance learning after the Covid-19 pandemic, Community Day School was moved to our Baden High School / Adult Education campus, and has continued as a program option. The school operates from the hours of 8:00 a.m. to 2:30 p.m., and is staffed with a highly qualified certificated teacher, with support from Baden High School counselors and administration.

The program is tailored to provide individualized and group instruction in a safe and productive learning environment to meet the general educational and individual needs of students who exhibit serious behavior problems. The Community Day School staff also works closely and collaboratively with the District’s support services, law enforcement, probation, and human services agencies that work with at risk youth. The rehabilitation plan for an expelled student may include maintaining prescribed attendance and behavioral standards, counseling, community service, improving academic performance, job training, and other rehabilitation programs.

Special education services are provided by a resource specialist teacher, per each student’s Individualized Education Plan. Counseling services are also provided to the students and there is ongoing communication with San Mateo County Juvenile Probation. South San Francisco Police and San Mateo County Probation officers make periodic visits to the Community Day School site, and are available on call for assistance.

In exceptional situations, a student who is in an alternative program and on probation, but not expelled from school, has accumulated 20 days suspension with less than four weeks left in a semester, or has been involved in three or more fight-related incidents at a regular school site, may be enrolled in the Community Day School program. In addition, the District’s School Attendance and Review Board may place a student in Community Day School as a truancy intervention to assist students with earning credits in a smaller learning environment.

V. Alternative Placements and Additional Interventions

In cases when it is not appropriate to place a student in Community Day School, such as when an expelled student does not adjust to the program routine, is an adversary to other students enrolled in the program, or otherwise does not comply with the terms of a rehabilitation plan, other placement options are utilized as needed. Students may occasionally be placed in an Independent Study Program or Home Teaching Program (limited to five hours per week), which may also be used as an alternate educational resource.

Other measures are also utilized to ensure students are able to complete the terms of their rehabilitation programs while enrolled in Community Day School. Students are given access to

counselors who can assist with conflict mediation, communication with parents, academic planning, personal counseling, and the building of positive decision-making skills. The program administrator regularly communicates with parents and holds conferences for students who are having difficulty adapting to Community Day School expectations. On rare occasions, systematic home referrals may be made for students who are unable to adhere to classroom direction and create substantial disorder. In those cases, a student is picked up by a parent, released for the remainder of the school day, and must participate in a student-parent conference with the program administrator upon return the following day.

VI. Alternative to Suspension Program

Alternative to Suspension (ATS) is a district-operated classroom learning experience for students who are assigned to the program in lieu of serving the full duration of an out-of-school suspension. Students are under the supervision of credentialed staff members, program facilitators, and counselors who provide education and resources which offer a proactive approach to instilling the skills, habits, and behaviors necessary to be successful in school and life. The ATS program provides activities that help youth resolve conflicts and minimize negative behaviors that may lead to suspension and hinder academic and personal success. ATS aims to help students improve their decision-making skills, develop a positive attitude about school, and improve their relationships with others.

The primary goal of ATS is to replace out-of-school time served at home with an alternative structured program that addresses underlying causes of behavior and increase school success upon re-entry.

Program Objectives:

- Increase awareness of the cause(s) of suspension
- Improve decision-making skills
- Identify a supportive school staff member to encourage a positive re-entry to campus
- Explore drug/alcohol/substance use education and intervention (if applicable)
- Create a plan (tutoring, after school program, mentor, counseling, etc.) to:
 - Increase school attendance
 - Decrease disciplinary incidents
 - Increase overall success in school

Our ATS Program consists of six intervention programs which can be used in any combination or sequence to best address the needs of our students. These programs are as follows:

- **ATS Counseling Program:** Provides psychoeducation on regulation, coping skills, and communication. Includes restorative circles about what happened, and what might need to happen, to repair harm or reduce risk in the future. Includes self-reflective activities to increase awareness, empathy, and motivation, and is a group-based one-time program for 3 hours.

These group sessions encompass a wide range of issues associated with at-risk behaviors and focus on the particular needs of the cohort/group. Topics may include stress and anger management, responsibility, conflict resolution/problem-solving, relating to authority figures, personal organization, self-esteem, violence, bullying, and drug and alcohol abuse.

- **Brief Intervention for Substances (BI):** Utilized for a problem/incident involving substances. Includes a screening for the level of support needed. The focus is on reflecting and giving students tools to make better decisions around substance use. The BI is based on

motivational interviewing, cognitive behavioral therapy, and the Stages of Change model. Consists of 2-3 individual sessions, 2 – 2 1/2 hours, and contact with parents/guardians.

- Substance Education: A theory-based and evidence-informed curriculum that is aimed at preventing middle and high school students' use of substances. This is a 2-3 hour group-based course, which students can attend multiple times as needed.
- ATS Special Programs: Coordinated with the ATS Counseling Program to meet unique needs as they arise. We will tailor a restorative program as well as make referrals to outside resources for further support as needed. (Examples of unique needs may be a student's involvement in repeated conflicts, bullying etc.)
- Academic Help on Saturdays: Provides a positive and supportive instructional setting in which students have access to tutoring and learning plans delivered by SSFUSD teachers. School lunch is also provided. This classroom group setting is scheduled from 9:30am-12:30pm on Saturdays.
- Intervention Groups: Provides psychoeducation to address a range of needs including and not limited to: bullying, coping skills, emotional regulation, conflict resolution, and communication. This is a group-based one-time program for 1.5 hours. Students can attend any combination of groups which may address their needs.

