**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, September 25, 2025**

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

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

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

The Board meeting will be streamed live and you can view it by visiting this web page streaming link: https://www.ssfusd.org/apps/pages/onlineboardmeeting
***(The link will be active shortly before 7:00 p.m. on September 25)***

**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.

**A. CALL TO ORDER**

**CLOSED SESSION - 6:30 p.m.**

1. Conference with Legal Counsel – Anticipated Litigation. Exposure to litigation pursuant to paragraph (2) of subdivision (d) of Government Code § 54956.9.
2. Conference with Labor Negotiators (Government Code § 54957.6)
   a. Agency Designated Representative: Assistant Superintendent of Human Resources and Student Services
   b. Employee Organization: California School Employee Association Ch. 197

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

**B. ROLL CALL**

**C. PLEDGE OF ALLEGIANCE** will be led by PHMS 8th grader, Bella Casillas.

## 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.** Educator Spotlight

**b.** Student Advisory

**c.** Honoring SSFHS Softball and Baseball Coaches

**d.** Other

## L. STUDENT TRUSTEE REPORTS

1. Jaimelyn Ochoa, Fall Student Trustee and ASB President SSFHS
2. Isabelle Ruiz, Spring Student Trustee and ASB President ECHS

## M. PUBLIC COMMENTS

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

**To comment prior to the meeting:**
Public comments may be submitted in advance of the meeting through the following link: https://bit.ly/09252025BoardMeeting beginning at 3:00 p.m. on Monday, September 22, until 3:00 p.m. on Thursday, September 25. These comments will be read by all Board members and posted on the District website's 2025-26 Board meetings at: https://www.ssfusd.org/apps/pages/meetings

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

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

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

## N. INFORMATION ONLY PRESENTATIONS

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

### 1. TEACHING & LEARNING

**a. Teaching and Learning presentation: Parkway Heights Middle School**

Principal Kathie Nguyen will present the educational priorities and programs at Parkway Heights Middle School to the Board.

## O. PRESENTATION WITH POTENTIAL ACTION – None

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


| | | **PAGE** |
|---|---|---|
| **1. TEACHING & LEARNING** | | |
| **a.** | Approval of SMCOE CTE Advisory Notes held on November 7, 2024; April 25, 2024; and April 24, 2025. | 1 – 123 |
| **2. HUMAN RESOURCES** | | |
| **a.** | Classified Personnel Assignment Order. | 124 |
| **3. STUDENT & FAMILY SERVICES** | | |
| **a.** | Permission for staff to attend the California Association of School Counselors (CASC) Conference in Riverside, CA, October 15 – 17, 2025. | 125 – 126 |
| **4. BUSINESS SERVICES** | | |
| **a.** | Purchase Order Listing, July 2025. | 127 – 137 |
| **b.** | Warrant Register, July 2025. | 138 – 154 |
| **c.** | Cash Receipts, July 2025. | 155 – 167 |
| **d.** | Gifts to the District, July 2025. | 168 – 169 |
| **e.** | Fundraising events for the 2025-26 school year. | 170 |
| **f.** | Professional service agreements under $25,000. | 171 – 173 |

**PAGE**

**ACTION**

**1. ADMINISTRATION**

**a. Resolution No. 25 – 56: Filipino American History Month** 174

Staff recommends the adoption of Resolution #25-56: Honoring Filipino American History Month.

**b. Resolution No. 25 – 57: Dyslexia Awareness Month** 175 – 176

Staff recommends the adoption of Resolution #25-57: Honoring Dyslexia Awareness Month.

**c. Resolution No. 25 – 58: National Bullying Prevention Month** 177

Staff recommends the adoption of Resolution #25-58: Honoring National Bullying Prevention Month.

**d. Resolution No. 25 – 59: Italian American Heritage Month** 178

Staff recommends the adoption of Resolution #25-59: Honoring Italian American Heritage Month.

**e. Approval of the 2025-26 SSFUSD Governance Calendar** 179 - 180

Staff recommends the approval of the SSFUSD 2025-26 Governance Calendar, which highlights when certain items come before the Board, categorized by department and month, as presented to the Board.

**f. Approval of District's Response to Grand Jury Report on "'Who You Gonna Call?' Is Career Technical Education Preparing High School Students to Fill the Skilled Trade Gap?"** 181 – 185

Staff recommends the approval of the proposed District's response to the Grand Jury report on "'Who You Gonna Call?' Is Career Technical Education Preparing High School Students to Fill the Skilled Trade Gap?" and authorizes staff to submit the response to the Grand Jury commission.

**PAGE**

**g. Approval of MOU with Bay Ed Fund** 186 – 197

Staff recommends the approval of the Strategic Support Grant MOU with Bay Ed Fund for 2025-2028.

## 2. TEACHING & LEARNING

**a. Approval of MOU with California Community Colleges Chancellor's Office** 198 – 208

Staff recommends the approval of the MOU with California Community Colleges Chancellor's Office to support data sharing under the K12 Strong Workforce Program.

**b. Approval of Agreement with UnBoundEd** 209 – 223

Staff recommends the approval of the agreement with UnBoundEd for data sharing for the 2024-25, 2025-26, and 2026-27 school years.

## 3. HUMAN RESOURCES

**a. Resolution No. 25 – 60: Week of the Administrator** 224 – 225

Staff recommends the adoption of Resolution #25-60: To honor the contributions of the District's school leaders during the week of October 12 – 18, 2025.

**b. Adoption of Tentative Agreement with CSEA Chapter 197 for 2025-2028 and Approval of AB 1200 Disclosure** 226 – 243

Staff recommends adoption of the Tentative Agreement between the South San Francisco Unified School District and the California School Employees Association (CSEA) Chapter 197 for the 2025–2028 term, along with approval of the corresponding Public Disclosure of Collective Bargaining Agreement (AB 1200), contingent upon ratification by CSEA Chapter 197 membership.

**c. Approval of MOU with CSU Northridge for Unpaid Interns** 244 – 249

Staff recommends approval of the MOU with California State University, Northridge for unpaid internship placements to university students during the 2025-2028 school years.

**PAGE**

## 4. STUDENT & FAMILY SERVICES

**a. Approval of Agreement with Robert Half Recruiters & Employment Agency** 250 – 254

Staff recommends approval of the agreement with Robert Half Recruiters & Employment Agency for the temporary placement of a Receptionist for the South San Francisco Unified School District.

**b. Approval of License Agreement with San Joaquin County Office of Education** 255 – 274

Staff recommends approval of the License Agreement between the San Joaquin County Office of Education and the South San Francisco Unified School District for the use of the BEYOND SST web-based system to support the formulation, tracking, and reporting of Student Success Team and 504 forms for the 2025-2026 and 2026-2027 school years.

## 5. BUSINESS SERVICES

**a. Approval of Change Order No. 1 with McGuire and Hester** 275 – 286

Staff recommends approval of Change Order No. 1 with McGuire and Hester for the Westborough Middle School Field and Pavement Improvements Project in the amount of $261,427.00.

**b. Approval of Amendment No. 2 with Atlas Technical Consultants LLC** 287 – 292

Staff recommends approval of Amendment #2 with Atlas for Geotechnical and Geological Hazard Evaluation Services for Westborough Middle School Field and Pavement Improvements Project in the amount of $29,876.00.

**c. Approval of Amendment No. 4 with Hamilton + Aitken Architects** 293 – 297

Staff recommends approval of Amendment #4 with Hamilton + Aitken Architects for architectural design services for the El Camino High School Central Kitchen and Cafeteria Project in the amount of $6,240.00.

**PAGE**

**d. Approval of Agreement with Gelfand Partners Architects** 298 – 315

Staff recommends approval of the agreement with Gelfand Partners Architects for architectural services for the Junipero Serra ES TK building Project, in the amount of $208,100.00.

**e. Approval of Change Order No. 1 & No. 2 with Wickman Construction** 316 – 320

Staff recommends approval of Change Order No. 1 and No. 2 with Wickman Construction for the El Camino High School Building J Alterations Project in the amount of $464.00.

**f. Approval of Change Order No. 1 with Zone 4 Construction** 321 – 323

Staff recommends approval of Change Order No. 1 with Zone 4 Construction for the District Office Accessibility Improvements Project in the amount of $5,930.00.

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

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

**October 9, 2025**

- Teaching and learning presentation – Los Cerritos ES
- Teaching and learning presentation – Children's Center
- Presentation on Genentech and Science
- Presentation on Fiscal Services
- Williams report for 1st quarter ending 9/30/25
- 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 2025-26

**October 23, 2025 - *Community Forum***

- Los Cerritos Modernization & Artificial Intelligence (AI)

**November 13, 2025**

- Teaching and learning presentation – Ponderosa ES

- Presentation on Assessment/Accountability (CAASPP, CAST)
- Update on Safe School Plans
- Public Hearing on Educator Effectiveness Block Grant

**December 11, 2025**

- Teaching and learning presentation – Sunshine Gardens ES
- Presentation on Performance Management - CTE
- Approval of San Mateo Co. QRIS block grant for 2025-26
- 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 2026 Summer School Program

**December 16, 2025** - ***Reorganization meeting***

- 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 Joanna Marcelino, Senior Executive Assistant to the Superintendent, at least three working days prior to the meeting at (650) 877-8705. Notification in advance of this meeting will enable the District to make reasonable arrangements to ensure accessibility.

**The agenda is available for review at the District's website: www.ssfusd.org (Click on *Board, Meetings*).**
**A recording is made of the Open Session of each meeting and can be found via YouTube at: https://www.youtube.com/@ssfusdmeetings**

# SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

## MEMORANDUM

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**THRU:** Nia Campbell, Ed.D., Assistant Superintendent of Teaching & Learning
Jennifer Rockett, CTE Coordinator

**DATE:** September 25, 2025

**RE:** Approval of SMCOE CTE Advisory Meeting Notes

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**ALIGNMENT WITH STRATEGIC PLAN:**

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

**BACKGROUND:**

The purpose of a Career and Technical Education (CTE) Advisory Committee is to foster collaboration between the education system and the community to ensure CTE programs provide students with relevant, current, and effective workforce training. They do this by advising on curriculum, providing industry insights, ensuring program relevance, identifying emerging job opportunities, facilitating partnerships with employers, and assisting with resources like equipment donations and student placements.

San Mateo County Office of Education hosts the countywide advisory meeting for the five San Mateo County high school districts. South San Francisco Unified School District's CTE Department has participated in all three of the hosted meetings in 2023-2024 and 2024-2025 school years.

**FISCAL IMPLICATIONS:**

None

**RECOMMENDATION:**

It is recommended that the South San Francisco Unified School District Board of Trustees approve the agenda and meeting notes of the San Mateo County Office of Education's Countywide Career Technical Education (CTE) Advisory Meetings held on November 7, 2024; April 25, 2024; and April 24, 2025.

SAN MATEO COUNTY OFFICE OF EDUCATION

**San Mateo Countywide CTE Advisory Meeting**
Thursday, April 25, 2024
4:30pm - 6:30pm; San Mateo County Office of Education
**Event Agenda**

| | |
|---|---|
| 4:00- 4:30 pm | Appetizers, Networking and CTE Photo Booth |
| 4:30 - 4:33 pm | **Welcome -** Sharon Brown, Executive Director, College, Career & Secondary Education |
| 4:33 - 4:43 pm | **Nancy Magee,** Superintendent, **San Mateo County Office of Education** *The Importance of Career Technical Education for our students and our county.* |
| 4:43 - 4:53 pm | **Folklorico!** Performance by South San Francisco Unified School District (SSFUSD) |
| 4:53 - 5:03 pm | **CTE in San Mateo County/ Overview of Labor Market Index (LMI)** |
| 5:03 - 5:13 pm | **CTE Honor Cords for Super Completers**<br>*Learn about the requirements to become a CTE Super Completer & receive an Honor Cord for CTE.* |
| 5:13 - 5:20 | **Infographic Overview & Transition - Sector Conversations:** *In-Person and Virtual* |
| 5:20 - 6:05 pm | **Career Technical Education (CTE) Discussions**<br>*Building and sustaining High-Quality CTE programs & Industry Partnerships in San Mateo County.*<br>● *Table Talks and Zoom Group Discussions* |
| 6:05 - 6:18 pm | **Overarching Learnings and Takeaways -** *Pulling all the voices together in developing and sustaining CTE programs and partnership.* |
| 6:18 - 6:30 pm | **ePortfolios Judging, Giving Tree and More.....**<br>*Learn how you can support your CTE Programs in San Mateo County* |
| | **Closing** |

| Completed? | | Printable Name / Link | Instructions for Printing | # to Print | Ready to pring | QR Code Needed | Digital Pandadoc QR Code Signage | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Left Side of Folder - General Meeting** | | | | | | | | |
| ☑ | 1L | San Mateo Countywide CTE Advisory Meeting Agenda | | 75 | ☑ | | | | |
| ☑ | 2L | District CTE Sectors & District CTE Contacts (back-to-back) | Show the District Sectors on Front page and District Contacts on the back | 75 | ☑ | | | | |
| ☑ | 3L | San Mateo Countywide CTE Advisory Shareholder Responsibilities & Agreement | | 75 | ☑ | | Sent to Greg and Susan for Zoom | PDF Fillable for Zoom is different link. | |
| ☑ | 4L | Post Evaluation - San Mateo Countywide CTE Advisory Meeting 4.25.2024 | | 75 | ☑ | In Development | | | |
| | | | | | | | | | |
| | **Right Side of Folder - Table Conversation** | | | | | | | | |
| ☑ | R1 | Regional Advisory's Labor Market Survey | Check SMCOE Logo with Communications and see if there is a transparent one. | 75 | ☑ | | | | |
| ☑ | R2 | WBL Infographics & Definitions (this is the version with an error - replace later) | Print back-back<br>Front Page the arrow & back page definitions. | 75 | ☑ | | | | |
| | | | | 75 | ☑ | | | | |
| | | | Needs staples | 75 | | | | | |
| | Materials for Each Table Top | | | | | | | | |
| ☑ | T | Meeting Norms | Laminated for Tables | 1/table | ☑ | | | | |
| ☑ | | Industry LMI Infographics | | 15 per industry sector | ☑ | | | | |
| | | QR Codes | | | | | | | |
| | | | | | | | | | |
| | **Facilatator Information** | | | | | | | | |
| | | Facilitator & Note Taker Guide | | | | | | | |

| | |
|---|---|
| **Date: 4/25/24** | **Industry Sector: NONE** |
| **Teacher/Facilitator Name: NONE** | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Teacher NoteTaker Name: NONE** | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
- Lead the table conversions using this discussion guide with the questions provided below
- Ensure everyone is given an opportunity to provide input and all voices at the table are heard
- Be prepared to share one group overarching learning/takeaway with the whole group later today

**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Welcome and Table Introductions**<br><br>**Teacher Lead / Facilitator task**:<br>- Request participating members to sign in on the sign-in sheet<br>- Review the agenda meeting norms<br>- Lead table introductions: name, organization, role, and sector/pathway<br><br>**Material/Handout**: Sign-In Sheet<br><br>**Time**: 3 minutes | |
| **Overview of CTE Pathways in San Mateo County**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the sector map by district, describe where CTE pathways in this industry sector are located in the San Mateo County districts. Ask participants to share out which of these pathways they represent or have been working with.<br><br>**Material/Handout**: San Mateo County Sector Map by District<br><br>**Time**: 2 minutes | |

| | |
|---|---|
| **Date: 4/25/24** | **Industry Sector: NONE** |
| **Teacher/Facilitator Name: NONE** | **Printed Form Link: https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing** |
| **Teacher NoteTaker Name: NONE** | **Google Form Link: https://forms.gle/peiqoGP7w8jxTdaQ7** |

**Facilitator Duties:**
- Lead the table conversions using this discussion guide with the questions provided below
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- Be prepared to share one group overarching learning/takeaway with the whole group later today

**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the San Mateo County Labor Market Information (LMI) Infographics provided for the industry sector.<br><br>**Facilitator will ask:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 8 minutes | |
| **Conversation # 2: Industry Trends**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the industry trends in the industry sector.<br><br>**Facilitator will ask:**<br>"Based on the data, and your expertise around labor market needs in this industry sector…<br>a. In what specific areas within this industry, if any, is there new job growth?"<br>b. What industry certifications, if any, should a prospective employee have in this industry?"<br>c. What new technologies are emerging in the field?"<br><br>**Material/Handout**: None<br><br>**Time**: 8 minutes | |

| | |
|---|---|
| **Date: 4/25/24** | **Industry Sector: NONE** |
| **Teacher/Facilitator Name: NONE** | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Teacher NoteTaker Name: NONE** | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
- Lead the table conversions using this discussion guide with the questions provided below
- Ensure everyone is given an opportunity to provide input and all voices at the table are heard
- Be prepared to share one group overarching learning/takeaway with the whole group later today

**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 3: Pathway Alignment and Development**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the alignment of the CTE pathways to industry needs and LMI data. CTE teachers are encouraged to come prepared to share the strengths and gaps of their pathways, and to ask for specific support from industry.<br><br>**Facilitator will ask:** "Based on the data and your expertise:<br>a. What strengths do you see regarding Pathway alignment to LMI?<br>b. What gaps do you see regarding Pathway alignment to LMI?<br>c. What professional development, resources, or support would be valuable?"<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector (same as above)<br><br>**Time**: 10 minutes | |

| | |
|---|---|
| **Date: 4/25/24** | **Industry Sector: NONE** |
| **Teacher/Facilitator Name: NONE** | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Teacher NoteTaker Name: NONE** | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
- Lead the table conversions using this discussion guide with the questions provided below
- Ensure everyone is given an opportunity to provide input and all voices at the table are heard
- Be prepared to share one group overarching learning/takeaway with the whole group later today

**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 4: Hard and Soft Skills Needed**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about hard and soft skills needed in the industry.<br><br>**Facilitator will ask**: "Based on the data and your expertise:<br>a. What specific, entry-level opportunities exist within your industry right now?<br>b. What 'hard skills' are needed in your industry? What "soft skills" are needed?<br><br>  <br><br><br>c. What major skills development needs do you see in new or prospective employees that we could address in our CTE classes?"<br><br>**Material/Handout:** None<br><br>**Time:** 8 minutes | |

| | |
|---|---|
| **Date: 4/25/24** | **Industry Sector: NONE** |
| **Teacher/Facilitator Name: NONE** | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Teacher NoteTaker Name: NONE** | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
- Lead the table conversions using this discussion guide with the questions provided below
- Ensure everyone is given an opportunity to provide input and all voices at the table are heard
- Be prepared to share one group overarching learning/takeaway with the whole group later today

**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 5: Work Based Learning (WBL) Opportunities**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about Work Based Learning, Internships, and Pre-Apprenticeships<br><br>**Facilitator will review the definitions** in the Work Based Learning Infographics.<br><br>**Facilitator will ask**: "Based on the data and your expertise, what opportunities do you see in the industry for students to engage in Work Based Learning? ...Internships? ...Pre-apprenticeships?<br><br>**Material/Handout**: WBL Infographics<br><br>**Time**: 5 minutes | |
| **End of Meeting Share Out:**<br><br>**- What is one key takeaway from your table discussion? or**<br><br>**- What is one action our industry and education partners will take together to strengthen career technical education pathways in this industry sector?** | |
| **Collect Advisory Labor Market Survey Notes from everyone, will enter into the Advisory Labor Market Survey Google Form post and give QR Code to participants.** | |

| | |
|---|---|
| **Date: 4/25/24** | **Industry Sectors:** Agriculture (AGR), Fashion (FID), Hospitality (HOS), Public Service (PUB), Transportation (TRN) |
| **Table Facilitator Name: Gwenn Lei** | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name: Natasha Dinis** | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |
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| **Topics** | **Notes From Discussion:** |
| **Welcome and Table Introductions**<br><br>**Teacher Lead / Facilitator task**:<br>- Request participating members to sign in on the sign-in sheet<br>- Review the agenda meeting norms<br>- Lead table introductions: name, organization, role, and sector/pathway<br><br>**Material/Handout**: Sign-In Sheet<br><br>**Time**: 3 minutes | |
| **Overview of CTE Pathways in San Mateo County**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the sector map by district, describe where CTE pathways in this industry sector are located in the San Mateo County districts. Ask participants to share out which of these pathways they represent or have been working with.<br><br>**Material/Handout**: San Mateo County Sector Map by District<br><br>**Time**: 2 minutes | Participants reviewed the materials – Not much of a response |
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| **Topics** | **Notes From Discussion:** |
| **Conversation # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the San Mateo County Labor Market Information (LMI) Infographics provided for the industry sector.<br><br>**Facilitator will ask:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 8 minutes | **Kennan**: One observation made was that the starting hourly rate of $32.50 seems higher than the starting rate teachers at Cabrillo Unified Districts make. How do we make it worth staying in the area. Many people have been in the community for generations but can no longer afford to live here. |