VII. Alternative to Expulsion Intervention Program

Although students receive academic instruction while placed in the Community Day School program or other alternative options, they are not often given learning experiences that involve the reality of outcomes for poor decision-making. Although counseling may be recommended by action of the Board, students now have an opportunity to participate in the District's Alternative to Expulsion Intervention Program, which is designed to give students a foundation of real-world experience to effect positive decision-making and lifestyle changes that impact their own lives, families, and communities.

In addition to giving our students meaningful learning experiences, the Alternative to Expulsion Program emphasizes mandatory parent participation. This reinforces the importance of making future change a shared responsibility. The Alternative to Expulsion Program gives parents additional strategies and resources to consider the long term effects of their students' decisions, and to assist with taking charge of their lives and future direction.

The program's objectives are as follows:

- Give students a meaningful learning experience to begin making better decisions.
- Demonstrate the reality of outcomes for poor decision-making.
- Involve parents in the reinforcement of positive change.
- Give parents additional strategies/resources.
- Develop a sense of shared responsibility (Student, Family, and Community).

Students facing recommendations for expulsion often attend Community Day School while waiting for administrative hearing determinations, and continue their enrollment until completion of their rehabilitation plans, if expelled. Students may therefore be placed for periods of time ranging from

30 days to 1 calendar year. If, however, the Superintendent/Designee, parents, and school site principal agree, the student may be given the opportunity to participate in the Alternative to Expulsion Intervention Program, which expedites the student's return to a regular setting. The student can be placed back into a regular setting as early as the end of the initial five-day suspension period, contingent upon student and parent agreement to participate in the following five-day schedule:

- Day 1 - Orientation Meeting: Facilitator and Counselor presentations, setting the stage.
- Days 2 & 3 - Site Visits: Over the course of two days, visit four community locations, including:
 - Correctional Facilities
 - Courts
 - Drug Abatement Centers
 - Gang Prevention Services
 - Homeless Shelters
- Day 4 – Community Service
Students work a full Saturday at selected SSFUSD school sites, performing a variety of maintenance tasks.
- Day 5 – Exit Meeting
 - Reflections upon site visits and community service.
 - Explore the reality of actions and consequences.
 - Assist students with taking responsibility for future decisions and conduct.

Students participating in the program are typically placed under a two-semester suspended expulsion while completing the program components. The students are also placed under contracts stipulating that the student must maintain good behavior, positive attendance, and satisfactory academic progress during the period of suspended expulsion. If a student does not complete a component of the Alternative to Expulsion Program, or does not comply with behavior, attendance, and academic expectations, the student may be returned to the Community Day School program for the remainder of the expulsion term.

Follow-up counseling has also been arranged for all program students. Our co-facilitators of the program, including a counselor, have coordinated communication and continuing services for students at receiving school sites, and have implemented monthly meetings with each cohort of students and their parents.

The Alternative to Expulsion Program began in August of 2010, and has served 135 students, with an 89% success rate of students who have not exhibited further serious disciplinary misconduct. The program has been delivered on an average of twice-per-year (typically each August and December), and in some cases three sessions (August, December, March). We also have the capacity to utilize up to four quarterly sessions (August, October, December, March) if needed.

VIII. Transitions to Regular Programs

Upon completion of a student's expulsion term, and with verification that the rehabilitation plan has been fulfilled, students are transitioned back into regular school placements. These placements may include returning to another comprehensive school site, returning to the school of origin, placement in the continuation high school program, or placement in Adult Education.

If a student is scheduled to participate in the Alternative to Expulsion Program, an exception may be made to allow the student to return to regular school placement prior to completion of the program and completion of the terms outlined in the stipulated agreement. In these cases, the student agrees to demonstrate satisfactory academic progress, maintain positive attendance, and demonstrate good behavior. If the student does not comply with these expectations, and/or does not complete his/her participation in the Alternative to Expulsion Program, the stipulated agreement would be considered void and full the expulsion term would be enforced. At that point, a student would be enrolled in an appropriate alternative placement option (as outlined in Sections III and IV above).

Prior to enrolling in a new school setting, all students and their parents/guardians are required to attend a formal transition meeting at the district office. Following a review of expectations and available learning resources, a contract is signed by the student and parent/guardian. The families are then introduced to a receiving school administrator who explains the registration process, reviews the school's student handbook, and facilitates the student's enrollment and meeting with a counselor to plan the student's schedule and to discuss appropriate support services.

IX. Inter-District Coordination and Placement

Per SSFUSD Board Policy 5119, a student expelled from another district who either establishes legal residence in this district or enrolls pursuant to an inter-district attendance agreement, would be enrolled in our Community Day School Program for the duration of the expulsion term. Alternate educational resources provided for expelled students would also be applicable as appropriate.