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| **Topics** | **Notes From Discussion:** |
| **Conversation # 2: Industry Trends**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the industry trends in the industry sector.<br><br>**Facilitator will ask:**<br>"Based on the data, and your expertise around labor market needs in this industry sector…<br>a. In what specific areas within this industry, if any, is there new job growth?"<br>b. What industry certifications, if any, should a prospective employee have in this industry?"<br>c. What new technologies are emerging in the field?"<br><br>**Material/Handout**: None<br><br>**Time**: 8 minutes | **Kennan (AGR)**: He is the SPED support in an agriculture classroom for Cabrillo District – Unfortunately, politics and priorities get in the way of many aspects of the industry. For example, who gets to use the water? Organic farmers? Politics in the fishing industry, etc.<br><br>**Arellano (FID)** – Canada provides a dual enrollment pathway for high school students connecting them to jobs and internships - it is more affordable if they go through the Canada dual enrollment program. There are not many students in the program because they do not think it is considered a high paying field. Would like to find a way to bring in the entrepreneurship aspect of the business: interior design, business ownership, etc… Canada's FID program is small but unique with a lot of potential (4 associate degrees and 4 certificate programs) Small dress design program etc. https://canadacollege.edu/fashion/degrees.php<br><br>**Dyssegard:** (TRN) JUHSD Auto teacher for 27 years and mechanic for 40 years. Technology is so complex now for cars, it is harder to get certified and takes much more time than it previously did (A BMW has 70 computers)! The starting pay is very low, so job interest is dwindling. Entry level only pays a couple of dollars more than the fast-food industry, so students don't think it's worth the time and schooling for certification. The industry has really changed in the last few years and is more demanding. There is a dual enrollment program at Skyline College and JUHSD.<br><br>**Manio:** (PUB) There are good pathways to the Public Service Sector and many interns through the job readiness program. Would love to see a countywide push. Con is that public salaries don't keep up with the private salaries. Traditional 4-year degree is usually the requirement- Management/Director position would require a masters.<br><br>**Moju:** (E&U) Office of Sustainability; Purpose is to reduce emissions through electrifying transportation fleet and government operations. Electrify buildings as well. Trying to get people in the trades (General contractors, electricians, etc.) There are not enough people interested in the industry, which also impacts the cost. |

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| **Topics** | **Notes From Discussion:** |
| **Conversation # 3: Pathway Alignment and Development**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the alignment of the CTE pathways to industry needs and LMI data. CTE teachers are encouraged to come prepared to share the strengths and gaps of their pathways, and to ask for specific support from industry.<br><br>**Facilitator will ask:** "Based on the data and your expertise:<br>a. What strengths do you see regarding Pathway alignment to LMI?<br>b. What gaps do you see regarding Pathway alignment to LMI?<br>c. What professional development, resources, or support would be valuable?"<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector (same as above)<br><br>**Time**: 10 minutes | Strengths and Gaps in Pathways E & U is connected to San Mateo Community College District, and they are joining with community-based organizations and HSA to improve opportunities for apprenticeships. Trying to get students good paying jobs but need workforce development. Youth Ambassador Program – This program is very popular amongst youth.They are involved in projects but don't necessarily get connected to jobs and apprenticeships.<br><br>**Cabarle (FID):** A strength is there is a dual enrolment program between Jefferson Union and San Mateo College– One former student works at Nike designing shoes, but it is typically difficult to get students internships. Weakness is it's hard to find guest speakers in the fashion industry to come present – more LA area or out of country – Connection was made between her and Arellano from FID Canada. They plan to connect in the summer.<br><br>**Manio (PUB):** E-portfolio is a great idea after CTE – good start for students. Financial literacy is offered for students but also needs to support the families, and in more languages in order for it to be effective. San Mateo High does a really good job at connecting students directly with companies |

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| **Topics** | **Notes From Discussion:** |
| **Conversation # 4: Hard and Soft Skills Needed**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about hard and soft skills needed in the industry.<br><br>**Facilitator will ask**: "Based on the data and your expertise:<br>a. What specific, entry-level opportunities exist within your industry right now?<br>b. What 'hard skills' are needed in your industry? What "soft skills" are needed?<br><br>  <br>c. What major skills development needs do you see in new or prospective employees that we could address in our CTE classes?"<br><br>**Material/Handout:** None<br><br>**Time:** 8 minutes | **(PUB) Soft Skills**: Analytical skills, forming partnerships, ability to collaborate.<br><br>**(TRN)** In the auto Industry internships are hard to find because districts and employers are worried about insurance and liability. It is a major barrier across sectors, especially if it is a paid internship. |

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| **Topics** | **Notes From Discussion:** |
| **Conversation # 5: Work Based Learning (WBL) Opportunities**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about Work Based Learning, Internships, and Pre-Apprenticeships<br><br>**Facilitator will review the definitions** in the Work Based Learning Infographics.<br><br>**Facilitator will ask**: "Based on the data and your expertise, what opportunities do you see in the industry for students to engage in Work Based Learning? ...Internships? ...Pre-apprenticeships?<br><br>**Material/Handout**: WBL Infographics<br><br>**Time**: 5 minutes | **Dyssegard:** (TRN) A need for more Pre-apprentice and internships. Liability issues prevent students from getting training experience<br><br>**Manio (PUB):** A need to recruit industries to be fiscal sponsors and take the insurance and liability barrier for minors.<br><br>**Cabarle (FID):** Most students work in fabric and textile stores. However, she would like to see more opportunities for students to be connected to the marketing and designing aspects of the industry. It's hard to find in this area. Requesting any resources. |
| **End of Meeting Share Out:**<br><br>**- What is one key takeaway from your table discussion? or**<br><br>**- What is one action our industry and education partners will take together to strengthen career technical education pathways in this industry sector?** | **Kennan (AGR):** How do we bridge what we teach in schools to a job/resume builder? For example, students work on a tractor in class- if they are interested in pursuing this, how can we connect them into making it a career?<br><br>**FID**- Excited for partnerships and collaboration (internships with business) |

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| **Topics** | **Notes From Discussion:** |
| **Collect Advisory Labor Market Survey Notes from everyone, will enter into the Advisory Labor Market Survey Google Form post and give QR Code to participants.** | |

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| **Table Facilitator Name: Jeff Schmidt** | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
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| **Welcome and Table Introductions**<br><br>**Teacher Lead / Facilitator task**:<br>- Request participating members to sign in on the sign-in sheet<br>- Review the agenda meeting norms<br>- Lead table introductions: name, organization, role, and sector/pathway<br><br>**Material/Handout**: Sign-In Sheet<br><br>**Time**: 3 minutes | |
| **Overview of CTE Pathways in San Mateo County**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the sector map by district, describe where CTE pathways in this industry sector are located in the San Mateo County districts. Ask participants to share out which of these pathways they represent or have been working with.<br><br>**Material/Handout**: San Mateo County Sector Map by District<br><br>**Time**: 2 minutes | |
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| **Conversation # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the San Mateo County Labor Market Information (LMI) Infographics provided for the industry sector.<br><br>**Facilitator will ask:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 8 minutes | **AME-**I notice: Animation is popular, but not high entry pay. Labour market wonders about AI influence on Graphic Design industry.Ai speeding up processes - will change jobs - growth of the creative side<br><br>**AME**- her students do not know how to organize a digital file, They can phone but not computer. A lot of media literacy, soft skills. Data presented in the map in my pathway is limited opportunity to my students. It's very limited -- it is listing jobs that are directly related to journalism, but not any of the adjacent applications of skills such as using InDesign or file management. Most of my students use J1 and/or J2 as a way to get into college, but once in college, they often use the skills in other fields like computer science and engineering. It's very limited -- it is listing jobs that are directly related to journalism, but not any of the adjacent applications of skills such as using InDesign or file management. Most of my students use J1 and/or J2 as a way to get into college, but once in college, they often use the skills in other fields like computer science and engineering.<br><br>**BUS**- Question how do SMCOE get the information of the map (Sector by District Map). Referring to the programs to each district. BCT-add to what Jeff explanation. They meet with County office on a regular bases. There is a coordinator for each district.<br><br>**BUS**- reason why he asked about where the SMCOE get the info of the map because their sector work with transition youth. They offer business skills to San Mateo youth.<br><br>**BCT**- PCE wants to know how they can best support electrician pre-apprenticeship program to local high schools. The State of California has goal to completely transition off all uses of fossil fuels by 2025. That will require us to use renewable electricity for all our energy needs. Electricians will drive this transition: building and maintaining electrical transmission lines, installing electric vehicle charging infrastructure, and re-wiring buildings to use electric appliances instead of gas. We in the industry are extremely concerned that we will not have enough electricans. |

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| **Topics** | **Notes From Discussion:** |
| **Conversation # 2: Industry Trends**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the industry trends in the industry sector.<br><br>**Facilitator will ask:**<br>"Based on the data, and your expertise around labor market needs in this industry sector…<br>a. In what specific areas within this industry, if any, is there new job growth?"<br>b. What industry certifications, if any, should a prospective employee have in this industry?"<br>c. What new technologies are emerging in the field?"<br><br>**Material/Handout**: None<br><br>**Time**: 8 minutes<br>  | **AME-** AI speeding up processes - will change jobs - growth of the creative side<br><br>**BCT** -electric vehicle charging infrastracture (new jobs) -electrician job with combination of IT and Construction job. To address climate change.<br><br>Jeff to parent -CTE is a bridge to the industry -not just a college prep-entry level position. Explaining the 60% of high paying job does need a 4yr- degree. |

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| **Topics** | **Notes From Discussion:** |
| **Conversation # 3: Pathway Alignment and Development**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the alignment of the CTE pathways to industry needs and LMI data. CTE teachers are encouraged to come prepared to share the strengths and gaps of their pathways, and to ask for specific support from industry.<br><br>**Facilitator will ask:** "Based on the data and your expertise:<br>a. What strengths do you see regarding Pathway alignment to LMI?<br>b. What gaps do you see regarding Pathway alignment to LMI?<br>c. What professional development, resources, or support would be valuable?"<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector (same as above)<br><br>**Time**: 10 minutes | **AME-** I have great connections to local partners, that helps us print our digital artwork and designs, these later offers internship. But could always use more connections<br><br>**BCT -** is trying to support electricians. Sub-contract electricians. Electrician pathways to Kids and how we support to them.<br><br>San Mateo can get in touch with PCE -autoshop (adjacent skill). |

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| **Date: 4/25/24** | **Industry Sector:** Arts, Media & Entertainment (AME), Building & Construction Trades (BCT), Business & Finance (BUS), Marketing (MKT), Engineering & Architecture (END), Information Technology (ITC) |
| **Table Facilitator Name: Jeff Schmidt** | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
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| **Topics** | **Notes From Discussion:** |
| **Conversation # 4: Hard and Soft Skills Needed**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about hard and soft skills needed in the industry.<br><br>**Facilitator will ask**: "Based on the data and your expertise:<br>a. What specific, entry-level opportunities exist within your industry right now?<br>b. What 'hard skills' are needed in your industry? What "soft skills" are needed?<br><br>c. What major skills development needs do you see in new or prospective employees that we could address in our CTE classes?"<br><br>**Material/Handout:** None<br><br>**Time:** 8 minutes | **AME-** Students don't understand deadlines, how to write emails, how to organize digital files, etc. They have no concept of professional dress or how to use a phone as a tool rather than a toy. AI poses changes to what type of image editing skills might be needed.<br><br>**AME-** Students don't understand deadlines, how to write emails, how to organize digital files, etc. They have no concept of professional dress or how to use a phone as a tool rather than a toy.<br><br>**BUS**- offer Job preparedness workshops for youth ages 14-21. One of their workshops dive into Soft Skills & hard skills.They can come to the sites of classrooms and CBO's to support students.<br><br>**BCT**- PCE wants to know how they can best support electrician pre-apprenticeship program to local high schools.<br><br>**PCT** - Peninsula Clean Energy would like to know how we can best support electrician pre-apprenticeship programs in local high schools. |

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| **Topics** | **Notes From Discussion:** |
| **Conversation # 5: Work Based Learning (WBL) Opportunities**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about Work Based Learning, Internships, and Pre-Apprenticeships<br><br>**Facilitator will review the definitions** in the Work Based Learning Infographics.<br><br>**Facilitator will ask**: "Based on the data and your expertise, what opportunities do you see in the industry for students to engage in Work Based Learning? ...Internships? ...Pre-apprenticeships?<br><br>**Material/Handout**: WBL Infographics<br><br>**Time**: 5 minutes | **BCT** -Let me know how we can help your students lo learn more about business and entrepreneurship. Or work with our entrepreneur clients. |
| **End of Meeting Share Out:**<br><br>**- What is one key takeaway from your table discussion? or**<br><br>**- What is one action our industry and education partners will take together to strengthen career technical education pathways in this industry sector?** | |

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| **Topics** | **Notes From Discussion:** |
| **Collect Advisory Labor Market Survey Notes from everyone, will enter into the Advisory Labor Market Survey Google Form post and give QR Code to participants.** | |

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| **Date: 4/25/24** | **Industry Sector:** Education (EDU), Health Sciences & Medical Technology (HSM) |
| **Table Facilitator Name:** Tim Perez | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Christian Morales-Aponte | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |
| **Facilitator Duties:**<br>- Lead the table conversions using this discussion guide with the questions provided below<br>- Ensure everyone is given an opportunity to provide input and all voices at the table are heard<br>- Be prepared to share one group overarching learning/takeaway with the whole group later today<br><br>**Note Taker Duties:**<br>- Have all the table attendees sign in on the attendance sheet<br>- Monitor the time for each conversation<br>- Take notes to capture the discussion in the provided document | |
| **Topics** | **Notes From Discussion:** |
| **Welcome and Table Introductions**<br><br>**Teacher Lead / Facilitator task**:<br>- Request participating members to sign in on the sign-in sheet<br>- Review the agenda meeting norms<br>- Lead table introductions: name, organization, role, and sector/pathway<br><br>**Material/Handout**: Sign-In Sheet<br><br>**Time**: 3 minutes | |
| **Overview of CTE Pathways in San Mateo County**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the sector map by district, describe where CTE pathways in this industry sector are located in the San Mateo County districts. Ask participants to share out which of these pathways they represent or have been working with.<br><br>**Material/Handout**: San Mateo County Sector Map by District<br><br>**Time**: 2 minutes | |

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| | **Conversation # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the San Mateo County Labor Market Information (LMI) Infographics provided for the industry sector.<br><br>**Facilitator will ask:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 8 minutes | Tim - emphasized the importance of advisory members collaborating with classroom teachers to facilitate student transitions into career pathways<br><br>Mary - agreed with the wage figures for dental hygienists and mentioned a shortage in the dental field<br><br>Madison - nonprofit social services can be gateway to higher-paying careers but challenge is wage limitations due to government reimbursements |

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| | **Conversation # 2: Industry Trends**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the industry trends in the industry sector.<br><br>**Facilitator will ask:**<br>"Based on the data, and your expertise around labor market needs in this industry sector…<br>a. In what specific areas within this industry, if any, is there new job growth?"<br>b. What industry certifications, if any, should a prospective employee have in this industry?"<br>c. What new technologies are emerging in the field?"<br><br>**Material/Handout**: None<br><br>**Time**: 8 minutes | Tim - emphasized the importance of creating relationships between students and high-need industry sectors<br><br>Madison - acknowledged high-need industries with lower wages and suggested the importance of considering the broader context beyond wage numbers<br><br>Nick - Skyline College's apprenticeship program provides students with paid work experience while pursuing education, creating pathways to higher-paying careers<br><br>Tim - apprenticeship programs provide students with exposure to industries and can transition into careers; collaboration between industry partners and schools is important to support students effectively<br><br>Mary - expressed interest in collaborating with Sequoia UHSD and inquired about reaching out to them for guest speaker opportunities<br><br>Tim - mentioned ongoing initiative where the COE collects ""wishlists"" from districts and teachers, indicating opportunities for industry partners to support educational needs; shared link to the "Giving Tree" Google site, where district wishlists and collaboration opportunities are documented |

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| **Conversation # 3: Pathway Alignment and Development**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the alignment of the CTE pathways to industry needs and LMI data. CTE teachers are encouraged to come prepared to share the strengths and gaps of their pathways, and to ask for specific support from industry.<br><br>**Facilitator will ask:** "Based on the data and your expertise:<br>a. What strengths do you see regarding Pathway alignment to LMI?<br>b. What gaps do you see regarding Pathway alignment to LMI?<br>c. What professional development, resources, or support would be valuable?"<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector (same as above)<br><br>**Time**: 10 minutes | Madison - suggested expanding the list to include additional industries and ensuring comprehensive coverage of industry needs<br><br>Tim - said document will be continuously updated as more input is received from teachers<br><br>Madison - first aid and CPR certifications are important in the social services sector<br><br>Mary - mentioned the emergence of robotics in dentistry |

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| **Conversation # 4: Hard and Soft Skills Needed**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about hard and soft skills needed in the industry.<br><br>**Facilitator will ask**: "Based on the data and your expertise:<br>a. What specific, entry-level opportunities exist within your industry right now?<br>b. What 'hard skills' are needed in your industry? What "soft skills" are needed?<br><br>  <br><br><br>c. What major skills development needs do you see in new or prospective employees that we could address in our CTE classes?"<br><br>**Material/Handout:** None<br><br>**Time:** 8 minutes | Madison - important to align pathways to living wage job opportunities, but there are challenges in obtaining certificates for apprenticeship programs<br><br>Mary - difficulties in accessing certification programs for dental apprenticeships but acknowledged efforts to address these challenges through flexible scheduling options<br><br>Madison - suggested the utilization of work experience for college credit as a beneficial program for students<br><br>Tim - aligning pathways to post-secondary education and work opportunities<br><br>Madison - on-the-job training for caregiving positions is important; focusing on soft skills such as patience, compassion, and reliability<br><br>Mary - soft skills in the dental field also important; compassion and work ethic are crucial attributes for success |

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| **Date: 4/25/24** | **Industry Sector:** Education (EDU), Health Sciences & Medical Technology (HSM) |
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| **Conversation # 5: Work Based Learning (WBL) Opportunities**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about Work Based Learning, Internships, and Pre-Apprenticeships<br><br>**Facilitator will review the definitions** in the Work Based Learning Infographics.<br><br>**Facilitator will ask**: "Based on the data and your expertise, what opportunities do you see in the industry for students to engage in Work Based Learning? ...Internships? ...Pre-apprenticeships?<br><br>**Material/Handout**: WBL Infographics<br><br>**Time**: 5 minutes | Attendees:<br><br>Tim Perez<br>Madison Blanton<br>Mary Conway<br>Nick Kapp<br>Pete Mancillas<br>Ame Seibel |
| **End of Meeting Share Out:**<br><br>**- What is one key takeaway from your table discussion? or**<br><br>**- What is one action our industry and education partners will take together to strengthen career technical education pathways in this industry sector?** | |
| **Collect Advisory Labor Market Survey Notes from everyone, will enter into the Advisory Labor Market Survey Google Form post and give QR Code to participants.** | |

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| **Date: 4/25/24** | **Industry Sector:** Arts, Media & Entertainment (AME) |
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| **Table Notetaker Name:** Juan Fuentes | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

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| Topics | Notes From Discussion: |
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| **Welcome and Table Introductions**<br><br>**Teacher Lead / Facilitator task**:<br>- Request participating members to sign in on the sign-in sheet<br>- Review the agenda meeting norms<br>- Lead table introductions: name, organization, role, and sector/pathway<br><br>**Material/Handout**: Sign-In Sheet<br><br>**Time**: 3 minutes | |
| **Overview of CTE Pathways in San Mateo County**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the sector map by district, describe where CTE pathways in this industry sector are located in the San Mateo County districts. Ask participants to share out which of these pathways they represent or have been working with.<br><br>**Material/Handout**: San Mateo County Sector Map by District<br><br>**Time**: 2 minutes | - First we started view where is the most CTE programs ( Jefferson high, Sequoia, San Mateo, Cabrillo)<br>- We stated that it will be great to have the actual data of how many programs are they, how many students are part of it.<br>- We discussed the process of how to obtain the CTE license and how important is<br>- We mentioned it will be really good idea to have high schools to require one year of a cte class in order to graduate |

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| Topics | Notes From Discussion: |
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| **Conversation # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the San Mateo County Labor Market Information (LMI) Infographics provided for the industry sector.<br><br>**Facilitator will ask:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 8 minutes | - Discussed the LMI Sheet and majority of the attendants disagree that the data provided doesn't filled the AME Fields<br>- We agreed that video has a big growth of annual openings.<br>- One of the attendants mentioned that Industry jobs are teaching jobs<br>- Educators are not being included in part of annual openings<br>- We consider it will be valuable to have tours related to the ame fields and more paid internships to motivate students |
| **Conversation # 2: Industry Trends**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the industry trends in the industry sector.<br><br>**Facilitator will ask:**<br>"Based on the data, and your expertise around labor market needs in this industry sector…<br>a. In what specific areas within this industry, if any, is there new job growth?"<br>b. What industry certifications, if any, should a prospective employee have in this industry?"<br>c. What new technologies are emerging in the field?"<br><br>**Material/Handout**: None<br><br>**Time**: 8 minutes | |

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| **Date: 4/25/24** | **Industry Sector:** Arts, Media & Entertainment (AME) |
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| Topics | Notes From Discussion: |
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| **Conversation # 3: Pathway Alignment and Development**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the alignment of the CTE pathways to industry needs and LMI data. CTE teachers are encouraged to come prepared to share the strengths and gaps of their pathways, and to ask for specific support from industry.<br><br>**Facilitator will ask:** "Based on the data and your expertise:<br>a. What strengths do you see regarding Pathway alignment to LMI?<br>b. What gaps do you see regarding Pathway alignment to LMI?<br>c. What professional development, resources, or support would be valuable?"<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector (same as above)<br><br>**Time**: 10 minutes | |

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| **Date: 4/25/24** | **Industry Sector:** Arts, Media & Entertainment (AME) |
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| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 4: Hard and Soft Skills Needed**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about hard and soft skills needed in the industry.<br><br>**Facilitator will ask**: "Based on the data and your expertise:<br>a. What specific, entry-level opportunities exist within your industry right now?<br>b. What 'hard skills' are needed in your industry? What "soft skills" are needed?<br><br>c. What major skills development needs do you see in new or prospective employees that we could address in our CTE classes?"<br><br>**Material/Handout:** None<br><br>**Time:** 8 minutes | |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Arts, Media & Entertainment (AME) |
| **Table Facilitator Name:** Martin Cruz | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Juan Fuentes | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
- Lead the table conversions using this discussion guide with the questions provided below
- Ensure everyone is given an opportunity to provide input and all voices at the table are heard
- Be prepared to share one gro[illegible] group later today




**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 5: Work Based Learning (WBL) Opportunities**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about Work Based Learning, Internships, and Pre-Apprenticeships<br><br>**Facilitator will review the definitions** in the Work Based Learning Infographics.<br><br>**Facilitator will ask**: "Based on the data and your expertise, what opportunities do you see in the industry for students to engage in Work Based Learning? ...Internships? ...Pre-apprenticeships?<br><br>**Material/Handout**: WBL Infographics<br><br>**Time**: 5 minutes | We reviewed the wbl sheet: we said it will be important to bring more guest speakers, we also need to build more passion to the field |
| **End of Meeting Share Out:**<br><br>**- What is one key takeaway from your table discussion? or**<br><br>**- What is one action our industry and education partners will take together to strengthen career technical education pathways in this industry sector?** | - Industry representation to help inform/guide/advise programs and also serve as a bridge between students and industry<br>- industry specific and updated data in infographics<br>- Pathways from industry expert to CTE instructors<br>- Continuous data to help make data driven decisions and inform industry/market trends |
| **Collect Advisory Labor Market Survey Notes from everyone, will enter into the Advisory Labor Market Survey Google Form post and give QR Code to participants.** | |

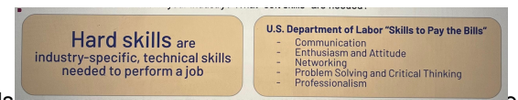
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|---|---|
| **Welcome and Table Introductions**<br><br>**Teacher Lead / Facilitator task**:<br>- Request participating members to sign in on the sign-in sheet<br>- Review the agenda meeting norms<br>- Lead table introductions: name, organization, role, and sector/pathway<br><br>**Material/Handout**: Sign-In Sheet<br><br>**Time**: 3 minutes | - Quick introductions: |
| **Overview of CTE Pathways in San Mateo County**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the sector map by district, describe where CTE pathways in this industry sector are located in the San Mateo County districts. Ask participants to share out which of these pathways they represent or have been working with.<br><br>**Material/Handout**: San Mateo County Sector Map by District<br><br>**Time**: 2 minutes | |
| | |
| **Conversation # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the San Mateo County Labor Market Information (LMI) Infographics provided for the industry sector.<br><br>**Facilitator will ask:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 8 minutes | - Question: Annual openins vs 21-26? Is this projections? Comes from BofUnemployment. New openings vs total openings. Jobs on the list; many people start their own business. Many questions that base arround how the data was collected and then how it's projected. A lot more replacements then new positions. 10% openings in new and replacements. Each industry will project different data based on living wages and area in the county. Multiple certifications needed in dark blue area. Wages and skills might not align. Different types of skills; vocational (hands on skills) vs skills obtained by higher education. The corelation from percentage of jobs to the living wages. Cerftifications might not be representedin the education levels. Special certifications to be able to do the jobs might not come from higher education but learned on the site. For Public Servciecs, only the top 3 tiers are living wages |

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| **Conversation # 2: Industry Trends**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the industry trends in the industry sector.<br><br>**Facilitator will ask:**<br>"Based on the data, and your expertise around labor market needs in this industry sector…<br>a. In what specific areas within this industry, if any, is there new job growth?"<br>b. What industry certifications, if any, should a prospective employee have in this industry?"<br>c. What new technologies are emerging in the field?"<br><br>**Material/Handout**: None<br><br>**Time**: 8 minutes | Insight from the Agriculture Industry. There are many agricultural pathways, 8 different pathway within Ag. The comparison between certification merit vs higher education. What does it mean when applying to jobs if a student has a certification? Union connections and cerfications. Remote ag connections. |
| **Conversation # 3: Pathway Alignment and Development**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the alignment of the CTE pathways to industry needs and LMI data. CTE teachers are encouraged to come prepared to share the strengths and gaps of their pathways, and to ask for specific support from industry.<br><br>**Facilitator will ask:** "Based on the data and your expertise:<br>a. What strengths do you see regarding Pathway alignment to LMI?<br>b. What gaps do you see regarding Pathway alignment to LMI?<br>c. What professional development, resources, or support would be valuable?”<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector (same as above)<br><br>**Time**: 10 minutes | |

## Conversation # 4: Hard and Soft Skills Needed

**Teacher Lead / Facilitator task**:
- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about hard and soft skills needed in the industry.

**Facilitator will ask**: "Based on the data and your expertise:
a. What specific, entry-level opportunities exist within your industry right now?
b. What 'hard skills' are needed in your industry? What "soft skills" are needed?




c. What major skills development needs do you see in new or prospective employees that we could address in our CTE classes?"

**Material/Handout:** None

**Time:** 8 minutes

## Conversation # 5: Work Based Learning (WBL) Opportunities

**Teacher Lead / Facilitator task:**
- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about Work Based Learning, Internships, and Pre-Apprenticeships

**Facilitator will review the definitions** in the Work Based Learning Infographics.

**Facilitator will ask**: "Based on the data and your expertise, what opportunities do you see in the industry for students to engage in Work Based Learning? ...Internships? ...Pre-apprenticeships?

**Material/Handout**: WBL Infographics

**Time**: 5 minutes

## End of Meeting Share Out:

**- What is one key takeaway from your table discussion? or**

**- What is one action our industry and education partners will take together to strengthen career technical education pathways in this industry sector?**

**Collect Advisory Labor Market Survey Notes from everyone, will enter into the Advisory Labor Market Survey Google Form post and give QR Code to participants.**

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Building & Construction Trades (BCT) |
| **Table Facilitator Name:** Ralph Wigginton | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Andy Boysen | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
- Lead the table conversions using this discussion guide with the questions provided below
- Ensure everyone is given an opportunity to provide input and all voices at the table are heard
- Be prepared to share one group overarching learning/takeaway with the whole group later today

**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Welcome and Table Introductions**<br><br>**Teacher Lead / Facilitator task**:<br>- Request participating members to sign in on the sign-in sheet<br>- Review the agenda meeting norms<br>- Lead table introductions: name, organization, role, and sector/pathway<br><br>**Material/Handout**: Sign-In Sheet<br><br>**Time**: 3 minutes | Introductions of people at the table. Everyone states who they are and there roles their sites. |
| **Overview of CTE Pathways in San Mateo County**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the sector map by district, describe where CTE pathways in this industry sector are located in the San Mateo County districts. Ask participants to share out which of these pathways they represent or have been working with.<br><br>**Material/Handout**: San Mateo County Sector Map by District<br><br>**Time**: 2 minutes | |
| | |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Building & Construction Trades (BCT) |
| **Table Facilitator Name:** Ralph Wigginton | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Andy Boysen | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
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**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the San Mateo County Labor Market Information (LMI) Infographics provided for the industry sector.<br><br>**Facilitator will ask:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 8 minutes | The infographs given are not accurate as it relates to entry level income per our industry advisors. Additionally, the issues of health and retirement and cost of getting certification. Other consideration are whether or not that the work is residential or industrial. The market of the work can creeate a wide range of professional compentency. Some solar oriented electricians only know who to install planels and other related equipment, but have no diverse or comprehensive understanding of electrical work. Mr. Phelps discusses the difference of cost of living and the ability of small trade based business owners pay employees what is needed to buy a home and life in such a way they can get ahead. People who leave the area who have roots to small trades business is incressing. Those who locate to the valley or east of the Altimont pass endure a very straining commute to work where the wages are high (the Peninsula) and the cost of living is low (east of the Bay Area). The process to rise up to higher level jobs can take time and make staying in the Bay Area. Some apprentices and most journeymen do not live in the area. The goal to look for people who can also invest themselves in the the community. |
| **Conversation # 2: Industry Trends**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the industry trends in the industry sector.<br><br>**Facilitator will ask:**<br>"Based on the data, and your expertise around labor market needs in this industry sector…<br>a. In what specific areas within this industry, if any, is there new job growth?"<br>b. What industry certifications, if any, should a prospective employee have in this industry?"<br>c. What new technologies are emerging in the field?"<br><br>**Material/Handout**: None<br><br>**Time**: 8 minutes | Biotech, custom housing, hew technology, bus manafacturing, are emerging, but whether or not they frow and stay still rather than moving out of county. The moving from San Francisco to the Peninsula has created growth. Genentech has help to usher a climate for other related business to establish themselves in SM County. Projects at SFO, schools, cryogenics plan, other high tech industies has created hugh growth and electrical. Less than 2% unemployment. Workers from all other the nation are coming to fill the need presented by these growth areas. Plumbing service is really hot right now. A lot of union members (pipefitters) open their own business to compete with the franchise plumbing work. |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Building & Construction Trades (BCT) |
| **Table Facilitator Name:** Ralph Wigginton | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Andy Boysen | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
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- Ensure everyone is given an opportunity to provide input and all voices at the table are heard
- Be prepared to share one group overarching learning/takeaway with the whole group later today

**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 3: Pathway Alignment and Development**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the alignment of the CTE pathways to industry needs and LMI data. CTE teachers are encouraged to come prepared to share the strengths and gaps of their pathways, and to ask for specific support from industry.<br><br>**Facilitator will ask:** "Based on the data and your expertise:<br>a. What strengths do you see regarding Pathway alignment to LMI?<br>b. What gaps do you see regarding Pathway alignment to LMI?<br>c. What professional development, resources, or support would be valuable?"<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector (same as above)<br><br>**Time**: 10 minutes | Student need to be interested. Industry leader asked students why they are working or taking classes in the shop at M-A. The students' response is that they want to work with their hands. M-A HS brought 16 students to the Local Pipefitters location to observe how work in action. The invitation to do more hands on work, but students need to show up prepared to perform hands on work when they come to the union facilities. The union representatives offered to have students come and get some hands on experiences at their faciity. With the cabinet making advisor, he sees that the success of the individual can be significantly grown if a student get hands on experience both in and outside of the shop/classroom. Business experience, model, planning, and simulation. The financial aspects of running a business. More entreperniship. |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Building & Construction Trades (BCT) |
| **Table Facilitator Name:** Ralph Wigginton | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Andy Boysen | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

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**Note Taker Duties:**
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- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 4: Hard and Soft Skills Needed**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about hard and soft skills needed in the industry.<br><br>**Facilitator will ask**: "Based on the data and your expertise:<br>a. What specific, entry-level opportunities exist within your industry right now?<br>b. What 'hard skills' are needed in your industry? What "soft skills" are needed?<br><br>  <br><br>c. What major skills development needs do you see in new or prospective employees that we could address in our CTE classes?"<br><br>**Material/Handout:** None<br><br>**Time:** 8 minutes | The fundementals of showing up on time and on the expected days in a regular way. 4 H kids show very well the essential skills to be a reliable employee. The use of interpersonal communication skills with verbal interaction is a skill that needs much more development earlier on. A project needs the investiment of student having hands on action and also be able to use communication skills to explain the process through public speaking or other verbal forms of communication. Student want the answer to come to them rather than going to the problem and through investigation find a solution.Union advisors explain the joy of seeing students who stay with learning a tool skill and have the student/apprentice reach compentency. They think that cultivating the desire to troubleshoot and reverse engineer. The CTE administrator presents the problem when student who may have completed a pathway and have a year or more left before graduation. How to keep the interest by providing other options to grow. MC3 would be great to get going. How to get more apprenticships going. |

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| **Date: 4/25/24** | **Industry Sector:** Building & Construction Trades (BCT) |
| **Table Facilitator Name:** Ralph Wigginton | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Andy Boysen | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

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**Note Taker Duties:**
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- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 5: Work Based Learning (WBL) Opportunities**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about Work Based Learning, Internships, and Pre-Apprenticeships<br><br>**Facilitator will review the definitions** in the Work Based Learning Infographics.<br><br>**Facilitator will ask**: "Based on the data and your expertise, what opportunities do you see in the industry for students to engage in Work Based Learning? ...Internships? ...Pre-apprenticeships?<br><br>**Material/Handout**: WBL Infographics<br><br>**Time**: 5 minutes | |
| **End of Meeting Share Out:**<br><br>**- What is one key takeaway from your table discussion? or**<br><br>**- What is one action our industry and education partners will take together to strengthen career technical education pathways in this industry sector?** | Shock: wages that are lower than we thought; the support from our Union advisors and their openess to help our student get hand-on experiences. |
| **Collect Advisory Labor Market Survey Notes from everyone, will enter into the Advisory Labor Market Survey Google Form post and give QR Code to participants.** | |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Business & Finance (BUS), Marketing (MKT) |
| **Table Facilitator Name:** Faith Velschow | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Marian Reyes / Minette Manio | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
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- Ensure everyone is given an opportunity to provide input and all voices at the table are heard
- Be prepared to share one group overarching learning/takeaway with the whole group later today

**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Welcome and Table Introductions**<br><br>**Teacher Lead / Facilitator task**:<br>- Request participating members to sign in on the sign-in sheet<br>- Review the agenda meeting norms<br>- Lead table introductions: name, organization, role, and sector/pathway<br><br>**Material/Handout**: Sign-In Sheet<br><br>**Time**: 3 minutes | Minette Manio,Marian Reyes, Brian Simmons, Faith Velschow, Jean Shieh, Larry Pon, Mary Beth Alexande<br><br>Bring back interns - student intership teaches kids of life lessons too |
| **Overview of CTE Pathways in San Mateo County**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the sector map by district, describe where CTE pathways in this industry sector are located in the San Mateo County districts. Ask participants to share out which of these pathways they represent or have been working with.<br><br>**Material/Handout**: San Mateo County Sector Map by District<br><br>**Time**: 2 minutes | College courses - san mateo union (csm) dual enrollment/credit<br>Business class - based on teacher availability<br>Accounting class - teacher leaves after school ends<br>CTE classes/courses are teacher dependent<br>No CTE credentials to teach<br>Train classified staff to be CTE teachers<br>Send out newsletter to parents to ask for volunteers<br>Share experiences how rewarding to teach kids and be able to learn from them |
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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Business & Finance (BUS), Marketing (MKT) |
| **Table Facilitator Name:** Faith Velschow | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Marian Reyes / Minette Manio | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
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**Note Taker Duties:**
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- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the San Mateo County Labor Market Information (LMI) Infographics provided for the industry sector.<br><br>**Facilitator will ask:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 8 minutes | Biotech industry - over hire during covid<br>Laid off employee will not work on lower jobs<br>Job seekers are looking for mental health benefits, work life balance<br>Massive retirement during covid, retirement was also encouraged<br>Hard to recruit<br>Lack of or no promotion of public sector recruitment |
| **Conversation # 2: Industry Trends**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the industry trends in the industry sector.<br><br>**Facilitator will ask:**<br>"Based on the data, and your expertise around labor market needs in this industry sector…<br>a. In what specific areas within this industry, if any, is there new job growth?"<br>b. What industry certifications, if any, should a prospective employee have in this industry?"<br>c. What new technologies are emerging in the field?"<br><br>**Material/Handout**: None<br><br>**Time**: 8 minutes | Use of AI - reading reports, insights on trends.<br>Biotech industry - AI has been there for a while - generates summary or trends. How to communicate the t<br>Certification - linkedin, adobe, microsoft office, google, apple |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Business & Finance (BUS), Marketing (MKT) |
| **Table Facilitator Name:** Faith Velschow | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Marian Reyes / Minette Manio | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

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**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 3: Pathway Alignment and Development**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the alignment of the CTE pathways to industry needs and LMI data. CTE teachers are encouraged to come prepared to share the strengths and gaps of their pathways, and to ask for specific support from industry.<br><br>**Facilitator will ask:** "Based on the data and your expertise:<br>a. What strengths do you see regarding Pathway alignment to LMI?<br>b. What gaps do you see regarding Pathway alignment to LMI?<br>c. What professional development, resources, or support would be valuable?"<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector (same as above)<br><br>**Time**: 10 minutes | |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Business & Finance (BUS), Marketing (MKT) |
| **Table Facilitator Name:** Faith Velschow | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Marian Reyes / Minette Manio | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

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**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 4: Hard and Soft Skills Needed**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about hard and soft skills needed in the industry.<br><br>**Facilitator will ask**: "Based on the data and your expertise:<br>a. What specific, entry-level opportunities exist within your industry right now?<br>b. What 'hard skills' are needed in your industry? What "soft skills" are needed?<br><br>  <br><br><br>c. What major skills development needs do you see in new or prospective employees that we could address in our CTE classes?"<br><br>**Material/Handout:** None<br><br>**Time:** 8 minutes | Communications skills, norms, bring in professionals to talk with students - schedule in different industry |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Business & Finance (BUS), Marketing (MKT) |
| **Table Facilitator Name:** Faith Velschow | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Marian Reyes / Minette Manio | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
- Lead the table conversions using this discussion guide with the questions provided below
- Ensure everyone is given an opportunity to provide input and all voices at the table are heard
- Be prepared to share one group overarching learning/takeaway with the whole group later today

**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 5: Work Based Learning (WBL) Opportunities**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about Work Based Learning, Internships, and Pre-Apprenticeships<br><br>**Facilitator will review the definitions** in the Work Based Learning Infographics.<br><br>**Facilitator will ask**: "Based on the data and your expertise, what opportunities do you see in the industry for students to engage in Work Based Learning? ...Internships? ...Pre-apprenticeships?<br><br>**Material/Handout**: WBL Infographics<br><br>**Time**: 5 minutes | Work based learning - students think this is taking time away from school/classes |
| **End of Meeting Share Out:**<br><br>**- What is one key takeaway from your table discussion? or**<br><br>**- What is one action our industry and education partners will take together to strengthen career technical education pathways in this industry sector?** | Internship<br>Educate possible CTE teachers on how to get CTE credentials |
| **Collect Advisory Labor Market Survey Notes from everyone, will enter into the Advisory Labor Market Survey Google Form post and give QR Code to participants.** | |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Education, Child Development & Family Services (EDU) |
| **Table Facilitator Name:** Cindy Dominguez | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Tricia Felix | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
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- Be prepared to share one group overarching learning/takeaway with the whole group later today

**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Welcome and Table Introductions**<br><br>**Teacher Lead / Facilitator task**:<br>- Request participating members to sign in on the sign-in sheet<br>- Review the agenda meeting norms<br>- Lead table introductions: name, organization, role, and sector/pathway<br><br>**Material/Handout**: Sign-In Sheet<br><br>**Time**: 3 minutes | Social work, public service, etc. that accompany developing child<br>- Focus for pathway to be interested in this sector<br><br>Library System<br>- Can start as aide, promote within, will pay for education to become librarian<br>- Different depts within library system<br><br>- What is before entry level?<br>  - HS to “Thriving in your industry”?<br>- 60% of students do not go to 4-year University, what are other possibilities?<br>- 0-8 yrs old is early learning<br>  - Work outside of classroom<br>- Piloting a career day<br>- Teaching skills they don’t learn at home<br>- Paying attention to kids, not the system<br>- Early learning need to do “who am I?”<br>  - Middle school can explore<br>  - HS can implement application<br>- No work ethic skills are currently taught<br>- Stress of colleges, feeling the pressure, unguided, and didn’t want to be limited<br>  - So much change in certification in different industries<br>- Supporting students through vocational pathways<br>  - What do you need to do before you graduate high school? |