Shawnterra Moore, Ed.D.
Superintendent
SSFUSD

Date

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: June 6, 2024

RE: Approval of Resolution #24-37, Budgetary Increases and Transfers

BACKGROUND:

Per Education Code Sections 42601 and 85201, the San Mateo County Office of Education Superintendent of Schools needs a Board authorized resolution to make any necessary transfers or budget adjustments to permit payment of obligations of the district at year-end.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees adopt Resolution #24-37 authorizing the San Mateo County Office of Education Superintendent of Schools to make any necessary transfers or budget adjustments to permit payment of obligations of the district at year-end.

RESOLUTION #24-37

RESOLUTION FOR BUDGETARY INCREASES AND TRANSFERS AT YEAR END

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT FISCAL YEAR 2023-24

WHEREAS, Education Code Section 42600 limits school district expenditures in each major expenditure classification to the total budgeted amount, as approved by the Board of Trustees of the school district,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees, in accordance with Education Code Sections 42601 and 85201, does hereby authorize the San Mateo County Superintendent of Schools to make transfers between the unappropriated fund balance and expenditure classifications, and to transfer budgeted amounts between expenditure classifications, as necessary to permit payment of obligations of the district for the current year, and

BE IT FURTHER RESOLVED that two copies of this resolution be forwarded to the San Mateo County Superintendent of Schools for approval.

REGULARLY passed and adopted this 6TH day of June, 2024.

AYES: _____	NOES: _____
_____	_____
_____	ABSTENTIONS: _____
_____	_____
_____	ABSENCES: _____
_____	_____

_____ District Superintendent	_____ County Superintendent of Schools
	_____ Date Approved/Filed

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: June 6, 2024

RE: Adoption of Resolution #24-40: Reappointment of Citizens' Bond Oversight Committee (CBOC) Members to Another Term

BACKGROUND:

California Education Code sections 15278 et seq., requires a school board to establish an independent Citizens' Bond Oversight Committee (CBOC) where approval of a bond measure by the voters is set at 55% for passage. The CBOC oversees the expenditures of bond funds authorized under paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution and subdivision (b) of Section 18 of Article XVI of the California Constitution (Proposition 39). The purpose of the CBOC is to review and report on the proper expenditure of taxpayers' money for school construction from the District's bond programs.

Three established CBOC members are completing their first term. According to the CBOC's current bylaws, CBOC members shall serve a minimum of two years and for no more than three consecutive terms. The following members are recommended for reappointment to a second term following the expiration of their first term to provide continuity on this volunteer committee in its oversight duties required by Proposition 39 for a Facilities Bond Construction program.

Miguel A. Nava - Second Term (7/1/24 – 6/30/26)

Daniela Jonguitud - Second Term (7/1/24 – 6/30/26)

Vishal Patel - Second Term (7/1/24 – 6/30/26)

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees adopt Resolution #24-40 to reappoint members Miguel A. Nava, Daniela Jonguitud, and Vishal Patel to the Independent Citizens' Bond Oversight Committee.

RESOLUTION NO. 24-40

RESOLUTION OF THE BOARD OF TRUSTEES OF THE SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT REAPPOINTING MEMBERS TO THE BOND OVERSIGHT COMMITTEE

WHEREAS, this Board of Trustees (the “Board”) of the South San Francisco Unified School District (the “District”) duly called a school election (the “Election”), and the Election was conducted by the Registrar of Voters of the County of San Mateo (the “County”) on November 8, 2022, on a measure authorizing the District to incur bonded indebtedness (“Measure T”); and

WHEREAS, the election was conducted pursuant to the provisions of Article XVI, Section 18(b) and Article XIII A, Section 1(b)(3), and met all of the requirements for approval by a 55% affirmative vote of the votes cast at the election; and

WHEREAS, according to the official canvass and certification of election results provided to this Board by the Registrar of Voters of the County, at least 55% of the votes cast on said measure were in favor of issuing said bonds; and

WHEREAS, by resolution duly adopted on March 9, 2023, this Board did declare, pursuant to Education Code Section 15274 and Elections Code Section 15400, that Measure T was approved by the requisite vote; and

WHEREAS, Education Code Section 15278(a) requires that upon declaration of the election results, this Board shall establish and appoint members to an independent citizens' oversight committee ("CBOC"), all in accordance with Sections 15278 through 15282 of the Education Code; and

WHEREAS, the District wishes to reappoint the following individuals to the CBOC for Measure T, as members who fulfill the following requirements of Education Code section 15282 for membership on a Bond Oversight Committee:

Name	Extend Appointment
Miguel A. Nava	Effective July 1, 2024 to June 30, 2026

Daniela Jonguitud	Effective July 1, 2024 to June 30, 2026
Vishal Patel	Effective July 1, 2024 to June 30, 2026

WHEREAS, these three CBOC members are in good standing and have expressed interest in pursuing an additional oversight term.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT, AS FOLLOWS:

1. All of the above recitals are true.

2. The Board hereby reappoints to the Measure T Citizens' Bond Oversight Committee, Miguel A. Nava, Daniela Jonguitud, and Vishal Patel as members who fulfill the above-described positions on the committee as required by Section 15282(a) of the Education Code.