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| **Overview of CTE Pathways in San Mateo County**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the sector map by district, describe where CTE pathways in this industry sector are located in the San Mateo County districts. Ask participants to share out which of these pathways they represent or have been working with.<br><br>**Material/Handout**: San Mateo County Sector Map by District<br><br>**Time**: 2 minutes | - JUHSD<br>- Sequoia<br><br>Not much education sector representation in school districts<br>- How can we make it an area of interest?<br>- Maybe only seeing the stigmas and restrictions<br>- Serve as cabin leaders for outdoor ed -> have you thought about going into education?<br>- Engage in your community. Trust, but verify.<br><br>Put teaching in CTE<br>- Find out what students think about education<br>- Explaining salary schedule, this generation is looking for balance |
| | |
| **Conversation # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the San Mateo County Labor Market Information (LMI) Infographics provided for the industry sector.<br><br>**Facilitator will ask:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 8 minutes | Labor Market<br>- Not many opportunities in SM county to go into education without post-secondary education |
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| **Conversation # 2: Industry Trends**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the industry trends in the industry sector.<br><br>**Facilitator will ask:**<br>"Based on the data, and your expertise around labor market needs in this industry sector…<br>a. In what specific areas within this industry, if any, is there new job growth?"<br>b. What industry certifications, if any, should a prospective employee have in this industry?"<br>c. What new technologies are emerging in the field?"<br><br>**Material/Handout**: None<br><br>**Time**: 8 minutes | What is needed for students to understand and become engaged in pursuing a career?<br>- Starting in middle school, clubs, a big campaign - making sure city gov't is a part of it<br>- Stipend initiative, anything toward education<br>- Need to partner with families - they are the ones that could be adding the pressure of not pursuing a career in education or pressure of going straight into a 4-year instead of comm. college<br>- Being pushed into being a lawyer, doctor, etc.<br>- Affordable housing; we are fighting to be able to afford to stay here |
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| **Conversation # 3: Pathway Alignment and Development**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the alignment of the CTE pathways to industry needs and LMI data. CTE teachers are encouraged to come prepared to share the strengths and gaps of their pathways, and to ask for specific support from industry.<br><br>**Facilitator will ask:** "Based on the data and your expertise:<br>a. What strengths do you see regarding Pathway alignment to LMI?<br>b. What gaps do you see regarding Pathway alignment to LMI?<br>c. What professional development, resources, or support would be valuable?"<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector (same as above)<br><br>**Time**: 10 minutes | CTE pathways, not just about the pathway, but exposing the student in different industries<br>- Giving them the understanding of what it is going to take to have a living wage in that industry |
| **Conversation # 4: Hard and Soft Skills Needed**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about hard and soft skills needed in the industry.<br><br>**Facilitator will ask**: "Based on the data and your expertise:<br>a. What specific, entry-level opportunities exist within your industry right now?<br>b. What 'hard skills' are needed in your industry? What "soft skills" are needed?<br>c. What major skills development needs do you see in new or prospective employees that we could address in our CTE classes?"<br><br>**Material/Handout:** None<br><br>**Time:** 8 minutes | - Need to give opportunities to volunteer<br>- The more opportunity they get to be hands-on, opens their eyes<br>- Help support younger grades<br>- Teach different lessons - social emotional<br>- Students relating to the work<br>- "Future teachers" "learning engineers"<br>- Learn what they like and don't like<br>- Working up to having a pathway, having experience within school, what we can embed in school<br>- Change the name of "teacher" - "we're more than teachers"<br>- Working pathways into education - earn credits in HS (like dual enrollment) and have head start in comm college<br>- Connect with community colleges |
| **Conversation # 5: Work Based Learning (WBL) Opportunities**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about Work Based Learning, Internships, and Pre-Apprenticeships<br><br>**Facilitator will review the definitions** in the Work Based Learning Infographics.<br><br>**Facilitator will ask**: "Based on the data and your expertise, what opportunities do you see in the industry for students to engage in Work Based Learning? ...Internships? ...Pre-apprenticeships?<br><br>**Material/Handout**: WBL Infographics<br><br>**Time**: 5 minutes | Work-based learning<br>- May not be as many opportunities because of the advanced degrees that are needed<br>- Career awareness, guest speakers<br>- Tutoring of lower grades, internships (aiming for paid or non-profits)<br>- Apprenticeship - learning for your career<br>- Get parents to expose their children<br>- Develop a central hub for work experience, to build resumes, etc. for scholarships (like a class)<br>- Catch the students earlier, so that by HS, when faced with opportunity, they are more prepared |

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| **End of Meeting Share Out:**<br>**- What is one key takeaway from your table disc**<br>**- What is one action our industry and education partners will take together to strengthen career technical education pathways in this industry sector?**<br>  | Elevate teachers as practitioners of education like the doctors and attorneys<br>Hard for kids to imagine the benefits that come with teaching (summers off, etc.)<br>- What's a job and what's a career<br>- Every 5 years, do you want to try something new? |
| **Collect Advisory Labor Market Survey Notes from everyone, will enter into the Advisory Labor Market Survey Google Form post and give QR Code to participants.** | |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Engineering & Architecture (ENG), Information Technology & Communication (ITC) |
| **Table Facilitator Name:** Joel Bruxvoort | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Adam Kubey | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

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**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Welcome and Table Introductions**<br><br>**Teacher Lead / Facilitator task**:<br>- Request participating members to sign in on the sign-in sheet<br>- Review the agenda meeting norms<br>- Lead table introductions: name, organization, role, and sector/pathway<br><br>**Material/Handout**: Sign-In Sheet<br><br>**Time**: 3 minutes | 11 of 10 in attendance, Sign in sheet filled in |
| **Overview of CTE Pathways in San Mateo County**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the sector map by district, describe where CTE pathways in this industry sector are located in the San Mateo County districts. Ask participants to share out which of these pathways they represent or have been working with.<br><br>**Material/Handout**: San Mateo County Sector Map by District<br><br>**Time**: 2 minutes | - Review of overview, pair/share of CTE map. |
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| **Date: 4/25/24** | **Industry Sector:** Engineering & Architecture (ENG), Information Technology & Communication (ITC) |
| **Table Facilitator Name:** Joel Bruxvoort | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
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| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the San Mateo County Labor Market Information (LMI) Infographics provided for the industry sector.<br><br>**Facilitator will ask:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 8 minutes | Findings, Each district has top two. Matches demand. Vestage of ROP. Some districts have limited choices, why do some districts have more opportunities than others, there are gaps around transportation, Compare and contrasting of district offerings. How to partner with industry folks. How to ensure matching happens. |

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| **Date: 4/25/24** | **Industry Sector:** Engineering & Architecture (ENG), Information Technology & Communication (ITC) |
| **Table Facilitator Name:** Joel Bruxvoort | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
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**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 2: Industry Trends**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the industry trends in the industry sector.<br><br>**Facilitator will ask:**<br>"Based on the data, and your expertise around labor market needs in this industry sector…<br>a. In what specific areas within this industry, if any, is there new job growth?"<br>b. What industry certifications, if any, should a prospective employee have in this industry?"<br>c. What new technologies are emerging in the field?"<br><br>**Material/Handout**: None<br><br>**Time**: 8 minutes | Skill identifiers and which profession are considered each, may not match. Wages may not be accurate. Not much suprising from data. Would think there were more job openings in the sectors. Will the rise of AI affect job growth. Regional job growth vs. job growth overall. New technology is AI. Job growth is green energy, wind turbine, EV technology and charging, semi-sonductors and chips. Certification is portfolio, AI, and UX design. |

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| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 3: Pathway Alignment and Development**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the alignment of the CTE pathways to industry needs and LMI data. CTE teachers are encouraged to come prepared to share the strengths and gaps of their pathways, and to ask for specific support from industry.<br><br>**Facilitator will ask:** "Based on the data and your expertise:<br>a. What strengths do you see regarding Pathway alignment to LMI?<br>b. What gaps do you see regarding Pathway alignment to LMI?<br>c. What professional development, resources, or support would be valuable?"<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector (same as above)<br><br>**Time**: 10 minutes | Strengths = ,Gaps = teachers that are many times singletons, Professional development = Three years of course years to be certified to teach CS, Construction Education Foundation Mentoring Program in Sacramento, Cenata College. Guest speakers to support |

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| **Date: 4/25/24** | **Industry Sector:** Engineering & Architecture (ENG), Information Technology & Communication (ITC) |
| **Table Facilitator Name:** Joel Bruxvoort | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Adam Kubey | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

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**Note Taker Duties:**
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| Topics | Notes From Discussion: |
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## Conversation # 4: Hard and Soft Skills Needed

**Teacher Lead / Facilitator task**:
- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about hard and soft skills needed in the industry.

**Facilitator will ask**: "Based on the data and your expertise:
a. What specific, entry-level opportunities exist within your industry right now?
b. What 'hard skills' are needed in your industry? What "soft skills" are needed?




c. What major skills development needs do you see in new or prospective employees that we could address in our CTE classes?"

**Material/Handout:** None

**Time:** 8 minutes

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| **Date: 4/25/24** | **Industry Sector:** Engineering & Architecture (ENG), Information Technology & Communication (ITC) |
| **Table Facilitator Name:** Joel Bruxvoort | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Adam Kubey | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

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**Note Taker Duties:**
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- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 5: Work Based Learning (WBL) Opportunities**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about Work Based Learning, Internships, and Pre-Apprenticeships<br><br>**Facilitator will review the definitions** in the Work Based Learning Infographics.<br><br>**Facilitator will ask**: "Based on the data and your expertise, what opportunities do you see in the industry for students to engage in Work Based Learning? ...Internships? ...Pre-apprenticeships?<br><br>**Material/Handout**: WBL Infographics<br><br>**Time**: 5 minutes | |
| **End of Meeting Share Out:**<br><br>**- What is one key takeaway from your table discussion? or**<br><br>**- What is one action our industry and education partners will take together to strengthen career technical education pathways in this industry sector?** | |

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| **Date: 4/25/24** | **Industry Sector:** Engineering & Architecture (ENG), Information Technology & Communication (ITC) |
| **Table Facilitator Name:** Joel Bruxvoort | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Adam Kubey | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |
| **Facilitator Duties:**<br>- Lead the table conversions using this discussion guide with the questions provided below<br>- Ensure everyone is given an opportunity to provide input and all voices at the table are heard<br>- Be prepared to share one group overarching learning/takeaway with the whole group later today<br><br>**Note Taker Duties:**<br>- Have all the table attendees sign in on the attendance sheet<br>- Monitor the time for each conversation<br>- Take notes to capture the discussion in the provided document | |
| **Topics** | **Notes From Discussion:** |
| **Collect Advisory Labor Market Survey Notes from everyone, will enter into the Advisory Labor Market Survey Google Form post and give QR Code to participants.** | |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Hospitality, Tourism & Recreation (HOS), Fashion & Interior Design (FID) |
| **Table Facilitator Name:** Amanda Olson | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Eleeza Buesa | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

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- Have all the table attendees sign in on the attendance sheet
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| Topics | Notes From Discussion: |
|---|---|
| **Welcome and Table Introductions**<br><br>**Teacher Lead / Facilitator task**:<br>- Request participating members to sign in on the sign-in sheet<br>- Review the agenda meeting norms<br>- Lead table introductions: name, organization, role, and sector/pathway<br><br>**Material/Handout**: Sign-In Sheet<br><br>**Time**: 3 minutes | |
| **Overview of CTE Pathways in San Mateo County**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the sector map by district, describe where CTE pathways in this industry sector are located in the San Mateo County districts. Ask participants to share out which of these pathways they represent or have been working with.<br><br>**Material/Handout**: San Mateo County Sector Map by District<br><br>**Time**: 2 minutes | Sharif Musaji : Youth Director for Pie Ranch<br>Laurie Hughes : Oceana High School<br>Amanda Olson: Burlingame High School<br>Queenie Hua : Aragon High School<br>Michele Casale : San Mateo High School<br>Shannon Couch: Woodside High School |
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| **Date: 4/25/24** | **Industry Sector:** Hospitality, Tourism & Recreation (HOS), Fashion & Interior Design (FID) |
| **Table Facilitator Name:** Amanda Olson | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Eleeza Buesa | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

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**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the San Mateo County Labor Market Information (LMI) Infographics provided for the industry sector.<br><br>**Facilitator will ask:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 8 minutes | Michele Casale : San Mateo High School<br>Half Moon Bay high School very Robust AG program Feeder school was super strong<br>Sharif Musaji : Youth Direction for Pie Ranch<br>La Honda is close by to pie ranch is surprised how there is so CTE |

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| **Date: 4/25/24** | **Industry Sector:** Hospitality, Tourism & Recreation (HOS), Fashion & Interior Design (FID) |
| **Table Facilitator Name:** Amanda Olson | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Eleeza Buesa | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

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- Be prepared to share one group overarching learning/takeaway with the whole group later today

**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 2: Industry Trends**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the industry trends in the industry sector.<br><br>**Facilitator will ask:**<br>"Based on the data, and your expertise around labor market needs in this industry sector…<br>a. In what specific areas within this industry, if any, is there new job growth?"<br>b. What industry certifications, if any, should a prospective employee have in this industry?"<br>c. What new technologies are emerging in the field?"<br><br>**Material/Handout**: None<br><br>**Time**: 8 minutes | Michele<br>It's appealing to how many food establishments pay a lot of money<br>Biggest area for employment early age can start working getting benefits |

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| **Date: 4/25/24** | **Industry Sector:** Hospitality, Tourism & Recreation (HOS), Fashion & Interior Design (FID) |
| **Table Facilitator Name:** Amanda Olson | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Eleeza Buesa | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

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| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 3: Pathway Alignment and Development**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the alignment of the CTE pathways to industry needs and LMI data. CTE teachers are encouraged to come prepared to share the strengths and gaps of their pathways, and to ask for specific support from industry.<br><br>**Facilitator will ask:** "Based on the data and your expertise:<br>a. What strengths do you see regarding Pathway alignment to LMI?<br>b. What gaps do you see regarding Pathway alignment to LMI?<br>c. What professional development, resources, or support would be valuable?"<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector (same as above)<br><br>**Time**: 10 minutes | Michele Casale:<br>Other areas of CTE that are grandfathered in.<br>They used to have HERO credentials<br>No official credentials. Dual enrollment<br>Proof of industry hours no need for credentials<br><br>Shannon<br>Have only have 1 industry professionals<br>Can't even have Industry professionals come to class<br><br>Queenie:<br>Wanting to go to career exploration opportunities but it's super far |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Hospitality, Tourism & Recreation (HOS), Fashion & Interior Design (FID) |
| **Table Facilitator Name:** Amanda Olson | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Eleeza Buesa | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
- Lead the table conversions using this discussion guide with the questions provided below
- Ensure everyone is given an opportunity to provide input and all voices at the table are heard
- Be prepared to share one group overarching learning/takeaway with the whole group later today

**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 4: Hard and Soft Skills Needed**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about hard and soft skills needed in the industry.<br><br>**Facilitator will ask**: "Based on the data and your expertise:<br>a. What specific, entry-level opportunities exist within your industry right now?<br>b. What 'hard skills' are needed in your industry? What "soft skills" are needed?<br><br>  <br><br><br>c. What major skills development needs do you see in new or prospective employees that we could address in our CTE classes?"<br><br>**Material/Handout:** None<br><br>**Time:** 8 minutes | |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Hospitality, Tourism & Recreation (HOS), Fashion & Interior Design (FID) |
| **Table Facilitator Name:** Amanda Olson | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Eleeza Buesa | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
- Lead the table conversions using this discussion guide with the questions provided below
- Ensure everyone is given an opportunity to provide input and all voices at the table are heard
- Be prepared to share one group overarching learning/takeaway with the whole group later today

**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 5: Work Based Learning (WBL) Opportunities**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about Work Based Learning, Internships, and Pre-Apprenticeships<br><br>**Facilitator will review the definitions** in the Work Based Learning Infographics.<br><br>**Facilitator will ask**: "Based on the data and your expertise, what opportunities do you see in the industry for students to engage in Work Based Learning? ...Internships? ...Pre-apprenticeships?<br><br>**Material/Handout**: WBL Infographics<br><br>**Time**: 5 minutes | Michele<br>Underestimating opportunities<br>Having local hiring food service managers so that kids gets more opportunities<br>How many students can you host for a field trip<br>Industry day Pie Ranch (Industry leaders)<br>Food is often compromised<br>Tells students that there a bunch of job opportunities/ encourage them to get the job that gets tips<br><br>Shannon Couch: Woodside High School<br>Bringing in Industry workers with no teaching experience<br>Have only have 1 industry professionals<br>Can't even have Industry professionals come to class<br>Kids want these classes<br><br>Queenie<br>Communication opportunities (Internships/externships/volunteering)<br><br>Laurie:<br>Dual enrollment (Humanities Teacher) Is there a way to compromise with Industry Professionals Amanda Olson:<br>Having a website where kids are looking for internships or kids getting hired |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** Hospitality, Tourism & Recreation (HOS), Fashion & Interior Design (FID) |
| **Table Facilitator Name:** Amanda Olson | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Table Notetaker Name:** Eleeza Buesa | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |
| **Facilitator Duties:**<br>- Lead the table conversions using this discussion guide with the questions provided below<br>- Ensure everyone is given an opportunity to provide input and all voices at the table are heard<br>- Be prepared to share one group overarching learning/takeaway with the whole group later today<br><br>**Note Taker Duties:**<br>- Have all the table attendees sign in on the attendance sheet<br>- Monitor the time for each conversation<br>- Take notes to capture the discussion in the provided document | |
| **Topics** | **Notes From Discussion:** |
| **End of Meeting Share Out:**<br>**- What is one key takeaway from your table discussion? or**<br>**- What is one action our industry and education partners will take together to strengthen career technical education pathways in this industry sector?** | Barriers to becoming a CTE Teachers education plus getting their CTE Credential<br>Underestimated how a lot of places are making room for advancement<br><br>Some of our standards aren't advancing fast enough<br>Food is medicine (hybrid food and science)<br>More support for the country a database where they can access jobs for students |
| **Collect Advisory Labor Market Survey Notes from everyone, will enter into the Advisory Labor Market Survey Google Form post and give QR Code to participants.** | |

| Date: 4/25/24 | Industry Sector: |
|---|---|
| **Teacher/Facilitator Name:** | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Teacher NoteTaker Name:** | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |
| **Facilitator Duties:**<br>- Lead the table conversions using this discussion guide with the questions provided below<br>- Ensure everyone is given an opportunity to provide input and all voices at the table are heard<br>- Be prepared to share one group overarching learning/takeaway with the whole group later today<br><br>**Note Taker Duties:**<br>- Have all the table attendees sign in on the attendance sheet<br>- Monitor the time for each conversation<br>- Take notes to capture the discussion in the provided document | |
| **Topics** | **Notes From Discussion:** |
| **Welcome and Table Introductions**<br><br>**Teacher Lead / Facilitator task**:<br>- Request participating members to sign in on the sign-in sheet<br>- Review the agenda meeting norms<br>- Lead table introductions: name, organization, role, and sector/pathway<br><br>**Material/Handout**: Sign-In Sheet<br><br>**Time**: 3 minutes | |
| **Overview of CTE Pathways in San Mateo County**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the sector map by district, describe where CTE pathways in this industry sector are located in the San Mateo County districts. Ask participants to share out which of these pathways they represent or have been working with.<br><br>**Material/Handout**: San Mateo County Sector Map by District<br><br>**Time**: 2 minutes | |
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|---|---|
| **Date: 4/25/24** | **Industry Sector:** |
| **Teacher/Facilitator Name:** | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Teacher NoteTaker Name:** | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |
| **Facilitator Duties:**<br>- Lead the table conversions using this discussion guide with the questions provided below<br>- Ensure everyone is given an opportunity to provide input and all voices at the table are heard<br>- Be prepared to share one group overarching learning/takeaway with the whole group later today<br><br>**Note Taker Duties:**<br>- Have all the table attendees sign in on the attendance sheet<br>- Monitor the time for each conversation<br>- Take notes to capture the discussion in the provided document | |
| **Topics** | **Notes From Discussion:** |
| **Conversation # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the San Mateo County Labor Market Information (LMI) Infographics provided for the industry sector.<br><br>**Facilitator will ask:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 8 minutes | - Dual Enrollment: what does it cost to get certification? Pharm tech, CLS.<br>- How do we get more students (adult school) to take short term certification programs to get students to jobs faster<br>- With certification, keep learning to obtain skills to continue to educate<br>- Lots of job openings – but what are the job openings – need to disaggregate (not useful data); not workable data<br>- Can't use data to show students<br>- Wages are slightly lower than actual (pharmacy tech)<br>- Useful – living wage information; do we have programs that meet and are above the living wage; if there are lower than living wage, what is the path to get more education to meet living wage positions<br>- Are there programs that align to the wage – more than average wage?<br>-Very few living wage positions, only 1/3 or ¼ of total positions |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** |
| **Teacher/Facilitator Name:** | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Teacher NoteTaker Name:** | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |
| **Facilitator Duties:**<br>- Lead the table conversions using this discussion guide with the questions provided below<br>- Ensure everyone is given an opportunity to provide input and all voices at the table are heard<br>- Be prepared to share one group overarching learning/takeaway with the whole group later today<br><br>**Note Taker Duties:**<br>- Have all the table attendees sign in on the attendance sheet<br>- Monitor the time for each conversation<br>- Take notes to capture the discussion in the provided document | |
| **Topics** | **Notes From Discussion:** |
| **Conversation # 2: Industry Trends**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the industry trends in the industry sector.<br><br>**Facilitator will ask:**<br>"Based on the data, and your expertise around labor market needs in this industry sector…<br>a. In what specific areas within this industry, if any, is there new job growth?"<br>b. What industry certifications, if any, should a prospective employee have in this industry?"<br>c. What new technologies are emerging in the field?"<br><br>**Material/Handout**: None<br><br>**Time**: 8 minutes | - EMT – no interest in EMTs, very low #, for EMTs and public safety. Is it pay, hours, certification, etc? It's probably awareness and education on what they do. No pathways into EMT? No audience early enough. Lack of awareness. Weekend, nights, 12hr shifts and beyond. People don't want to do the job. More positions where you make more and do less.<br>- Allied health – medical assistance, phlebotomist, patient navigator, technician, no skills for math to get into nursing. Depends on where you live and position in neighborhood.<br>- Manufacturing is large, electrification, VR, automotive tech using VR, robots – this is what's coming<br>- Young people want to be influencer, remotely, but make lots of money<br>- Education – work in silos; adult school – meet people in different depts, in police, fire, EMT<br>- Trade should be in middle school<br>- Reach out to non CTE courses to intro the careers<br><br>- As student progresses in the 3 yr pathway, what is the growth of the sector? Need to see if the LMI is projecting far enough ahead<br>- Correlate education with wage to students<br>- Provide situations for students to learn about how far $ goes;<br>- Gaps – 1) knowing the pathway; no curriculum support; address educator issue, not enough CTE credentialed issue; 2) maintain teachers, get credentialed; |

| | |
|---|---|
| **Date: 4/25/24** | **Industry Sector:** |
| **Teacher/Facilitator Name:** | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Teacher NoteTaker Name:** | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |
| **Facilitator Duties:**<br>- Lead the table conversions using this discussion guide with the questions provided below<br>- Ensure everyone is given an opportunity to provide input and all voices at the table are heard<br>- Be prepared to share one group overarching learning/takeaway with the whole group later today<br><br>**Note Taker Duties:**<br>- Have all the table attendees sign in on the attendance sheet<br>- Monitor the time for each conversation<br>- Take notes to capture the discussion in the provided document | |
| **Topics** | **Notes From Discussion:** |
| **Conversation # 3: Pathway Alignment and Development**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick or other equitable discussion method, lead a group discussion about the alignment of the CTE pathways to industry needs and LMI data. CTE teachers are encouraged to come prepared to share the strengths and gaps of their pathways, and to ask for specific support from industry.<br><br>**Facilitator will ask:** "Based on the data and your expertise:<br>a. What strengths do you see regarding Pathway alignment to LMI?<br>b. What gaps do you see regarding Pathway alignment to LMI?<br>c. What professional development, resources, or support would be valuable?"<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector (same as above)<br><br>**Time**: 10 minutes | |