PASSED AND ADOPTED this day, June 6, 2024, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

APPROVED:

President of the Board of Trustees of the
South San Francisco Unified School District

Attest:

Clerk of the Board of Trustees of the
South San Francisco Unified School District

CLERK'S CERTIFICATE

I, Dr. Chialin Hsieh, Clerk of the Board of Trustees of the South San Francisco Unified School District, County of San Mateo, California, hereby certify that the foregoing is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Board of Trustees of said District held at the regular meeting place thereof on June 6, 2024, and entered in the minutes thereof, of which meeting all of the members of the Board of Trustees had due notice and at which a quorum thereof was present, and that at said meeting the resolution was adopted by the following vote:

AYES:

NOES:

ABSTAIN

ABSENT:

An agenda of the meeting was posted at least 72 hours before the meeting at 398 B Street, South San Francisco, California, a location freely accessible to members of the public, and on the District's website at ssfusd.org/apps/pages/meetings, and a brief description of the resolution appeared on the agenda.

I further certify that I have carefully compared the same with the original minute of said meeting on file and of record in the District administrative office; the foregoing resolution is a full, true and correct copy of the original resolution adopted at said meeting and entered in said minutes; and that said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Date: _____, 2024

Clerk of the Board of Trustees of
South San Francisco Unified School District

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

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

DATE: June 6, 2024

RE: Approval of Award of Contract with Zone 4 Construction for Conversion of ECHS Lab to a Classroom

BACKGROUND:

Based on current needs, leadership at El Camino High School has determined that the science lab in room 46 is no longer needed. They have informed the Facilities Department to convert the lab into a regular classroom. In order to complete this project prior to the start of school, the contractor would need to spend more than two months during the summer on it. The work includes removing the gas, electricity, and water on the islands and capping them for safety.

The District conducted a public bid process for this project. Bids were opened on May 24, 2024. Only one contractor submitted a bid. It is as follows:

- Zone 4 Construction, Inc. \$172,449.00

The lowest responsive, responsible bidder is Zone 4 Construction at \$172,449.

FISCAL IMPLICATIONS:

By this action \$172,449 will be paid from Fund 40 (Facilities Fund).

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees award a contract to the lowest responsive, responsible bidder, Zone 4 Construction, for the conversion of an ECHS lab to a classroom, in the amount of \$172,449.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent - Business Services
J. Marwan Hannon, Assistant Superintendent - Human Resources
and Student Services

DATE: June 6, 2024

RE: Approval of Workstations for the Human Resources Department

BACKGROUND:

The Assistant Superintendent of the Human Resources Department is reorganizing his department in service of our new Strategic Plan. The reorganization includes adding a Director of HR, which the Board has already approved, plus additional staff.

Additional workstations will be needed for the new staff in the HR Department. There is insufficient space in the current HR location to accommodate more workstations. Leadership in Business Services has agreed to move the Nutrition Services staff to the HR area, and the HR staff will occupy the Nutrition Services area in the District Office.

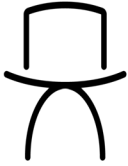
Staff have been in contact with Campbell Keller, a furniture consultant company, to design a layout for workstations in the new HR area. Staff is in agreement with the proposed layout as it meets the needs of the department and will maximize their workspace.

FISCAL IMPLICATIONS:

The cost of the furniture plus set-up is \$37,220.77. This will be paid from the District Facilities Fund (Fund 40).

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the proposal from Campbell Keller, in the amount of \$37,220.77, for providing furniture and set-up for the workstations in the relocated HR Department.



CAMPBELL KELLER

Environments at Work

3041 65th Street, Suite 3. Sacramento, CA.95820
Ph: 916.737.3300 Fax: 916.737.3305

PROPOSAL 116151
DATE 05/28/24
PROJECT #615-170
BETH O'LEARY

PROPOSAL FOR:

SOUTH SAN FRANCISCO USD
398B ST
SOUTH SAN FRANCISCO CA 94080

DELIVERY LOCATION:

SOUTH SAN FRANCISCO USD
HR DEPT.
398 B ST
SOUTH SAN FRANCISCO CA 94080

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
---	-----	---------	-------------	------	----------

PLEASE REVIEW THIS QUOTE CAREFULLY BEFORE SIGNING

MAKE PURCHASE ORDER OUT TO:

CAMPBELL KELLER
3041 65TH STREET
SUITE 3
SACRAMENTO, CA 95820

SMALL BUSINESS
CERTIFICATION # 8541

EMAIL PO TO BETH
OLEARY
BOLEARY@CAMPBELLKELLER.COM

LOS RIOS BID #19017

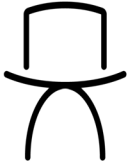
- HON -

1	6	HMASD .SVR	DUAL DYNAMIC Silver Generic Tag 1: HR DEPT HR DEPT Tag 2: MA	400.81	2,404.86
2	12	HPACSM .SVR	SLIDING MOUNT FOR MONITOR ARM Silver Generic Tag 1: HR DEPT HR DEPT Tag 2: SM	86.44	1,037.28
3	6	HEC65PLN \$(P1) .LOFT	65H L CONNECTOR POST P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: CP-65-L	66.52	399.12