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|---|---|
| **Date: 4/25/24** | **Industry Sector:** |
| **Teacher/Facilitator Name:** | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Teacher NoteTaker Name:** | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |

**Facilitator Duties:**
- Lead the table conversions using this discussion guide with the questions provided below
- Ensure everyone is given an opportunity to provide input and all voices at the table are heard
- Be prepared to share one group overarching learning/takeaway with the whole group later today

**Note Taker Duties:**
- Have all the table attendees sign in on the attendance sheet
- Monitor the time for each conversation
- Take notes to capture the discussion in the provided document

| Topics | Notes From Discussion: |
|---|---|
| **Conversation # 4: Hard and Soft Skills Needed**<br><br>**Teacher Lead / Facilitator task**:<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about hard and soft skills needed in the industry.<br><br>**Facilitator will ask**: "Based on the data and your expertise:<br>a. What specific, entry-level opportunities exist within your industry right now?<br>b. What 'hard skills' are needed in your industry? What "soft skills" are needed?<br><br>  <br><br>c. What major skills development needs do you see in new or prospective employees that we could address in our CTE classes?"<br><br>**Material/Handout:** None<br><br>**Time:** 8 minutes | |

| Date: 4/25/24 | Industry Sector: |
|---|---|
| **Teacher/Facilitator Name:** | **Printed Form Link:** https://docs.google.com/document/d/1E4mDDziP59ZyzREi_CyBhvB74lCVoskZdbY-BGHnzPQ/edit?usp=sharing |
| **Teacher NoteTaker Name:** | **Google Form Link:** https://forms.gle/peiqoGP7w8jxTdaQ7 |
| **Facilitator Duties:**<br>- Lead the table conversions using this discussion guide with the questions provided below<br>- Ensure everyone is given an opportunity to provide input and all voices at the table are heard<br>- Be prepared to share one group overarching learning/takeaway with the whole group later today<br><br>**Note Taker Duties:**<br>- Have all the table attendees sign in on the attendance sheet<br>- Monitor the time for each conversation<br>- Take notes to capture the discussion in the provided document | |
| **Topics** | **Notes From Discussion:** |
| **Conversation # 5: Work Based Learning (WBL) Opportunities**<br><br>**Teacher Lead / Facilitator task:**<br>- Using the talking stick (light bulb) or other equitable discussion method, lead a group discussion about Work Based Learning, Internships, and Pre-Apprenticeships<br><br>**Facilitator will review the definitions** in the Work Based Learning Infographics.<br><br>**Facilitator will ask**: "Based on the data and your expertise, what opportunities do you see in the industry for students to engage in Work Based Learning? ...Internships? ...Pre-apprenticeships?<br><br>**Material/Handout**: WBL Infographics<br><br>**Time**: 5 minutes | WBL – internships need to be tied to the school; tied to a course and employer; how are teachers supposed to do all this?<br>Apprenticeships don't seem to work for some career sectors |
| **End of Meeting Share Out:**<br><br>**- What is one key takeaway from your table discussion? or**<br><br>**- What is one action our industry and education partners will take together to strengthen career technical education pathways in this industry sector?** | - Many hurdles/challenges<br>- Can county take the liability for internships?<br>- What about privacy – eg. Ambulance and someone is injured<br>- Can there be a boy scout model applied to the high school?<br>- Evan was in the sherriff's from 14-21 – put students in the opportunity<br>- EMTs all want to be nurses |
| **Collect Advisory Labor Market Survey Notes from everyone, will enter into the Advisory Labor Market Survey Google Form post and give QR Code to participants.** | |

# Fall 2024 – SMC Career Technical Education (CTE) Advisory Meeting – Teacher Agenda

November 7, 2024

This event brings together education, community, and industry partners to enhance the Career Technical Education (CTE) pathways across San Mateo County. CTE teachers will have the opportunity to share curriculum with industry partners and obtain feedback to align with industry trends. Industry partners will learn about the spectrum of work-based learning and how they can support efforts to connect classroom learning experiences with the world of work. All event participants will then work together to get specific about work-based learning opportunities for CTE students in each industry sector.

Date: Thursday, 11/7/24

Place: Jefferson Union High School District Office
123 Edgemont Drive, Daly City, CA 94015

Time: 4:30 - 6:30 pm
Networking and appetizers at 4:00 pm

Parking: Available in the JUHSD lot

**Agenda**

| Timing | Activity |
|---|---|
| 4:00 - 4:30 | • Registration, networking and appetizers |
| 4:30 - 5:00 | • Welcome and opening remarks<br>• CTE dance performance |
| 5:05 - 5:35 | • **Role-Alike Workshop (CTE Teachers)**<br>To allow for meaningful industry feedback on curriculum in the breakout sessions, complete the curriculum synthesis template *(may choose to complete ahead of time).* Synthesize two key units for industry feedback.<br>Discuss curriculum with teachers from similar pathways across the county. |
| 5:40 - 6:25 | • **Industry-Specific Breakout Sessions**<br>Teachers share from their curriculum synthesis templates, asking industry partners to comment on:<br>○ Relevant industry skills within each unit<br>○ Alignment of curriculum with industry trends<br>○ Work-based learning opportunities to develop together |
| 6:25 - 6:30 | • Complete event feedback form and adjourn |

**Fall 2024 San Mateo County CTE Advisory Meeting**

Industry Breakout Session for Feedback on Curriculum

# Agriculture & Natural Resources
# Energy, Environment & Utilities

| CTE Teacher Participants (Districts) | Industry Partners/Community Member | Students |
|---|---|---|
| ~~**Alton Lee** (SUHSD)~~ Teacher: Not Present<br>**Sonia Myers** (CUSD) - Ag Earth, Bio, Chem<br>**Hana Lani Hanson** (CUSD) - Ag Bio, Animal Sci, Adv Ag, Ag Comm & Leadership<br>**John Nieman** (CUSD) - Bio Regulations | Facilitator: **Dawn Fregosa** (CEdAd)<br>Notetaker: **Angelo Belenson** (CEdAd)<br>**Ione Yuen** (SMCgov) - Deputy Director for Ag Regulations<br>**Michael Wong** (SMCgov) - Counselor<br>~~**Karen Wang** (SMCgov)~~<br>~~**Rita Abdel-Malek** (CA School Boards Assoc)~~ | |

| Topic | Notes: |
|---|---|
| **District CTE Pathway Curriculum for Industry Feedback**<br>*23 minutes*<br>• *3 min table intros: name/org/ role/pronouns*<br>• *4-5 min per teacher to share curriculum for feedback (20 min total)*<br>• *Industry partners write district-specific feedback on post-its for posters* | CUSD Teacher(s):<br>Requirements for Ag vary across the nation with some focused more on fun and hands-on than concepts<br>**Sonia** - Earth Ag looks at soil and rocks, Earth Chem goes into hydroponics/aquaponics. Floral design class will be started and will function like a business.<br>**Hana** - Careers in Animal industries, Integrated pest management unit (PCA's), Guest speakers desired for PCA's, Wants to find high-paying jobs within the animal industry, Working on Chicken Coop on campus, SDC class works with the goats and gains experience with maintaining them (SDC students will be paired with their goats and participate in auctioning the goats at a local fair)<br>• Competitions: Classroom -> FFA -> SAE project (Outside the classroom)<br>  ○ SAE Student Enterprise<br>  ○ Look at USDA Grants/Farm to Fork<br>  ○ Transitional for SDC students?<br><br>Industry Feedback: Registrations with correct regulatory agencies for certain foods (e.g. egg distribution) |
| **Relevant Industry Skills to Highlight**<br>*7 min table discussion* | How well does the curriculum align with industry skills?<br>SAE/FFA projects are where more of the work-based experience is.<br>Working on dual-enrollment with Feather-River College (Close to Chico).<br>• Great opportunity for Ag students considering the area and amenities offered<br>• Dual-enrollment with community colleges outside of the local college would open more doors for student opportunities<br><br>What industry skills do you want students to have entering this industry sector?<br>How could students work in pest control small growers:<br>In SMCOE, they want to support their small growers. Leverage SMC local agriculture (Discussions with |

# Fall 2024 San Mateo County CTE Advisory Meeting

Industry Breakout Session for Feedback on Curriculum

| Topic | Notes: |
|---|---|
| | patent office could produce SMC Produce). High-end hotels would like these types of local produce.<br>• Opportunities for marketing local county produce.<br>• Needs sales skills for the business aspect of farming<br>Desired Skills<br>• Exclusion Work (Keeping pests out of California) (Inspections happen at major entry points into the country)<br>  ○ Identifying pests, entomology, learning regulations<br>• Public Speaking, Business, Finance in Ag<br>• Report Writing & Professional Communications/Documentation<br>• Basic Spreadsheet knowledge<br>• Speaking Spanish is a **HUGE** benefit |
| **Work-Based Learning Opportunities**<br>*12 min table discussion*<br>**** Start the WBL discussion no later than 6:10 pm.* | As Fresh As It Gets. (Patent for local produce)<br><br>Ione - Has a contract with the SMC Convention Bureau (SF Peninsula does marketing for high-end hotels). Hoping to have an event with the local distributors.<br><br>Hana would like to hear more about partnerships with local industry members to get their kids the work-based experience. |
| **Industry Certification for Pathways**<br>*3 min table discussion*<br>• *At 6:25pm: Collect curriculum docs from teachers, industry partners scan the WBL QR code, and the whole group completes the event feedback form* | What industry certifications do you see as important for this industry sector?<br>Need Soil Scientists in California<br><br>What kind of degree is needed for a PCA (More agriculturally focused)?<br><br>Industry Certification planned to be added for Floral<br>Qualified Applicators Certificate & License (Pesticide applicators [Entry-Level])<br>Pesticide Application & Regulation<br>Structural Applicator Certifications<br>Department of Pesticides Regulations |

**Fall 2024 San Mateo County CTE Advisory Meeting**

Industry Breakout Session for Feedback on Curriculum

# Arts, Media & Entertainment (AME)

| CTE Teacher Participants (Districts) | Industry Partners / Community Member | Students |
|---|---|---|
| **Heike Mansel** (JUHSD)<br>**Danielle Denton** (JUHSD)<br>**Aaron Campbell** (SUHSD)<br>**Breeana Robbins** (SSFUSD)<br>**Thomas Robinson** (SSFUSD)<br>**Nina Andersen** (CUSD)<br>**Natalia Martinovic** (JUHSD) - *drop-in* | Facilitator: **Greg Fry** (SMCOE)<br>Notetaker: **Timothy Perez** (CEdAd)<br>**Kim Koivisto** (SMUHSD - Career Coordinator)<br>**Ashley Adams** (AME Institute)<br>**Vincent Piombo** (Aperture Media + Design)<br>**Becki Tower** (Pixar Animation Studio)<br>**David Goodwine** (Academy of Art University) | |

| Topic | Notes: |
|---|---|
| **District CTE Pathway Curriculum for Industry Feedback**<br>*23 minutes*<br>• *3 min table intros: name/org/ role/pronouns*<br>• *4-5 min per teacher to share curriculum for feedback (20 min total)*<br>• *Industry partners write district-specific feedback on post-its for posters* | CUSD Teacher(s):<br>• Units: Sports Photography - Capturing feelings<br>• Photography speakers<br>• Sports photography / event photography<br>• Photo<br><br>Illustration<br>• Limited budget<br>• Shirt sales<br>• Vote for design versus having a heat press, need more resources<br>• 3D modeling / animation<br>  ○ 3D animation in school does not follow industry standards; needs more distinguishment<br>  ○ 3D animation - "Pixar in a box" |

# Fall 2024 San Mateo County CTE Advisory Meeting

Industry Breakout Session for Feedback on Curriculum

| Topic | Notes: |
|---|---|
| | JUHSD Teacher(s):<br>DIGITAL ARTS (photography & film making)<br>• Sound design<br>• Images > ambient sounds<br>  ○ Premier Pro<br>  ○ Title sequences<br>• Stop motion animation<br>  ○ Language barriers<br>  ○ Integrates everything into a larger project<br>• Dual enrollment w/ Skyline – "are you using after effects"? → industry; certificates through school<br><br>DANCE:<br>• Research project / problem solving<br>• Priority is learning how to produce a show!<br>• Collaborate with digital arts with film/green screens<br>• Students meet every part / role at the production = FUN!<br>• Problem solving = soft skills<br>• New standards coming out all around<br>  ○ Production<br>  ○ Promotion<br>  ○ Industry skills framework<br>Ginetrix |
| | SUHSD Teacher(s): |
| | SSFUSD Teacher(s):<br>• Dual Enrollment<br>• Goal: students flourishing<br>• Raw files for different mediums<br>• Freelance business skills<br><br>PERFORMING ARTS<br>• Cross collaboration between SSF HS photography (event photography of dance) |

# Fall 2024 San Mateo County CTE Advisory Meeting

Industry Breakout Session for Feedback on Curriculum

| Topic | Notes: |
|---|---|
| **Relevant Industry Skills to Highlight**<br>*7 min table discussion* | Storytelling<br>Composition<br>"Don't get drowned by the technology:<br>How to teach yourself technology!<br>Adapting (quickly) to a new technology<br>Resourcefulness<br>Hustle<br>Tell the story of how you learned through your art! (why are these images used to tell your story)<br>Production<br>Product Management<br>How can you tell a compelling story!<br>Promotion<br>Modeling<br>Animation<br>Title Sequence and title placement in movies<br>Font matching<br>After Effects / Software<br>Premier Pro<br>Adobe Certified<br>How to produce a show (dance)<br>Final Cut Pro<br>Editing<br>Problem Solving<br>Producing<br>Graphic Design<br>Adobe Photoshop<br>Green Screen |
| **Work-Based Learning Opportunities**<br>*12 min table discussion*<br>**** Start this WBL discussion no later than 6:10 pm.* | |

**Fall 2024 San Mateo County CTE Advisory Meeting**

Industry Breakout Session for Feedback on Curriculum

| Topic | Notes: |
|---|---|
| **Industry Certification for Pathways**<br>*3 min table discussion*<br>• *At 6:25pm: Collect curriculum docs from teachers, industry partners scan the WBL QR code, and the whole group completes the event feedback form* | |

"How to teach yourself the technology"
- Colors
- Shape language
- Composition
- How do you tell a story
    - "Craft Your Portfolio" = storytelling
    - Encouraging the storytelling / dynamic color

Photography Goals
Dual enrollment & Skyline vs. community college > "studio skills" and "indoor/outdoor" > photography > work-based B12-Plans

Exhibition? > Industry partner?
- Skyline College working together
- (+) → Cafe's
    - One night @ school
    - Art walks
    - Different classrooms

<u>Performing Arts (Folklorico)</u>
- Background on dances – why the dances developed as it did? (research project)
- Professional setting
- Trips to Mexico / Roots (+) cities
    - 3-4x = good results
- 2 concerts per year 🙂
    - 25% of grade
    - Development of different roles!
    - December @ Cinco de Mayo
    - Director / co-director

**Fall 2024 San Mateo County CTE Advisory Meeting**

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# Building & Construction Trades (BCT)

| CTE Teacher Participants (Districts) | Industry Partners/Community Members | Students |
|---|---|---|
| **Ralph Wigginton** (CUSD)<br>**Sean Riordan** (CUSD)<br>**Lynnette Garcia** (SMUHSD)<br>**Alena Reyes** (SMUHSD)<br>**James (Jim) Bender** (SUHSD)<br>**Tariq Ali** (SSFUSD) | Facilitator: **Andrew Boysen** (CUSD)<br>Notetaker: **Faith Velschow** (SUHSD)<br>**Johnny Zanette** (Golden Bay Construction, Inc.)<br>**Max Schaumkel** (IBEW Electrical Joint Apprenticeship)<br>**Abe Talakai** (SMJATC)<br>**Tom Johnson** (Local 467 Joint Apprenticeship Center)<br>**Patrick Hautau** (Youth Leadership Institute)<br>**Andy Beach** (Business owner)<br>~~**Glenn Arvin** (IBEW 617 - Apprenticeship Program)~~<br>~~**David Mauro** (IBEW 617)~~ | 1 student from JUHSD |

| Topic | Notes: |
|---|---|
| **District CTE Pathway Curriculum for Industry Feedback**<br>*23 minutes*<br>• *3 min table intros: name/org/ role/pronouns*<br>• *4-5 min per teacher to share curriculum for feedback (20 min total)*<br>• *Industry partners write district-specific feedback on post-its for posters* | CUSD Teacher(s):<br>• Nailing an inch, project: fruit basket, arm rest and tool box (cut list and building materials)<br>• Sean: only 12 welding stations, hand tools, Santa Cruz Trade days |
| | SUHSD Teacher(s):<br>• 2 yr build<br>1. saw mill, doors and windows, install a solar array - panels, crumping, power mgmt and needs<br>2. Finishing and treatment of the joinery, assess needs, solvent safety |
| | SMUHSD Teacher(s):<br>• Intro to basic math, Fahrenheit degree to Celsius degree, workbook, capstone course is to make them pass the test.<br>• (Alena) Woodworking – basic safety, CTE Mondays on trades hand + machines tools |
| | SSFUSD Teacher(s):<br>• OSHA 10 and 30, Saturday class, construction math, drawings, hand tools and power tools<br>• Tours. harness |
| **Relevant Industry Skills to Highlight**<br>*7 min table discussion* | Math skills – Algebra cor better, mathTech<br>Reading comprehension<br>Soft skills – being on time, eye contact |

# Fall 2024 San Mateo County CTE Advisory Meeting

Industry Breakout Session for Feedback on Curriculum

| Topic | Notes: |
|---|---|
| **Work-Based Learning Opportunities**<br>*12 min table discussion*<br>**** Start this WBL discussion no later than 6:10 pm.* | Have the industry partner come into work side-by-side |
| **Industry Certification for Pathways**<br>*3 min table discussion*<br>• *At 6:25pm: Collect curriculum docs from teachers, industry partners scan the WBL QR code, and the whole group completes the event feedback form* | Vote for Project Labor Agreements (PLA) |

**Fall 2024 San Mateo County CTE Advisory Meeting**
Industry Breakout Session for Feedback on Curriculum

# Business, Finance & Marketing (BFM)

| CTE Teacher Participants (Districts) | Industry Partners/Community Members | Students |
|---|---|---|
| **Revathy (Reva) Sivasubramaniam** (JUHSD) - present<br><br>~~**Harkirat (Kira) Mann** (SMUHSD~~) - not present<br>~~**John Rowe** (SUHSD)~~ - not present<br>~~**Janice Pellizzari** (SMCOE~~) - not present | Facilitator: **Cindy Dominguez** (SMCOE)<br>Notetaker: **Kylie Carpenter** (SMCOE)<br>~~**Vera Jacobson** (Educational Workforce Consultant)~~ - not present<br>~~**Jon Pettinelli** (Pettinelli Financial Partners) -~~ not present<br>**Victor Hernandez** (On Point Language Solutions) - present<br>~~**Jim Diller** (Retired Venture Capitalist) -~~ not present<br>**Tina Van Raaphorst** (Deputy Business Services - JUHSD) - present<br>**Larry Pon** (Pon Associates - SMCCCD) - present<br>~~**Grace Karr** (Senior Community Engagement)~~ -not present<br>**Jordy Pascual -** present<br>**Gary Mi -** present | |

| Topic | Notes: |
|---|---|
| **District CTE Pathway Curriculum for Industry Feedback**<br><br>*23 minutes*<br>• *3 min table intros: name/org/ role/pronouns*<br><br>• *4-5 min per teacher to share curriculum for feedback (20 min total)*<br><br>• *Industry partners write district-specific feedback on post-its for posters* | **SMCOE, SMUHSD & SUHSD Teacher(s)**:<br>Not present |
| | **JUHSD Teacher**:<br>• focus on small businesses and where to start?<br>  ○ The associated assignment was for students to come up with their own product.<br>  ○ The group size for this assignment was 2 students.<br>  ○ They were given questions from the teacher to research and to guide their planning.<br>  ○ The final product of their research was to create a business plan & share that plan with the class.<br>  ○ The students were instructed to make sure to set themselves apart from other businesses.<br>  ○ Competition arose, but in good fun.<br>• The next step of the overall project was to practice their newfound skills with a class garage sale. The funds for the garage sale will be going to St. Jude.<br>  ○ This part of the project blended in an ethics and social justice focus.<br>  ○ The students are going to be asked to market the event by creating flyers for the items they're bringing<br>  ○ There will also be a focus on social media marketing.<br>  ○ The teacher provided a specific example of a student who will be trying to sell a bike helmet. She coached them on how to push their item to the consumer.<br>• The teacher asked the industry professionals for advice regarding how the students can better promote the event. |

# Fall 2024 San Mateo County CTE Advisory Meeting

Industry Breakout Session for Feedback on Curriculum

| Topic | Notes: |
|---|---|
| | **Industry Feedback**:<br>• Marketing is a common challenge in business and across all fields. Specifically, social media because there is so much out there.<br>  ○ The associated suggestion was to gamify it. To make it fun. One option for that is to make the garage sale auction style (bidding) to tap into the competitiveness of the consumer. Another related suggestion e=was to tell students to ask other teachers if they could promote the event in their classrooms.<br>• A suggestion was made that the teacher should reach out to inquire about collaborating with Junior Achievement USA (a financial literacy organization).<br>• Several folx also suggested that there be entertainment at the event to draw people in.<br>• Accessibility, specifically providing information in several languages, was touched on.<br>• Industry professionals reflected on the fact that students often want to be entrepreneurs but are unaware of the tough realities of owning their own businesses (i.e. making decisions and covering costs solo).<br>• Another suggestion was to add a game, something that pushes people to move physically or engage other skills. This touches on competitiveness again.<br>• The group circled back to the gamifying suggestion. They suggested that the students should brainstorm how to make this happen.<br>• Making it more than a garage sale was suggested. They said that there should be more things to do and more things to engage with at the event. Additionally, they should sell experiences in addition to the students' items. Those experiences could also be created by using the inventory of the students' items.<br>• Industry professionals also proposed that the event should be called something other than a "garage sale." It should be something more engaging and reflective of all that the event will be.<br>• The teacher was reminded to just make these suggestions to students and let them run with it rather than implementing them herself.<br>• A recommendation was made that the students visit St Jude in order to better understand the purpose of the event and why they are fundraising. This would also help with the marketing for the event.<br>• Several folx agreed that bringing in guest speakers would be beneficial. |
| **Relevant Industry Skills to Highlight**<br>*7 min table discussion* | • writing and speaking skills<br>• communication, especially with email skills<br>• soft skills (importance of having different generations within the workplace–how to communicate and collaborate with everyone.)<br>• staying authentic within all experiences<br>• presentation skills–flow, providing clear steps, proper formatting |
| **Work-Based Learning Opportunities**<br>*12 min table discussion*<br>**** Start this WBL discussion no later than 6:10 pm.* | • guest speakers<br>  ○ human resources–teacher reached out to people in the field to ask if they would be a guest speaker<br>• small business administration–teacher reached out via email to inquire about visiting the office<br>• suggestion to reach out to credit unions (San Mateo Credit Union) or bankers (Visa, Bank of America collaboration with Khan Academy). Additionally, a financial literacy rapper from Patelco Credit Union.<br>• Victor Hernandez and team provided guest speaking services for Menlo-Atherton.<br>  ○ Focused on languages and how to get jobs related to those skills.<br>  ○ Emphasis on ability to get into it without a formal degree (certifications, etc.)<br>  ○ Translator (written) versus interpreter (spoken)<br>  ○ Create an environment of motivation. |

## Fall 2024 San Mateo County CTE Advisory Meeting

Industry Breakout Session for Feedback on Curriculum

| Topic | Notes: |
|---|---|
| **Industry Certification for Pathways**<br>*3 min table discussion*<br>• *At 6:25pm: Collect curriculum docs from teachers, industry partners scan the WBL QR code, and the whole group completes the event feedback form* | • Certified Public Accounting (CPA)<br>• California Association of School Business Officials (CASBO)<br>  ○ Certifications and classes that are online.<br>  ○ Students may or may not be accepted.<br>• Society for Human Resource Management (SHRM)<br>  ○ Students can apply.<br>  ○ They need to take tests in order to be certified. |

**Fall 2024 San Mateo County CTE Advisory Meeting**

Industry Breakout Session for Feedback on Curriculum

# Education, Child Development & Family Services

| CTE Teacher Participants (Districts) | Industry Partners / Community Members | Students |
|---|---|---|
| **David Yanover** (SSFUSD)<br>**Elin Cervantes** (SSFUSD - Counselor) | Facilitator: **Sara Gassner -Wollwage** (SMCOE)<br>Notetaker: **Marcela Miranda** (SMCOE)<br>**Victoria Coverson-Baxter** (SMCOE)<br>**Kathleen White** (BACCC)<br>**Mallory Stevens** (SMCCCD)<br>**Jasmine Jaciw** (SMCCCD)<br>**Justin Sewell** (Krause Innovation Center - SMCCCD)<br>**Chen Chen** (NOVAworks)<br>**Paul Buckley** (Ratio Staffing)<br>**Sheyla Ma** (Boys & Girls Club)<br>**Sophia Layne** (CUSD Board Member) | |

# Fall 2024 San Mateo County CTE Advisory Meeting

Industry Breakout Session for Feedback on Curriculum

| Topic | Notes: |
|---|---|
| **District CTE Pathway Curriculum for Industry Feedback**<br><br>*23 minutes*<br>• *3 min table intros: name/org/ role/pronouns*<br><br>• *4-5 min per teacher to share curriculum for feedback (20 min total)*<br><br>• *Industry partners write district-specific feedback on post-its for posters* | SSFUSD Teacher(s):<br>1. **Work Experience Education Program Overview-** David Yanover<br>○ program involves general education students with part-time jobs.<br>○ Curriculum includes labor laws for minors, interpersonal skills, paycheck management, and taxes.<br>○ Classes meet once weekly during 0 period.<br>○ Students' participation is monitored to ensure labor law compliance, with regular job site visits as mandated by Ed Code.<br>2. **Student Participation and Challenges:**<br>○ Some students avoid reporting issues due to fear, but larger chains have typically better compliance with labor standards.<br>○ Common issues include students working without permits or exceeding allowed hours.<br>○ The program also includes credit recovery opportunities and serves a mix of fully credit-earning and credit recovery students.<br>3. **Course Grading and Requirements:**<br>○ Grades are based on attendance/classwork (50%), logging paystubs (25%), working 20+ hours weekly (10%), and periodic evaluations (15%).<br>○ Job placements are self-sought by students due to limited staff capacity, though there is collaboration with the college and career counselor.<br>4. **Goals and Career Alignment:**<br>○ While career exploration is part of the program, it's not the primary focus. However, students are encouraged to hone general competencies.<br>○ There is an emphasis on legal knowledge, punctuality, self-advocacy, communication skills, and networking.<br>5. **Challenges and Logistics:**<br>○ Misalignment of bell schedules with elementary schools complicates coordination.<br>○ Administrators often lack awareness of WE programs, making support challenging.<br>○ Limited cross-site collaboration<br>○ Suggestion: career exploration using Bay Area Gladeo and Cal Colleges. |
| **Relevant Industry Skills to Highlight**<br><br>*7 min table discussion* | **Suggestion- Soft Skills Development:**<br><br>○ NACE competencies and self-advocacy are highlighted, with Ohlone College providing resources.<br>○ Soft skills, such as punctuality, communication, and networking, are underscored as critical.<br>○ Entrepreneurship opportunities are encouraged, with students exposed to franchise owners and local business networks. |

# Fall 2024 San Mateo County CTE Advisory Meeting

Industry Breakout Session for Feedback on Curriculum

| Topic | Notes: |
|---|---|
| **Work-Based Learning Opportunities**<br>*12 min table discussion*<br>**** Start this WBL discussion no later than 6:10 pm.* | **Examples- Community and Industry Partnerships:**<br>○ Partnerships with community colleges and external organizations like Boys & Girls Clubs are established for work-based learning opportunities.<br>○ Discussions around pathways to careers (e.g., biotech) and potential dual enrollment options are ongoing.<br>○ Pre-apprenticeship grants and partnerships with Skyline College aim to facilitate transitions to apprenticeships and career pathways.<br>**Suggestion- Opportunities for Student Engagement:**<br>○ Students participate in civic duties (e.g., elections), internships, and volunteer roles.<br>○ Local community resources (libraries, parks, youth programs) are promoted as potential job sites. |
| **Industry Certification for Pathways**<br>*3 min table discussion*<br>● *At 6:25pm: Collect curriculum docs from teachers, industry partners scan the WBL QR code, and the whole group completes the event feedback form* | |

**Fall 2024 San Mateo County CTE Advisory Meeting**

Industry Breakout Session for Feedback on Curriculum

# Hospitality & Culinary Arts (HCA)

| CTE Teacher Participants (Districts) | Industry Partners / Community Members | Students |
|---|---|---|
| ☑ Facilitator: **Denise Shreve** (JUHSD)<br>☐ ~~**Laurie Hughes** (JUHSD)~~<br>☑ **Scott Sachs** (JUHSD)<br>☐ ~~**Amanda Olson** (SUHSD)~~<br>☐ ~~**Campbell Barbee** (SUHSD)~~<br>☑ **Marlis Ringseis** (SSFUSD) | Notetaker: **Ellen Arenas** (SMCOE)<br>☑ **Gary Freund** (Cal State East Bay)<br>☑ **Steven Pelas** (Bacchus Management)<br>☐ ~~**Kwanee Price-Butler** (JobTrain)~~<br>☐ ~~**Michelle Boire** (JobTrain - SMCCCD)~~<br>☑ John Hutar - SM County Convention Center | (SUHSD)<br>**Bella Osuna**<br>**Haley Cardinale**<br><br>(SSFUSD)<br>**Patricia Vasquez**<br>**Steven Almayla**<br>**Yasmeen Juhar** |

| Topic | Notes: |
|---|---|
| **District CTE Pathway Curriculum for Industry Feedback**<br>*23 minutes*<br>• *3 min table intros: name/org/ role/pronouns*<br>• *4-5 min per teacher to share curriculum for feedback (20 min total)*<br>• *Industry partners write district-specific feedback on post-its for posters* | JUHSD Teacher(s): Scott Sachs<br>**Increasing Industry Partners - How to give students an opportunity to job shadow**<br>GF: Hyatt Regency, Marriott, Starbird, Pacific Catch, In and Out - We need to develop how to bring Industry in<br>JH: Daily Journal Feeding Tech workers<br>GF: Facebook campus in Burlingame<br>Sprout Chef Training Program (Bacchaus is beginning to work with them) and Bon Appetit Internships (Redwood City)<br>Tours/Guest Speakers |
| | SUHSD Teacher(s): Amanda Olson<br>**Importance of Nutrition**<br>GF: Some Restaurants have a strong focus on nutrition<br>SP: Nutrition should be taught at all level<br>SP: No the need of the community<br>JH: Restaurant in Burlingame is 100% Vegan<br>SP: Offshoot of Culinary<br>SS: Student awareness of what are they eating<br>AO: Becoming an educator consumer |

# Fall 2024 San Mateo County CTE Advisory Meeting

Industry Breakout Session for Feedback on Curriculum

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| | SSFUSD Teacher(s): Marlis<br>**Feedback - OSHA Training (Upper Management Level)**<br>SP: Would be good to touch base<br>SS: Manager ServSafe for 2nd year - opt in |
| **Relevant Industry Skills to Highlight**<br>*7 min table discussion* | • Soft Skills - 51%<br>  ○ STAR Technique of Interviewing Skills<br>  ○ Conflict resolution<br>  ○ Humbled<br>  ○ They have a drive<br>  ○ Emotionally/logical intelligent<br>  ○ How do they react to situation<br>• Hard Skills - 49%<br>• Networking - How do you communicate that to students<br>  ○ Connect with every guest speaker<br>  ○ Follow that person on Linkedin<br>  ○ Follow-up with a thank you<br>• Onet online<br>  ○ Understand the job<br>• Identifying students who are interested<br>  ○ Knock on the door of small restaurants |
| **Work-Based Learning Opportunities**<br>*12 min table discussion*<br>**** Start this WBL discussion no later than 6:10 pm.* | Mentorship: Feedback to students in classroom<br>Tours<br>Guest Speakers/Guest Chefs - Get the students excited<br>Hotels - Stations (3-4 students) Students shadow<br>Mock Interviews Critical |
| **Industry Certification for Pathways**<br>*3 min table discussion*<br>• *At 6:25pm: Collect curriculum docs from teachers, industry partners scan the WBL QR code, and the whole group completes the event feedback form* | Sexual Harassment Certification (Is there an min. age) - Onboarding process<br>Prostart Program Curriculum - Sponsor Scholarships (4k-5k) - Habitat Burger<br><br>*****Note Industry is currently in a valley** |

**Fall 2024 San Mateo County CTE Advisory Meeting**

Industry Breakout Session for Feedback on Curriculum

# Health Science & Medical Technologies (HSM)

| CTE Teacher Participants (Districts) | Industry Partners / Community Members | Students |
|---|---|---|
| **Michael Anthony Diaz** (SSFUSD)<br>**Rocky Ng** (SSFUSD)<br><br><u>Patient Care</u><br>**Jasmine Griffith** (JUHSD)<br>**Zenaida Rocha** (JUHSD) | Facilitator: **Rubie Macaraeg** (SMCOE)<br>Notetaker: **Amanda Lee** (SMCOE)<br>**Marvin Velasquez** (American Medical Response) - Paramedics and clinical<br>**Tony Liang** (PTM Therapeutics) - Cofounder<br>**Mary Beth Alexander** (CUSD Board Member)<br>**Elisabeth (Beth) Lasater** (Genetech)<br>**Jing Folsom** (SMCCCD) - Biotech @ Skyline<br>**Mary Beth Alexander** - *dropped in*<br>~~**Jasper Lin** (Genentech)~~<br>~~**Nick Gapp** (SMCCCD)~~ | **Grant Kitchen** (SSFUSD)<br>**Jade Duong** (SSFUSD)<br>**Zachary Fung** (SSFUSD) |

| Topic | Notes: |
|---|---|
| **District CTE Pathway Curriculum for Industry Feedback**<br>*23 minutes*<br>• *3 min table intros: name/org/ role/pronouns*<br>• *4-5 min per teacher to share curriculum for feedback (20 min total)*<br>• *Industry partners write district-specific feedback on post-its for posters* | SSFUSD Teacher(s):<br><br>PATIENT CARE (Z.Rocha)<br>• 2nd semester of school year // Genentech mentors<br>• Research posters with Genentech → research problems in community with potential solutions<br>• Electron microscope<br>• Biosafety<br>• Industry certification - BSC?<br><br>BIOTECH – comm passion project<br>- Research problem and solutions – Field trips, Genentech mentors<br>- Industry cert. → 3rd party certification → aquafor(sp?) phage discovery → gap → protein level<br>- Community college → Technology |
| | JUHSD Teacher(s):<br>• Gateway to health careers → AHC skills<br>• CPR industry standards<br>• Level I - proficiency in ELS<br>• CPR cert., guest speaker |

# Fall 2024 San Mateo County CTE Advisory Meeting

Industry Breakout Session for Feedback on Curriculum

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| | SUHSD Teacher(s):<br>• Entry level positions in patient care – front office, dental, hos<br>• Certificate - ELS, BBP |
| **Relevant Industry Skills to Highlight**<br>*7 min table discussion* | CPR industry standard<br>Biosafety industry certification - recognize certificate<br>Phage gene annotation<br><br>(JUHSD) medical documentation, BLS courses, health care, anatomy<br>(SSFUSD) critical thinking, problem solving, coding, spreadsheets, certifications (if needed) |
| **Work-Based Learning Opportunities**<br>*12 min table discussion*<br>**** Start this WBL discussion no later than 6:10 pm.* | YEEE! EMT - doorway into health careers<br>Community based biotech selections<br><br>(JUHSD) 18 yrs old and insurance is a barrier<br>• Community collaborative - Genentech open house (internship program)<br><br>(SSFUSD) Job shadow (Genen), mentor, 3rd and 2nd yr (Genentech), ePortfolios |
| **Industry Certification for Pathways**<br>*3 min table discussion*<br>• *At 6:25pm: Collect curriculum docs from teachers, industry partners scan the WBL QR code, and the whole group completes the event feedback form* | Student needs:<br>• Teachers offer opportunity on major interest<br>• Present yourself → in getting a job, resume, application<br>• Demonstrate passion & skills<br>• Figure out what colleges / jobs are looking for<br><br>(JUHSD) Cert BLS healthcare providers, entry level cert., not sure what certs. |

**Fall 2024 San Mateo County CTE Advisory Meeting**
Industry Breakout Session for Feedback on Curriculum

# Information & Communications Technology
# Engineering & Architecture

| CTE Teacher Participants (Districts) | Industry Partners / Community Members | Students |
|---|---|---|
| Facilitator: **Joel Bruxvoort** (JUHSD)<br>**Brian Klackle** (SUHSD)<br>**Rebecca Lee Yee** (SSFUSD)<br>**Seng Hua** (SSFUSD) | Notetaker: **Katia Sturtevant** (SMCOE)<br>~~**Gary Mi** (Drone Racing League / Activision Blizzard King)~~<br>**Lelan Anders** (NOVAworks)<br>~~**Jeffrey D'Andria** (BACCC)~~<br>**Tristin McNall** (Library Media - Pacifica SD)<br>**Sophia Lane** - CUSD Board Member<br>**Jim Diller** - Retired Semiconductor Executive (SUHSD) | |

| Topic | Notes: |
|---|---|
| **District CTE Pathway Curriculum for Industry Feedback**<br>*23 minutes*<br>• *3 min table intros: name/org/ role/pronouns*<br>• *4-5 min per teacher to share curriculum for feedback (20 min total)*<br>• *Industry partners write district-specific feedback on post-its for posters* | **Mr. Jim Diller** mentioned that kids need to be more exposed to the Engineering culture and opportunities. There is demand and they are high paying jobs. How can we make that happen? He mentioned he participated at an event at Skyline College where Carlmont students came and practiced mock interviews. He was impressed with the caliber of Biotech students that came to the event. Students were motivated and fired up. They are an example of what schools should try to replicate.<br><br>JUHSD Teacher(s): **Joel** - His pathways is Engineering Technology, he offers an intro to Robotics. He has broken the classrooms into two main themes, Design to CAD to Manufacturing Methodologies, visualizing in 3D. Understanding exactly what is being created and applying design using developing flow so that things get created with accuracy.<br>Students are using 3D printers, laser cutters. It is very vector-based.<br><br>Robot construction and coding, they learn about torque and their use in robotic manipulation, coding activities, like powering of motors, working with various sensors to be able to control the robots.<br><br>He also offers an Electronics class that offers dual enrollment with Skyline College.<br><br>Students can participate in the First Tech Challenge Competition. |

# Fall 2024 San Mateo County CTE Advisory Meeting

Industry Breakout Session for Feedback on Curriculum

| Topic | Notes: |
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| | SUHSD Teacher(s):<br>**Brian Klackle** - In his Computer Science II class, students have already done Python for two years, and are moving toward learning a new program such as iPhone Apps. Students are working on an API assignment, they are learning to communicate with outside servers.<br><br>WBL - they had a speaker from Google and Snowflake come speak to the class. Some students are taking the class at Foothill College and they are receiving Dual Enrollment. |
| | SSFUSD Teacher(s):<br>**Rebecca** is in her first year teaching AP Computer Science. She is teaching Java, but it has been a long time. She is also teaching Python and Exploring Computer Science.<br>In the past she has invited guest speakers, and had partnered with people from TEALS to volunteer in her classroom. She is looking for more opportunities.<br><br>**Seng Hua** - Teachers Web Design, Exploring Comp Sci and AP Comp Sci.<br>Web Design - focus on Flexbox and this year they might explore Tailwind. The projects they have done is work on their school website and recreated a Red Robin Restaurant website. The class had Guest speakers from YouTube.<br><br>Exploring Comp Sci - Focus is Python core language. He wants to focus more on practical application of programming, why do I need to learn this? How will this help me? He wants to make it more practical for the kids so that they see how a program can help them in real life. |
| **Relevant Industry Skills to Highlight**<br>*7 min table discussion* | |
| **Work-Based Learning Opportunities**<br>*12 min table discussion*<br><br>**** Start this WBL discussion no later than 6:10 pm.* | **Lelan** - Are the teachers having guest industry partners come to the classroom to give feedback on the robots, websites or projects the students are working on?<br>Get real feedback from someone who is representing the industry, not just your teacher. It means so much more to a young person.<br><br>NOVAworks is the Workforce Board for San Mateo County - they provide free federally funded job search assistance to people who are 18 years and older, and are able to work in the US. Lelan represents their Young Adults Program who are between the ages of 17 to 24. They work with Foster Youth, homeless, pregnant and disadvantaged youth. They help with paid internships, paid work experience, and help with career pathing. |