PAGE 1

June 6, 2024

Page 162
Action



CAMPBELL KELLER

Environments at Work

3041 65th Street, Suite 3. Sacramento, CA.95820
Ph: 916.737.3300 Fax: 916.737.3305

PROPOSAL 116151
DATE 05/28/24
PROJECT #615-170
BETH O'LEARY

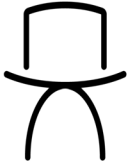
PROPOSAL FOR:

SOUTH SAN FRANCISCO USD
398B ST
SOUTH SAN FRANCISCO CA 94080

DELIVERY LOCATION:

SOUTH SAN FRANCISCO USD
HR DEPT.
398 B ST
SOUTH SAN FRANCISCO CA 94080

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
4	3	HEC65PTN \$(P1) .LOFT	65H T CONNECTOR POST P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: CP-65-T	64.16	192.48
5	1	HEC65PXN \$(P1) .LOFT	65H X CONNECTOR POST P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: CP-65-X	61.45	61.45
6	5	HEFEC50P \$(P1) .LOFT	PANEL FINISHED END COVERS 50H P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: 50E	27.69	138.45
7	4	HEFEC65P \$(P1) .LOFT	PANEL FINISHED END COVERS 65H P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: 65E	30.39	121.56
8	7	HETC20 \$(P1) .LOFT	PANEL TOP CAP 20W P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: TC20	18.23	127.61
9	2	HETC24 \$(P1) .LOFT	PANEL TOP CAP 24W P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: TC24	18.23	36.46



CAMPBELL KELLER

Environments at Work

3041 65th Street, Suite 3. Sacramento, CA.95820
Ph: 916.737.3300 Fax: 916.737.3305

PROPOSAL 116151
DATE 05/28/24
PROJECT #615-170
BETH O'LEARY

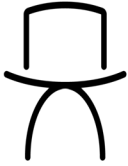
PROPOSAL FOR:

SOUTH SAN FRANCISCO USD
398B ST
SOUTH SAN FRANCISCO CA 94080

DELIVERY LOCATION:

SOUTH SAN FRANCISCO USD
HR DEPT.
398 B ST
SOUTH SAN FRANCISCO CA 94080

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
10	13	HETC30 \$(P1) .LOFT	PANEL TOP CAP 30W P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: TC30	21.61	280.93
11	2	HETC36 \$(P1) .LOFT	PANEL TOP CAP 36W P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: TC36	27.69	55.38
12	6	HETC42 \$(P1) .LOFT	PANEL TOP CAP 42W P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: TC42	28.70	172.20
13	3	HETP5020 FP \$(A) .REF 29 \$(P1) .LOFT	TACKABLE PANEL W/O TC 50H X 20W Grd A Fabric Reflection Galvanized P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: 20/50	152.62	457.86
14	2	HETP5042 FP \$(A) .REF 29 \$(P1) .LOFT	TACKABLE PANEL W/O TC 50H X 42W Grd A Fabric Reflection Galvanized P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: 42/50	187.74	375.48



CAMPBELL KELLER

Environments at Work

3041 65th Street, Suite 3. Sacramento, CA.95820
Ph: 916.737.3300 Fax: 916.737.3305

PROPOSAL 116151
DATE 05/28/24
PROJECT #615-170
BETH O'LEARY

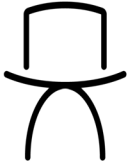
PROPOSAL FOR:

SOUTH SAN FRANCISCO USD
398B ST
SOUTH SAN FRANCISCO CA 94080

DELIVERY LOCATION:

SOUTH SAN FRANCISCO USD
HR DEPT.
398 B ST
SOUTH SAN FRANCISCO CA 94080

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
15	4	HETP6520 FP \$(A) .REF 29 \$(P1) .LOFT	TACKABLE PANEL W/O TC 65H X 20W Grd A Fabric Reflection Galvanized P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: 20/65	162.08	648.32
16	2	HETP6524 FP \$(A) .REF 29 \$(P1) .LOFT	TACKABLE PANEL W/O TC 65H X 24W Grd A Fabric Reflection Galvanized P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: 24/65	167.48	334.96
17	6	HETP6530 DP \$(A) .REF 29 \$(P1) .LOFT .R	TACKABLE TOP TIER GLASS PANEL W/O TC 65H X 30W Grd A Fabric Reflection Galvanized P1 Paint Opts Loft Frosted Tag 1: HR DEPT HR DEPT Tag 2: 30/65 G	275.87	1,655.22
18	7	HETP6530 FP \$(A) .REF 29 \$(P1)	TACKABLE PANEL W/O TC 65H X 30W Grd A Fabric Reflection Galvanized P1 Paint Opts CONTINUED...	176.60	1,236.20



CAMPBELL KELLER

Environments at Work

3041 65th Street, Suite 3. Sacramento, CA.95820
Ph: 916.737.3300 Fax: 916.737.3305

PROPOSAL 116151
DATE 05/28/24
PROJECT #615-170
BETH O'LEARY

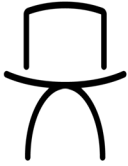
PROPOSAL FOR:

SOUTH SAN FRANCISCO USD
398B ST
SOUTH SAN FRANCISCO CA 94080

DELIVERY LOCATION:

SOUTH SAN FRANCISCO USD
HR DEPT.
398 B ST
SOUTH SAN FRANCISCO CA 94080

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
		.LOFT	Loft Tag 1: HR DEPT HR DEPT Tag 2: 30/65		
19	2	HETP6536 DP \$(A) .REF 29 \$(P1) .LOFT .R	TACKABLE TOP TIER GLASS PANEL W/O TC 65H X 36W Grd A Fabric Reflection Galvanized P1 Paint Opts Loft Frosted Tag 1: HR DEPT HR DEPT Tag 2: 36/65 G	290.73	581.46
20	4	HETP6542 FP \$(A) .REF 29 \$(P1) .LOFT	TACKABLE PANEL W/O TC 65H X 42W Grd A Fabric Reflection Galvanized P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: 42/65	205.97	823.88
21	5	HEVHF15P \$(P1) .LOFT	IN-LINE VARIABLE HEIGHT FINISHING KIT 15H P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: IVH15	27.35	136.75
22	4	HH871130	ELECTRICAL PASS-THRU CABLE 30W 3-1 & 2-2 SYSTEMS Tag 1: HR DEPT HR DEPT CONTINUED...	60.10	240.40



CAMPBELL KELLER

Environments at Work

3041 65th Street, Suite 3. Sacramento, CA.95820
Ph: 916.737.3300 Fax: 916.737.3305

PROPOSAL 116151
DATE 05/28/24
PROJECT #615-170
BETH O'LEARY

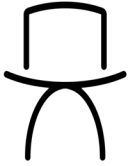
PROPOSAL FOR:

SOUTH SAN FRANCISCO USD
398B ST
SOUTH SAN FRANCISCO CA 94080

DELIVERY LOCATION:

SOUTH SAN FRANCISCO USD
HR DEPT.
398 B ST
SOUTH SAN FRANCISCO CA 94080

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
			Tag 2: 30PT		
23	2	HH871136	ELECTRICAL PASS-THRU CABLE 36W 3-1 & 2-2 SYSTEMS	60.10	120.20
			Tag 1: HR DEPT HR DEPT Tag 2: 36PT		
24	2	HH871224	ELECTRICAL POWER HARNESS 24W 3-1 & 2-2 SYSTEMS	94.55	189.10
			Tag 1: HR DEPT HR DEPT Tag 2: 24PH		
25	5	HH871230	ELECTRICAL POWER HARNESS 30W 3-1 & 2-2 SYSTEMS	94.55	472.75
			Tag 1: HR DEPT HR DEPT Tag 2: 30PH		
26	4	HH871242	ELECTRICAL POWER HARNESS 42W 3-1 & 2-2 SYSTEMS	99.61	398.44
			Tag 1: HR DEPT HR DEPT Tag 2: 42PH		
27	6	HH871501	DUPLEX RECEPTACLE CIRCUIT 1 3-1 & 2-2 SYSTEMS	20.26	121.56
		.LOFT	Loft Tag 1: HR DEPT HR DEPT		
28	4	HH871502	DUPLEX RECEPTACLE CIRCUIT 2 3-1 & 2-2 SYSTEMS	20.26	81.04
		.LOFT	Loft Tag 1: HR DEPT HR DEPT CONTINUED...		



CAMPBELL KELLER

Environments at Work

3041 65th Street, Suite 3. Sacramento, CA.95820
Ph: 916.737.3300 Fax: 916.737.3305

PROPOSAL 116151
DATE 05/28/24
PROJECT #615-170
BETH O'LEARY

PROPOSAL FOR:

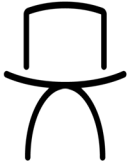
SOUTH SAN FRANCISCO USD
398B ST
SOUTH SAN FRANCISCO CA 94080

DELIVERY LOCATION:

SOUTH SAN FRANCISCO USD
HR DEPT.
398 B ST
SOUTH SAN FRANCISCO CA 94080

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
29	6	HH871503 .LOFT	DUPLEX RECEPTACLE CIRCUIT 3 3-1 SYSTEM ONLY Loft Tag 1: HR DEPT HR DEPT	20.26	121.56
30	6	HH871504 .LOFT	DUPLEX RECEPTACLE CIRCUIT 4 3-1 & 2-2 SYSTEMS Loft Tag 1: HR DEPT HR DEPT	20.26	121.56
31	13	HSCKTPS .X	STRAIGHT CONNECTOR KIT No Option Tag 1: HR DEPT HR DEPT Tag 2: IC	10.13	131.69
32	6	HV-UT1 .P	OPTIONAL PENCIL TRAY Black Tag 1: HR DEPT HR DEPT	32.75	196.50
33	4	HCTL181L \$(P1) .LOFT	LEFT-HAND CANTILEVER 18 IN D Select P1 Paint Loft Tag 1: HR DEPT HR DEPT Tag 2: CL	16.88	67.52
34	4	HCTL181R \$(P1) .LOFT	RIGHT-HAND CANTILEVER 18 IN D Select P1 Paint Loft Tag 1: HR DEPT HR DEPT Tag 2: CR	16.88	67.52
35	6	HJTRGH24 .P	24 CABLE MANAGEMENT TRAY - BLACK ONLY Black CONTINUED...	50.14	300.84