# Fall 2024 San Mateo County CTE Advisory Meeting

Industry Breakout Session for Feedback on Curriculum

| Topic | Notes: |
|---|---|
| | SEMI Foundation is promoting semiconductor apprenticeship programs for kids 18+. They are primarily located in Santa Clara county. Applied Materials is one of the companies involved.<br><br>Highlights of what skills employers are looking for: If a young person can show an employer what they have done in the way of a portfolio, that really helps. Front end design, back end design. An iPhone App that they created. They are looking for hard skills, problem solving skills. Students are sometimes hesitant to ask questions. Students need to be resilient when something goes wrong. Can they come back from a mistake? They need to show integrity.<br><br>Understanding how APIs work is an important skill.<br><br>All jobs need some understanding of AI. Productivity is a big thing. HTML and Administrative Assistants need to have IT knowledge, digital design. The skills you're providing people can utilize in any role.<br><br>**Seng Hua** - He would like to receive information on the internship opportunities. He has been using AI in his classroom. Students are learning how to ask the right questions.<br><br>**Klackle** - He will have his students come out with their own questions. Asking the right questions is key. His students are having trouble with internships because they are under 18. They have really good mentorships but they want pre-externships.<br>- Snowflake Campus Tours - He is happy to share their information<br><br>**Lelan** mentioned that they are also having challenges with needing to fingerprint employers where students might be going into an internship. Lelan mentioned that they should go to their young adult section and go to RoadTrip Nation and download a four page career exploration.<br><br>ePortfolios are coming up. |
| **Industry Certification for Pathways**<br><br>*3 min table discussion*<br><br>• *At 6:25pm: Collect curriculum docs from teachers, industry partners scan the WBL QR code, and the whole group completes the event feedback form* | - AP Comp Sci - Basic Java Certification<br>- CompTIA good starting point (networking)<br>- 3 or 4 Google certifications that students can pay for |

# Fall 2024 San Mateo County CTE Advisory Meeting

| JUHSD Participants* | | | SUHSD Participants | SSFUSD Participants | SMCOE Staff |
|---|---|---|---|---|---|
| Adrianna Cervantes | Isabella Ruiz | Maurie Jen Forbes | Yasmeen Juhar | Grant Kitchen - BioTech | Marcela Miranda - Facilitator |
| Caterin Sum | Jay Solis | Romina Pestrana | Bella Osuna | Jade Duong - BioTech | |
| Chloe Vivas | Jayden Ridley | Tiffany Wong | Haley Cardinale | Patricia Vasquez - Culinary | |
| Dorothy Alinea | Kharyle Guevarra | Zaijan Lumanug | | Steven Almaylaa - Culinary | |
| Eden Magbilang | *JUHSD: All dance students* | | *SUHSD: All culinary students* | Zachary Fung - BioTech | |

# Student Focus Group Notes

| | SSFUSD |
|---|---|
| 1. Please share your name, school, and grade level. Which Career Technical Education (CTE) programs have you participated in? | Only Biotech Pathway at El Camino High School with students Jade and Zackary participated |
| 2. What are some highlights of your CTE experience so far? | Field Trips: Engaging trips, such as one to Berkeley, provided valuable exposure.<br><br>Real-World Application: Students utilized what they learned in class during these experiences, making connections to their coursework.<br><br>Transportation: The trip involved taking BART to the university, enhancing the practical aspect of the learning experience. |
| 3. Please share an experience in your CTE classes that made you feel supported or made you feel more confident about life | Students felt supported by the teacher, who was approachable and willing to answer questions.<br><br>Clear Communication: The teacher communicated straightforwardly, making it easy for students to understand. |

# Fall 2024 San Mateo County CTE Advisory Meeting

| | SSFUSD |
|---|---|
| after high school. How did that experience connect to who you are and what you care about? | Passion-Driven Program: The program is designed to nurture students' passions, with the teacher genuinely invested in their success. |
| 4. Are there any barriers that make it harder for you to do well in your CTE classes and to participate in all the activities? | Hard to catch up if absent. |
| 5. What suggestions do you have to improve the CTE experience for other students like you? | Computer science does little to prepare for a career. That is more like a regular class. vs biotech. We do stuff and we are testing on what we do rather than an exam. |

**Fall 2024 San Mateo County CTE Advisory Meeting**

Industry Breakout Session for Feedback on Curriculum

# Transportation

| CTE Teacher Participants (Districts) | Industry Partners / Community Members | Students |
|---|---|---|
| Facilitator: **David Dyssegard** (JUHSD) | Notetaker: **Eleeza Buesa** (CEdAd)<br>**Jordy Pascual** (Jobs for Youth)<br>**Mike O'Neill** (Legislative Aide - SMCgov)<br>**Lauren Ford** (SMCCCD) | No Students |

| Topic | Notes: |
|---|---|
| **District CTE Pathway Curriculum for Industry Feedback**<br>*23 minutes*<br>• *3 min table intros: name/org/ role/pronouns*<br>• *4-5 min per teacher to share curriculum for feedback (20 min total)*<br>• *Industry partners write district-specific feedback on post-its for posters* | JUHSD Teacher:<br>• Having certified experts<br>• Peninsula Clean Energy<br>EV (Vehicles)<br>Grants State Level:<br>- Electric Vehicles (teach it)<br>- Charging Stations (pay or train students)<br>  - Schools in Pacifica Charging Stations<br>  - Ways/ places to have to recycle batteries<br>- Green Incentives<br><br>Public transportation the needs of consumers are not met completely<br>If you do take public transportation then you would have to take the steps having to take<br><br>South San Francisco<br>- Commute.org (Take the carpool in the morning but what happens when stuff hits the fan)<br>- Doesn't work for high school works better for elementary bc all the kids get out at the same time.<br>Ferry System: San Francisco Port more jobs for the youth<br>Fleets (Buses) – Bus drivers |
| **Relevant Industry Skills to Highlight**<br>*7 min table discussion* | Teaching about Electric Vehicles<br>- Charging stations<br>- Green Vehicles |

# Fall 2024 San Mateo County CTE Advisory Meeting

Industry Breakout Session for Feedback on Curriculum

| Topic | Notes: |
|---|---|
| **Work-Based Learning Opportunities**<br>*12 min table discussion*<br>**** Start this WBL discussion no later than 6:10 pm.* | Ferry Boat: Investigating Job Shadowing for students in transportation (fleets)<br>CALTrans?<br>Summer Jobs?<br><br>Training for Transportation (Sustainable)<br>If they are covered by our insurance Already and they job shadow will be covered since they are under school district. |
| **Industry Certification for Pathways**<br>*3 min table discussion*<br>• *At 6:25pm: Collect curriculum docs from teachers, industry partners scan the WBL QR code, and the whole group completes the event feedback form* | Bus drivers licensing (difficult to obtain)<br>- No backup camera<br>- Back up a school bus part of the drivers test<br>- Regulations<br><br>Certificates<br>- For High Schoolers<br><br>Training for sustaining transportation |

# San Mateo County Career Technical Education (CTE) Advisory Meeting

**April 24, 2025**
**4:00 - 6:30 p.m.**
**San Mateo County Office of Education**
**101 Twin Dolphin Drive, Redwood City**

# Agenda

| | |
|---|---|
| 4:00 - 4:10 | **Networking & Registration** |
| 4:10 - 4:30 | **Welcoming and Opening Remarks** |
| 4:30 - 5:20 | **Labor Market Information: Industry-specific table discussions**<br>• **SELPA**: Engineering & Architecture (EAD) + Energy & Environment (EEU)<br>• **MULTI-PURPOSE RM:** Building Constructions Trade (BCT)<br>• **HR Conference**: Manufacturing (MANU)<br>• **DOVE:** Business & Finance (BFM) + Marketing & Sales (MKT)<br>• **EAGLE**: Arts, Media & Entertainment (AME)<br>• ***All other industry sectors remain in California Suite*** |
| 5:30 - 6:25 | **CTE Student Showcase** |
| 6:25 - 6:30 | **Complete event feedback form and adjourn** |

CTE WORKS! SAN MATEO COUNTY

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| **Date:**<br>**4/24/25** | **Industry Sector: Agriculture and Natural Resources (AG)** | |
| | **Teacher/Facilitator Name: Andrew Boysen (CUSD)** | **NoteTaker Name: KYLIE CARPENTER \|\| Location: MP Room** |
| | | |
| | ***Facilitator Duties:***<br>*- Lead the table conversions using this discussion guide*<br>*- Ensure everyone is given an opportunity to provide input and all voices at the table are heard* | ***Note Taker Duties:***<br>*- Note the attendees present in the Industry table*<br>*- Monitor the time for each conversation*<br>*- Take notes to capture the discussion in the provided document* |
| | **Topics** | **Notes From Discussion:** |
| **Welcome and Table Introductions (3 minutes)**<br>**Facilitator task**: Lead table introductions: Name, Organization, Role and Sector/Pathway \|\| **Material/Handout:** Mark attendance on the notetaker | | |
| Attendees: | **Flor Revolorio (Pie Ranch) - PRESENT**<br>**Corrine Bucher (CEF)**<br>**Ione Yuen (SMCgov) - PRESENT**<br>**Michael Wong (SMCgov) - PRESENT**<br>**Dawn Fregosa (Collaborative Ed Advisors) - PRESENT** | **Sonia Myers (CUSD) - PRESENT \|\|** ** We did not have time to do student introductions since there were so many of them, so I am unable to report student attendance. **\|\| Hana Lani Hanson (CUSD) - PRESENT \|\| Alton Lee (SUHSD) - PRESENT** |
| | | |
| **Topic # 1: San Mateo County Labor Market Information (LMI)**<br>**Facilitator task:**<br>- Lead discussion about the San Mateo County LMI Infographics provided for the industry sector.<br>**Question:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br>**Time:** 10 minutes | | -veterinarians and working with animals-- the labor market is huge and is growing; it is also such a big field as it extends to anyone who works with animals inlcuding pest control, pet services (grooming, pet insurance, tending to livestock, farrier, etc). -- lots of potential<br>-better care = better meat and that will always be needed -- this ties in with better soil, proper use of pesticides, and the correct foods to feed the animals themselves<br>-San Mateo County's Department of Agriculture: assists with permits for growing food, works with licensure and professional requirements in the field; lots require Continuing Education Units (CEUs)<br>-CA has the most pesticide laws (and some of the most humane practices) so there is a need for workers that are knowledgable and can comply<br>-potential job: pest control advisor -- essentially prescribes correct chemicals for different soils, foods, animals, etc.<br>-potential jobs could include drone work which also requires licensure as does crop dusting<br>-Student Question: Asking about the figures on the handout related to the availablity of jobs. Answer: it is increasing and expected to continue to do so between now and 2030<br>-key takeaway: everything in this field requires continued learning<br>-What the group found alarming about the handout: there are so many jobs that do not hit minimum wage requirements -- the importance of taking note regarding what skills and qualifications are required in order to sustain a comfortable salary |
| | | |
| **Topic # 2: Industry Trends**<br>**Facilitator task:**<br>- Lead a group discussion about the industry trends in the industry sector.<br>**Ask:** "Based on the data, and your expertise around labor market needs in this industry sector…<br>a. What industry certifications, if any, should a prospective employee have?"<br>b. What technical "hard" skills are needed in your industry? What employability "soft" skills are needed?<br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector<br>**Time**: 10 minutes | | -public sector: often require a degree (ex: biologist = life science degree)<br>-think about the folx that have to determine what is needed laws-wise<br>-think of cost of living in relation to salary<br>-close partnership with CA Department of Food and Agriculture (CDFA)<br>-CA = only state with Department of Agriculture for each county so employees can live anywhere in CA and still work in the field - state dept also has satellite offices<br>-CTWEE - community college credit (work experince classes - internship)<br>-advice = stand out in your internship, be on time, be a good employee-paid or not, demonstrate initiative, be inquisitive and learn as much as you can, be willing to do the grunt work<br>-willingness to learn and work hard is so critical<br>-use the resources available to you to learn hard and soft skills<br>-be personable (be nice, make eye contact) and make connections<br>-number one thing when hiring is references and referrals - make a good impression where you are currently at<br>-you will mess up, owe it and don't hide it and have a solution at the ready (mamager's response can be telling - not every place is the right fit)<br>-understand all aspects of the job |

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| **Topic # 3: Support for CTE Pathways**<br><br>**Facilitator task**:<br>- Lead a group discussion about support for CTE pathways.<br><br>**Facilitator will ask**: "Based on the data and your expertise...<br>a. What professional development, resources, or support would be valuable for teachers and students?<br>b. What opportunities do you see in the industry for students to engage in Work-Based Learning Internships? Pre-apprenticeships?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 10 minutes | -assignments to have students locate AG jobs than might not come across initally as AG<br>-teach students that AG is everywhere<br>-modern focus on sustainability<br>-so much overlap with other industries, even in education standards<br>-AG education standards are starting to get updated (haven't been in about 14-15 years / at federal level, they tried to eliminate AG standards)<br>-encourage students to go out of their comfort zones<br>-having students teach younger students what they know - it validates their skills and knowledge (for all ages of students)<br>-hands-on learning before entering the field to get more information and to be better prepared<br>-large barrier is transportation when work locations are rural |
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| **5:10 PM Showcasing students and teachers return to assigned rooms by 5:15** | **LMI discussion ends at 5:20PM \|\| Student Showcase begins at 5:30PM** |
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| **Date: April 24, 2025 – CTE Advisory** | **Industry Sector: Arts, Media, and Entertainment (AME)** |
| **Facilitator Name: Allison Gamlen (SMCOE)** | **Notetaker Name: Carrie Hermann (SMUHSD)** |
| **Gary Mi (Industry member)** | |
| ***Facilitator Duties:***<br>*- Lead the table conversions using this discussion guide*<br>*- Ensure everyone is given an opportunity to provide input* | ***Note Taker Duties:***<br>*- Monitor the time for each conversation*<br>*- Take notes to capture the discussion in the provided document* |

| Topics | Notes From Discussion: |
|---|---|
| **Welcome and Table Introductions**<br><br>**Facilitator task**: Table introductions: Name, Organization, Role and Sector/Pathway<br><br>**Time: 3 minutes** | • **Marc Stoksik (sizzle.gg)** **Alex Hemmerich (SMUHSD)** ~~**Mika Cruz (Student)**~~<br>• ~~**Michael Lim (Parent)**~~ **Raphael Kauffman (SUHSD)** **Camille Sonnenburg (SUHSD Student)**<br>• ~~**Jennifer Soliz (Counselor)**~~ **Kim Koivisto (SMUHSD Counselor)** ~~**Lukash Hodges(SUHSD Student)**~~<br>• **Thomas Robinson (SSFUSD)** ~~**Sienna Diaz (SSFUSD Student)**~~ ~~**Jaiden Souza (CUSD Student)**~~<br>• **Martin Cruz Barajas (SSFUSD)** **Jennifer Arbeed (SSFUSD Student)** ~~**Elkin Lopez Argueta (CUSD Student)**~~<br>• **Breeana Robbins (SSFUSD** ~~**Ethan Liu (SSFUSD Student)**~~<br>• **Pat Olson (CUSD)** ~~**Logan Nunez (SSFUSD Student)**~~<br>• **Nina Andersen (CUSD)** ~~**David Nguyen (SSFUSD Student)**~~ |

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| **Topic # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Facilitator task:**<br>- Lead discussion about the San Mateo County LMI Infographics provided for the industry sector.<br><br>Question:<br>**a. What do you notice about the labor market data for our industry sector?**<br><br>**b. What do you wonder about the labor market data for our industry sector?**<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time: 10 minutes** | **Patricia Martinelli, Folklorico Dance Program, SoSF HS**<br>**Martin, Folklorico Dance Program, 6 sections, Parks and Rec City of SM, SSF**<br>**David Goodwine, Exec Dir, Academy of Art, animator**<br>**Marc Stoksik, head of visual/interactive design start-up**<br>**Camille, Woodside HS student**<br>**Kim Koivisto, Capuchino HS Career Coordinator**<br>**Thomas Robinson**<br>**Pat Olson, District YouTube channel, broadcaster**<br>**Nina, Digital Illustration**<br>**Jennifer, El Camino student**<br>**Breeana Robbins, SSFUSD**<br>**Alex Hemmerich, photographer teacher**<br>**Gary, gaming space**<br>**Carrie Hermann, Career Coordinator BHS**<br>**Raphael Kauffman, photographer teacher SUHSD**<br><br>● Coverage area<br>● Surprised by # of Producers/Directors<br>● Surprised by lack of opportunity for high school graduates<br>● Not a lot of openings for a big county<br>● Interesting that hourly rates are stated vs flat fee. Often positions are not paid by the hour. Pay by project especially in TV and radio broadcasting<br>● Pay may not be accurate<br>● Are illustrators, concept artists, 3D or tech artists included in Communication workers?<br>● There are careers missing from the list<br>● Living wage is about $70K is not a living wage for this county<br>● Based on data, a degree is still significant and has impact on earning<br>● No below middle skill positions. No entrance for high school grads<br>● Many occupations may not have openings<br>● Students need to develop business skills and skillset they can offer employers |
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| **Topic # 2: Industry Trends**<br><br>**Facilitator task:**<br>- Lead a group discussion about the industry trends in the industry sector.<br><br>**Ask:** "Based on the data, and your expertise around labor market needs in this industry sector…<br><br>a. What industry certifications, if any, should a prospective employee have?"<br>b. What technical "hard" skills are needed in your industry? What employability "soft" skills are needed?<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time**: 10 minutes | • Certified in Adobe photoshop, Lightroom<br>• General certification of Creative Suite (broad skill set)<br>• Teaching credential<br><br>Technical or hard skills:<br><br>• Media design degree<br>• Fine art degree<br>• Technical - software development<br><br>Soft Skills:<br><br>• Eye for detail<br>• Thick skin<br>• Agile<br>• Open to feedback<br>• Trouble shoot on the spot<br>• How students execute and trouble shoot is key<br>• Problem solving in the most efficient way<br>• Communication – ability to work and communicate with teams<br>• Teamwork<br>• Ability to document |
| | |
| **Topic # 3: Support for CTE Pathways**<br><br>**Facilitator task**:<br>- Lead a group discussion about support for CTE pathways.<br><br>**Facilitator will ask**: "Based on the data and your expertise...<br>a. What professional development, resources, or support would be valuable for teachers and students?<br>b. What opportunities do you see in the industry for students to engage in Work-Based Learning Internships? Pre-apprenticeships?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 10 minutes | Hard to formalize HS students in internships.<br>Currently enrolled college students are often the requirement. Hard to get past this requirement.<br>Small print shop take high school students but limited internship opportunities.<br><br>County support – financial support for credentialing<br><br>SMCOE Summer Internship – valuable/paid |
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| **5:10 PM DISMISS the Showcase students/teachers**<br><br>**Showcasing students and teachers return to SHOWCASE Area (Tree Suites) by 5:15** | **LMI discussion ends at 5:20 PM \|\| BREAK (10 minutes)**<br>**STUDENT SHOWCASE begins at**<br>**5:30PM in the TREE SUITES** |

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| **Date: April 24, 2025 – CTE Advisory** | **Industry Sector: Building and Construction Trades (BCT)** |
| **Facilitator Name: Lynnette Garcia (SMUHSD)** | **Notetaker Name: Faith Velschow (SUHSD)** |
| | |
| ***Facilitator Duties:***<br>*- Lead the table conversions using this discussion guide*<br>*- Ensure everyone is given an opportunity to provide input* | ***Note Taker Duties:***<br>*- Mark off who is present at the table during introductions*<br>*- Monitor the time for each conversation*<br>*- Take notes to capture the discussion in the provided document* |

| Topics | Notes From Discussion: |
|---|---|
| **Welcome and Table Introductions**<br><br>**Facilitator task**: Table introductions: Name, Organization, Role and Sector/Pathway<br><br>**Time: 3 minutes** | • **xDan Pasini (IBEW)** **x Anthony Tsujisaka (SCCOE)** **xJacob Upton (SUHSD Student)**<br>• **xNicole Davis (Fortitude Careers)** ~~**Angela Taylor (SMUHSD)**~~ **xAlex Gonzalez (SUHSD Student)**<br>**xDavid Mauro (IBEW)** ~~**Ralph Wigginton (CUSD)**~~ **xTuli Fili (SUHSD Student)**<br>• ~~**Abe Talakai (SMJATC)**~~ ~~**James Bender (SUHSD)**~~ **xJose Luna (SUHSD Student)**<br>• ~~**Kasitalea Talak ((SMJATC)**~~ ~~**Fiona Pauli (CUSD Student)**~~ **xDavo Pascual (SUHSD Student)**<br>• **xLisa Yapching (SMCgov)**<br>• **xKwanee Woamck (JobTrain)**<br>• ~~**Albert S. Wright (SV Black Chamber of Commerce)**~~ |