PAGE 7



CAMPBELL KELLER

Environments at Work

3041 65th Street, Suite 3. Sacramento, CA.95820
Ph: 916.737.3300 Fax: 916.737.3305

PROPOSAL 116151
DATE 05/28/24
PROJECT #615-170
BETH O'LEARY

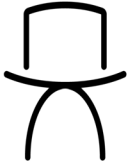
PROPOSAL FOR:

SOUTH SAN FRANCISCO USD
398B ST
SOUTH SAN FRANCISCO CA 94080

DELIVERY LOCATION:

SOUTH SAN FRANCISCO USD
HR DEPT.
398 B ST
SOUTH SAN FRANCISCO CA 94080

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
			Tag 1: HR DEPT HR DEPT Tag 2: TRGH24		
36	4	HRVOH42F M \$(P1) .LOFT .X	ABOUND OVERHEAD-METAL FLIPPER DOOR 42IN P1 Paint Opts Loft Omit Lock Tag 1: HR DEPT HR DEPT Tag 2: 42	270.81	1,083.24
37	4	HWR1842P \$(L1STD) .LKI1 .KI .LOFT	SYSTEMS RECTANGLE WORKSURFACE 18D X 42W EDGEBAND Grd L1 Standard Laminates Kingswood Walnut Kingswood Walnut Loft Tag 1: HR DEPT HR DEPT Tag 2: 18/42	148.57	594.28
38	2	H15923N .X \$(P1) .LOFT	FLAGSHIP B/F MOBILE PED 22H X15W X 22-7/8D/N PULL OMT Core to Order Key Alike P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: BF	262.36	524.72
39	4	H18717N .X \$(P1) .LOFT	BOX/BOX/FILE 28HX16 7/8DX14 15/16W OMT Core to Order Key Alike P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT Tag 2: BBF	313.35	1,253.40



CAMPBELL KELLER

Environments at Work

3041 65th Street, Suite 3. Sacramento, CA.95820
Ph: 916.737.3300 Fax: 916.737.3305

PROPOSAL 116151
DATE 05/28/24
PROJECT #615-170
BETH O'LEARY

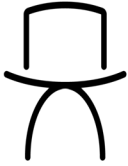
PROPOSAL FOR:

SOUTH SAN FRANCISCO USD
398B ST
SOUTH SAN FRANCISCO CA 94080

DELIVERY LOCATION:

SOUTH SAN FRANCISCO USD
HR DEPT.
398 B ST
SOUTH SAN FRANCISCO CA 94080

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
40	2	HF23C	LOCK CORE REPLACEMENT KIT BRUSHED CHROME 105E Tag 1: HR DEPT HR DEPT	21.95	43.90
		.X105E			
41	2	HF23C	LOCK CORE REPLACEMENT KIT BRUSHED CHROME 104E Tag 1: HR DEPT HR DEPT	21.95	43.90
		.X104E			
42	1	HF23C	LOCK CORE REPLACEMENT KIT BRUSHED CHROME 102E Tag 1: HR DEPT HR DEPT	21.95	21.95
		.X102E			
43	1	HF23C	LOCK CORE REPLACEMENT KIT BRUSHED CHROME 101E Tag 1: HR DEPT HR DEPT	21.95	21.95
		.X101E			
44	2	HF23C	LOCK CORE REPLACEMENT KIT BRUSHED CHROME 106E Tag 1: HR DEPT HR DEPT	21.95	43.90
		.X106E			
45	2	HF23C	LOCK CORE REPLACEMENT KIT BRUSHED CHROME 103E Tag 1: HR DEPT HR DEPT	21.95	43.90
		.X103E			
46	6	HF80	FOLLOWER BLOCK Tag 1: HR DEPT HR DEPT Tag 2: HF80	23.64	141.84



CAMPBELL KELLER

Environments at Work

3041 65th Street, Suite 3. Sacramento, CA.95820
Ph: 916.737.3300 Fax: 916.737.3305

PROPOSAL 116151
DATE 05/28/24
PROJECT #615-170
BETH O'LEARY

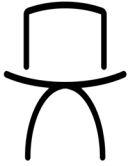
PROPOSAL FOR:

SOUTH SAN FRANCISCO USD
398B ST
SOUTH SAN FRANCISCO CA 94080

DELIVERY LOCATION:

SOUTH SAN FRANCISCO USD
HR DEPT.
398 B ST
SOUTH SAN FRANCISCO CA 94080

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
47	1	HPMARKER 1 \$(P1) .LOFT	1 TOUCH-UP MARKER P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT	24.00	24.00
48	1	HSPRAY \$(P1) .LOFT	SPRAY PAINT 12OZ P1 Paint Opts Loft Tag 1: HR DEPT HR DEPT	24.00	24.00
49	6	HIWMM .Y3 .A .H .IC \$(1) .APX 13 .TL .SB .TI	IGNITION 2 TASK MID-BACK ILIRA 440.90 BACK Advanced Synchro-Tilt W Seat Slider Height and Width Adj. Arm Hard Caster 4-Way Charcoal Grade 1 Uph Apex Navy Titanium Adjustable Lumbar Standard Base Titanium Tag 1: HR DEPT HR DEPT Tag 2: HIWMM	440.90	2,645.40
50	6	HHATB3S2 LC \$(P1) .LOFT .X .MEM	3 STAGE 2 LEG RECTANGLE C FOOT 609.31 P1 Paint Opts Loft Standard Glide Memory Preset Tag 1: HR DEPT HR DEPT Tag 2: HATB-3S-C	609.31	3,655.86
51	2	HHATW285 2CT \$(L1STD) .LKI1	52W X 28D RECT WORKSURFACE C/T 273.09 BASE Grd L1 Standard Laminates Kingswood Walnut CONTINUED...	273.09	546.18



CAMPBELL KELLER

Environments at Work

3041 65th Street, Suite 3. Sacramento, CA.95820
Ph: 916.737.3300 Fax: 916.737.3305

PROPOSAL 116151
DATE 05/28/24
PROJECT #615-170
BETH O'LEARY

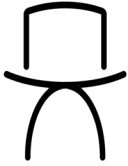
PROPOSAL FOR:

SOUTH SAN FRANCISCO USD
398B ST
SOUTH SAN FRANCISCO CA 94080

DELIVERY LOCATION:

SOUTH SAN FRANCISCO USD
HR DEPT.
398 B ST
SOUTH SAN FRANCISCO CA 94080

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
		.KI .G1 LOFT	Kingswood Walnut 1 Grommet - Centered Loft Tag 1: HR DEPT HR DEPT Tag 2: 28/52		
52	4	HHATW286 4CT \$(L1STD) .LKI1 .KI .G1 LOFT .P	64W X 28D RECT WORKSURFACE C/T 331.01 BASE Grd L1 Standard Laminates Kingswood Walnut Kingswood Walnut 1 Grommet - Centered Loft Black Tag 1: HR DEPT HR DEPT Tag 2: 28/64		1,324.04
53	4	HLED31AS	31IN LED LIGHT W/ POWER SUPPLY 251.56 (SINGLE) Tag 1: HR DEPT HR DEPT Tag 2: HLED31AS - WORKRITE -		1,006.24
54	6	ADP-TR2P 1UA1UC9B -W	ABOVE DESK POWER MODULE, WHITE 105.71 OR BLACK White COLOR CHOICE		634.26
55	1	SHIPPING	SHIPPING & HANDLING CHARGES	75.00	75.00
56	1	DESIGN	DESIGN SERVICES 19 HRS AT \$85.00/HR.	1,615.00	1,615.00



CAMPBELL KELLER

Environments at Work

3041 65th Street, Suite 3. Sacramento, CA.95820
Ph: 916.737.3300 Fax: 916.737.3305

PROPOSAL 116151
DATE 05/28/24
PROJECT #615-170
BETH O'LEARY

PROPOSAL FOR:

SOUTH SAN FRANCISCO USD
398B ST
SOUTH SAN FRANCISCO CA 94080

DELIVERY LOCATION:

SOUTH SAN FRANCISCO USD
HR DEPT.
398 B ST
SOUTH SAN FRANCISCO CA 94080

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
57	1	ASSEMBLY	ASSEMBLY AND RELATED SERVICES FOR: SSFUSD - HR DEPT RECEIVE, DELIVER, AND INSTALL ALL NEW FURNITURE PER PLAN PREVAILING WAGE, REGULAR HOURS AREA MUST BE FREE AND CLEAR PRIOR TO SCHEDULED INSTALLATION DATE	4,600.00	4,600.00

This proposal is valid for 30 days unless otherwise noted.

By signing this proposal, you are acknowledging that you have reviewed the quantities, color and finish selections and are familiar with the products being ordered. All items are custom made to order and can not be returned.

Delivery and any related services quoted for normal business hours with clear first floor access or access to a freight elevator (No stair carry) unless otherwise noted and quoted.

The total below is for cash/check/EFT purchases. When a credit card is used, a 3% service fee is applied to the total balance noted below. Please acknowledge by initialling if your organization will be paying by credit card _____

PRODUCT TOTAL...	27,585.55
ASSEMBLY.....	4,600.00
DESIGN.....	1,615.00
S&H.....	75.00

ACCEPTED BY _____

SALES TAX.....	3,345.22
	=====

DATE ACCEPTED _____

TOTAL.....	37,220.77
------------	-----------