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| **Topic # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Facilitator task:**<br>- Lead discussion about the San Mateo County LMI Infographics provided for the industry sector.<br><br>Question:<br>**a. What do you notice about the labor market data for our industry sector?**<br><br>**b. What do you wonder about the labor market data for our industry sector?**<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time: 10 minutes** | Others in attendance: Tariq Ali (SSFUSD), Patrick Hautau (YLI), Monique Zhou (JobTrain).<br><br>The numbers on the LMI are not Union wages. The ones listed are pretty low.<br>Hiring is seasonal, rises & falls, cyclical.<br>Benefits are very critical.<br>Union wages, carpenters are starting out at $30-$32/hour. Smaller businesses might pay a little lower, but they can keep you working longer.<br>If you don't get a call back, it's because they are not the strongest, most productive.<br>If you make enough $, you can manage the off times.<br>only has to work 9 months to earn a year's worth of wages.<br>One teacher posts the Union wages. In non-union, you provide your own tools.<br>Save your money and be responsible. Another point is the safety factor, union jobs really focus on safety. Construction is inherently a dangerous career. Union also provides benefits.<br><br>Q: The longer you are in a union, you earn more security and seniority? Yes.<br><br>Obstacles in the industry: C or better in Algebra,<br>Need to make the pathway wider, 41% are close to retirement, so they really need new people.<br><br>Fortitude Careers: After 8 weeks of the program, their greatest graduate is making $130K.<br><br>Q: What could JobTrain to do for leadership development? You need to progress through the steps and work ethic, foreman training class in the apprenticeship. Have to be a people person to progress, good with paperwork, organized, time management, flexible, softskills, and find mentors.<br>Set the right milestones to continue your growth.<br>Big demand for good, solid workers.<br>The Union experience is equivalent of an AA.<br><br>Q: If you have field experience and a degree, what would happen? They would be ready for a Junior Executive. As an employee, the Union would help to pay for your degree.<br>One example: has a finance degree and an electrician, 150 vs 400K. |

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| **Topic # 2: Industry Trends**<br><br>**Facilitator task:**<br>- Lead a group discussion about the industry trends in the industry sector.<br><br>**Ask:** "Based on the data, and your expertise around labor market needs in this industry sector…<br><br>a. What industry certifications, if any, should a prospective employee have?"<br>b. What technical "hard" skills are needed in your industry? What employability "soft" skills are needed?<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time**: 10 minutes | Industry Trends:<br>What certifications do students need?<br>● Allowing the trades to come into speak to students.<br>● OSHA 10, OSHA 30, First Aid,<br>● Basic safety might be more appropriate for high school students. |
| | |
| **Topic # 3: Support for CTE Pathways**<br><br>**Facilitator task**:<br>- Lead a group discussion about support for CTE pathways.<br><br>**Facilitator will ask**: "Based on the data and your expertise...<br>a. What professional development, resources, or support would be valuable for teachers and students?<br>b. What opportunities do you see in the industry for students to engage in Work-Based Learning Internships? Pre-apprenticeships?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 10 minutes | *Reference Topic #1 discussion* |
| | |
| **5:10 PM DISMISS the Showcase students/teachers**<br><br>**Showcasing students and teachers return to SHOWCASE Area (Tree Suites) by 5:15** | **LMI discussion ends at 5:20 PM \|\| BREAK (10 minutes)**<br>**STUDENT SHOWCASE begins at**<br>**5:30PM in the TREE SUITES** |

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| **Date: April 24, 2025 – CTE Advisory** | **Industry Sector: Business and Finance (BFM) + Marketing Sales (MRK)** |
| **Facilitator Name: Larry Pon (Pon & Associates)** | **Notetaker Name: Mike O'Neill (SMCgov) \|\| Location: SELPA Conf Rm** |
| | |
| ***Facilitator Duties:***<br>*- Lead the table conversions using this discussion guide*<br>*- Ensure everyone is given an opportunity to provide input* | ***Note Taker Duties:***<br>*- Monitor the time for each conversation*<br>*- Take notes to capture the discussion in the provided document* |

| Topics | Notes From Discussion: |
|---|---|
| **Welcome and Table Introductions**<br><br>**Facilitator task**: Table introductions: Name, Organization, Role and Sector/Pathway<br><br>**Time: 3 minutes** | ☐ **John Hoffmann (Parent)**<br>**~~Donna Vaillancourt (SMCgov~~)**<br>☐ **Tim Perez (Collaborative Ed Advisors)**<br>☐ **~~Virginia Portillo (Parent)~~**<br>☐ **~~Larry McDevitt (SMCCCD)~~**<br>☐ **Sue Kung (Work ED)**<br>☐ **Gustavo Castillo (Monterra Credit Union)**<br>**Harkirat (Kira) Mann (SMUHSD)**<br>**Colin Johnson (SMUHSD)** |
| **Topic # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Facilitator task:**<br>- Lead discussion about the San Mateo County LMI Infographics provided for the industry sector.<br><br>Question:<br>**a. What do you notice about the labor market data for our industry sector?**<br><br>**b. What do you wonder about the labor market data for our industry sector?**<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time: 10 minutes** | Financial literacy<br>Mock interview training<br>What resources can CTE offer<br>Public private partnership<br>Financial literacy and common core standards<br>Reach out to community<br>Local business / educators<br>On-site visits by employers<br>Business helping<br><br>a). Industry not specifics about local<br>Need more living wage jobs. Need skills not degrees.<br><br>b). How are industries changing in light of automation?<br>Action plan and relevance to today<br>There is a severe shortage of accountants. Need to fill pipeline. |

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| **Topic # 2: Industry Trends**<br><br>**Facilitator task:**<br>- Lead a group discussion about the industry trends in the industry sector.<br><br>**Ask:** "Based on the data, and your expertise around labor market needs in this industry sector…<br><br>a. What industry certifications, if any, should a prospective employee have?"<br>b. What technical "hard" skills are needed in your industry? What employability "soft" skills are needed?<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time**: 10 minutes | a). Threshold skills, life long learner<br>Specifically for tex-pass the enrolled agent exam – no college degree required<br><br>b). Hard/Soft skills<br>• Quantitative skills<br>• Literacy skills<br>• Computer<br>• License specific<br>• Math, English, communication<br>• Critical thinking<br>• Executive function<br>• Workplace conduct and composure<br>• Outreach and public speaking<br>• Interpersonal skills<br>• Networking skills<br>• Communication skills |
| **Topic # 3: Support for CTE Pathways**<br><br>**Facilitator task**:<br>- Lead a group discussion about support for CTE pathways.<br><br>**Facilitator will ask**: "Based on the data and your expertise...<br>a. What professional development, resources, or support would be valuable for teachers and students?<br>b. What opportunities do you see in the industry for students to engage in Work-Based Learning Internships? Pre-apprenticeships?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 10 minutes | Interview for the students<br>Expand skills for educators<br>Supplement instruction<br><br>We need more WBL opportunities.<br>May need support to businesses to help them structure productive internships.<br><br>Local business<br>Job skills, time management, interpersonal skills, Communication skills<br><br>Field trips, job shadows – Job Board at County |
| **5:10 PM DISMISS the Showcase students/teachers**<br><br>**Showcasing students and teachers return to SHOWCASE Area (Tree Suites) by 5:15** | **LMI discussion ends at 5:20 PM \|\| BREAK (10 minutes)**<br>**STUDENT SHOWCASE begins at**<br>**5:30PM in the TREE SUITES** |

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|---|---|---|
| **Date:**<br>**4/24/25** | **Industry Sector: Education, Child Development, and Family Services (EDU)** | |
| | **Facilitator+Notaker Name: Sara Gassner-Wollwage (SMCOE)** | |
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| | ***Facilitator Duties:***<br>*- Lead the table conversions using this discussion guide*<br>*- Ensure everyone is given an opportunity to provide input and all voices at the table are heard* | ***Note Taker Duties:***<br>*- Note the attendees present in the Industry table*<br>*- Monitor the time for each conversation*<br>*- Take notes to capture the discussion in the provided document* |
| **Topics** | | **Notes From Discussion:** |
| **Welcome and Table Introductions (3 minutes)**<br>**Facilitator task**:<br>- Lead table introductions: Name, Organization, Role and Sector/Pathway<br>**Material/Handout:** Mark attendance on the notetaker | | **Chuck Velschow (Parent)**<br>**Diana Ramirez (Boys & Girls Club)**<br>**Sheyla Ma (Boys & Girls Club)**<br>**Angela Lenth (City Year)**<br>**Paul Buckley (Ratio Staffing)**<br>**Tanya Beat (SMCgov)**<br>**Drew Gamet (CUSD).**<br>**Dina Donati (Summit Public School)**<br>**Tami Moore (SMCOE)**<br>**Marchelle Moten (SMCOE)**<br>**Winnie Hardie (SMCOE)**<br>**Juliet Johnson (SSFUSD Counselor)**<br>**Adam Kubey (JUHSD)**<br>**Lura Milner (SMUHSD)**<br>**David Yanover (SSFUSD)** |
| **Topic # 1: San Mateo County Labor Market Information (LMI)**<br>**Facilitator task:**<br>- Lead discussion about the San Mateo County LMI Infographics provided for the industry sector.<br>**Question:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br>**Time:** 10 minutes | | **Topic 1 - Q 1 & 2**<br>Table key: (feels insulting- "below skill" for childcare workers)<br>High Skill - BA degree<br>Middle Skill - AA/BA<br>Below Skill - HS Diploma<br>The term skill is a misnomer. Deficit perspective.<br>Challenge directing students to low wage positions. Leaning into their passion.<br>Living wage - bright outlook positions below the living<br>The demand is high across the positions, is the demand driving the wages up<br>Pay parity, inequity across districts<br>High skill, degrees do not get higher wages/affordability for the county, cost of postsecondary education is high, long term cost, return on investment<br>The county affordability is high, the true living wage is more than $50/hr for our county<br>10% gain, 50% higher<br>“Grow our own” |

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| **Topic # 2: Industry Trends**<br><br>**Facilitator task:**<br>- Lead a group discussion about the industry trends in the industry sector.<br><br>**Ask:** "Based on the data, and your expertise around labor market needs in this industry sector…<br><br>a. What industry certifications, if any, should a prospective employee have?"<br>b. What technical "hard" skills are needed in your industry? What employability "soft" skills are needed?<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time**: 10 minutes | **Topic 2 - Q 3 & 4**<br>Hillsdale HS is only school in county that offers an education career pathway<br>Live Scan fingerprinting can be a barrier<br>Need experiential learning early, before junior and senior year<br>Certifications can mean a variety of things<br>Preschool experiences hard to find, not all preschool programs can do it<br>Apprenticeship important<br>Collaboration important<br>Substitute teaching<br>We have national models, Teach for America. Bring to our county (?)<br>Soft and transferable skills, understanding how to participate in the workforce<br>Communication, time management, safety<br>Mentors/supervisors and students/youths close in age<br>Self-work for the youth (book)<br>Students need training and hand-holding, who is responsible for that?<br>Challenging<br>Mentorship, role models, mentor programs<br>Generational gap in thinking, motivations, life experiences<br>Need to be able to take and receive feedback. Growth happens in coaching conversations<br>Child development class, child care on site at high school<br>Child care for teachers, county employees - laboratory school for youth in education careers<br>Look to models in Chicago and Wisconsin (Adam Kubrey will send Sara GW article)<br>Satellite Sites with clubs/ conferences/ mentorship program (targeting middle school students for working with children) - Tami |
| **Topic # 3: Support for CTE Pathways**<br><br>**Facilitator task**:<br>- Lead a group discussion about support for CTE pathways.<br><br>**Facilitator will ask**: "Based on the data and your expertise...<br>a. What professional development, resources, or support would be valuable for teachers and students?<br>b. What opportunities do you see in the industry for students to engage in Work-Based Learning Internships? Pre-apprenticeships?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 10 minutes | Topic 3 - Q 5 & 6<br>Target middle school students<br>Conferences, mentorships<br>Partner with child care, after school programs<br>High schools focused on unique career pathways<br>What's appealing, rebranding the appeal of being a teacher, education pathway<br>In/Out pays $20/hr, how do we draw students into a pathway where starting wages are low<br>Concern of "safety piece" with youth in classrooms (Social media, becoming "too friendly" need for understanding of professional line |
| **LMI discussion ends at 5:20PM** | **(10-minute Break) 5:30 PM STUDENT SHOWCASE begins in TREE SUITES** |

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| **Date:**<br>**4/24/25** | **Industry Sector: Engineering & Architecture (EAD) + Energy Envn (EEU)** | |
| | **Teacher/Facilitator Name: Maybelle Manio (City of Daly City)** | **NoteTaker Name: AMANDA LEE \|\| Location: DOVE Conf** |
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| | ***Facilitator Duties:***<br>*- Lead the table conversions using this discussion guide*<br>*- Ensure everyone is given an opportunity to provide input and all voices at the table are heard* | ***Note Taker Duties:***<br>*- Note the attendees present in the Industry table*<br>*- Monitor the time for each conversation*<br>*- Take notes to capture the discussion in the provided document* |
| | **Topics** | **Notes From Discussion:** |
| **Welcome and Table Introductions (3 minutes)**<br>**Facilitator task**: Lead table introductions: Name, Organization, Role and Sector/Pathway \|\| **Material/Handout:** Mark attendance on the notetaker | | |
| Attendees: | **Joshua Cosgrove (Daly City - Dept of Water & Wastewater Resources)**<br>**Kaila DeFries (Daly City - Dept of Water & Wastewater Resources)**<br>**Gerald Liddle (Rising Sun Center)** | **Alena Reyes (SMUHSD)**<br>**Kacey Stalker - Mills HS Student**<br>**Joel Bruxvoort (JUHSD)** |
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| **Topic # 1: San Mateo County Labor Market Information (LMI)**<br>**Facilitator task:**<br>- Lead discussion about the San Mateo County LMI Infographics provided for the industry sector.<br>**Question:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br>**Time:** 10 minutes | | a). Public Service - highest # of openings<br>Plant Operator - what's needed? Answer: no college degree needed; certifications level 1 (entry) to 5 (chief operator) -- years of experience, past test<br>State water resource control -- how do you find out? this is most of the issue<br>hard to get into because of the certifications b/c need experience.<br>location is a factor<br>get people from trades, some from college (not a lot)<br>Operator in training: work with someone certified; experience for test<br>educating kids = take them to see it (e.g. treatment plant as an introduction)<br>community college has waste water curriculum; water treatment<br><br>b). Something else you want to see in LMI data:<br>- engineering job that chase the work<br>- ancillary jobs that support the jobs<br>- sales, etc.<br>- broader pathways<br>- how to capture emerging market trends; jobs that come out that we haven't thought of<br>- Projections: this is where things could go, what is the pathways (EV/AV techs, nursing); being the first do do it |

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| **Topic # 2: Industry Trends**<br><br>**Facilitator task:**<br>- Lead a group discussion about the industry trends in the industry sector.<br><br>**Ask:** "Based on the data, and your expertise around labor market needs in this industry sector…<br><br>a. What industry certifications, if any, should a prospective employee have?"<br>b. What technical "hard" skills are needed in your industry? What employability "soft" skills are needed?<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time**: 10 minutes | Mayor Pacifica = industry partner = building up CTE pipeline<br>CTE programs do accreditations with employers in programs<br>Continuous / Flexible WBL experience more continuity (3 months too short) and extending timelines<br>Summer internships / apprenticeships (City)<br>Microsoft vs. Google: need knowledge in both<br>CPR / first aid would be good to have<br>HS diploma<br>certifications - not a lot<br>AGR or STEM<br>push for what the students want more than what the need is.<br>Daly City OSHA 10 to roll out<br>SMUHSD looking at OSHA 10 included in safety training; would take it so they don't have to do it w/ company<br><br>Soft skill in communication (emails, etc.); basic admin skills<br>Eye contact with who they are speaking to<br>Look and interview for jobs; "present and sell yourself"<br>work with people / kids / adults<br>creativity problem solving, skill building<br>Agency in themselves<br>Be open and staying curious. |
| **Topic # 3: Support for CTE Pathways**<br><br>**Facilitator task**:<br>- Lead a group discussion about support for CTE pathways.<br><br>**Facilitator will ask**: "Based on the data and your expertise...<br>a. What professional development, resources, or support would be valuable for teachers and students?<br>b. What opportunities do you see in the industry for students to engage in Work-Based Learning Internships? Pre-apprenticeships?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 10 minutes | Walk us through the professional development:<br>Water / Utilities<br>- HS: have a contact with someone that works in the field (this is the hard part; finding the connection)<br>- hired as an OIT --> get 1 year experience --> work with someone<br>- may have HS summer program<br>- College: some have but would like to build curriculum with SMCCCD<br>- OIT is actual certification connected to a treatment plant; application on CalOpps, some are paid<br>- 4 vacancies in water; 2-3 OITs that are operators<br>- hires a lot of engineers; college degrees<br><br>Resources and support for teachers<br>- need to know job exists, what they do, have someone from actual field<br>- more exposure (e.g. field trips for younger kids, job shadows, job fairs -- district but not all students)<br><br>How do you want to hear about it? (student needs)<br>- in the classroom!<br>- job fairs there is too much<br>- social media (CTEworks TikTok) where industries can post what the job is about / what they do.<br>- needs a "hook" in HS students' perspective<br>- appropriate representation |

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| **Date:**<br>**4/24/25** | **Industry Sector: Health Science and Medical Technology-Biotechnology (HSM)** | |
| | **Teacher/Facilitator Name: Jean Shieh (Codexis)** | **NoteTaker Name: Natasha Dinis** |
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| | ***Facilitator Duties:***<br>*- Lead the table conversions using this discussion guide*<br>*- Ensure everyone is given an opportunity to provide input and all voices at the table are heard* | ***Note Taker Duties:***<br>*- Note the attendees present in the Industry table*<br>*- Monitor the time for each conversation*<br>*- Take notes to capture the discussion in the provided document* |
| | **Topics** | **Notes From Discussion:** |
| **Welcome and Table Introductions (3 minutes)**<br>**Facilitator task**: Lead table introductions: Name, Organization, Role and Sector/Pathway \|\| **Material/Handout:** Mark attendance on the notetaker | | |
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| **Topic # 1: San Mateo County Labor Market Information (LMI)**<br>**Facilitator task:**<br>- Lead discussion about the San Mateo County LMI Infographics provided for the industry sector.<br>**Question:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br>**Time:** 10 minutes | - Noticed that the wages were on the low side, seeming to be below the living wage.<br>- there seems to be a 10-year gap in pay.<br>- didn't think that the occupations should be lumped together the way they were. For example: nurses and medical assistants are very different occupations in terms of responsibility and pay. the only logical connection is that a medical asst can be a pathway to becoming a nuse.<br>- some wages don't seem accurate. the industry partner shared that a dental asst starts at about $30.hr, and those with extended duties start btw $35-$40/hr, not the $25 listed.<br>- the initial data presented in the opening presentation did not seem accurate. they were suprised that health science and medical technology only make up 8% of the total labor market. (if the data is accurate, is the 8% figure for HSM reflective of actual demand?)<br>- students each shared what career they are interested in pursuing; there's a wide variety |
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| **Topic # 2: Industry Trends**<br><br>**Facilitator task:**<br>- Lead a group discussion about the industry trends in the industry sector.<br><br>**Ask:** "Based on the data, and your expertise around labor market needs in this industry sector…<br><br>a. What industry certifications, if any, should a prospective employee have?"<br>b. What technical "hard" skills are needed in your industry? What employability "soft" skills are needed?<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time**: 10 minutes | EMT certificates - it's a quick course that leads directly to employment and can be a pathway into fields like firefighting an further medical careers.<br><br>Phlebotomy license - another quick certification that opens opportunities in healthcare<br><br>understanding patience care procedures, familiarity with healcare technologies.<br>students can get the following training in school: CPR/First Aid (once they are certified, they become trainers at school for other students), Youth Mental Health First Aid, Narcan administration, Concussion<br><br>Communication, professionalism, empathy, adaptability, and a willingness to learn and explore new areas of healthcare.<br><br>stress management and wellness for people in the medical profession. 30% of nurses quit within first 2 years b/c of the stress and impact it has on a person.<br><br>allowing yourself to unplu.<br><br>many hospitals will pay for an employee's continued eduction if it's within the same field. |
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| **Topic # 3: Support for CTE Pathways**<br><br>**Facilitator task**:<br>- Lead a group discussion about support for CTE pathways.<br><br>**Facilitator will ask**: "Based on the data and your expertise...<br>a. What professional development, resources, or support would be valuable for teachers and students?<br>b. What opportunities do you see in the industry for students to engage in Work-Based Learning Internships? Pre-apprenticeships?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 10 minutes | - a map showing all the different certificates, degrees, and the pathways they lead to would be helpful<br>- guest speakers at school were effective in sparking student interest.<br>- early exposure to different careers in HS, rather than waiting until fter graduation<br>- resources to help students explore different sectors and make informed decisions.<br>- more accessible info on career paths and growth opportunities<br>- support for hands-on experiences like site visits or shadowing<br>- several students looked into and particpated in summer internships.<br>- 1 student interned at Kaiser and gained exposure to different occupations and experiences.<br>- Marvin from AMR volunteered to host students and provide hands-on experience<br>- a barrier is many students are not 18 years old, which limits access due to HIPAA laws and job requirements<br>- there's potential: the County may develop general insurance to allow 16-18 yr olds to volunteer or work in healthcare settings, which would be ideal.<br>- the most needed professional development is equipment donations for students to familiarize themselves with and train |
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| Date: April 24, 2025 – CTE Advisory \|\| Industry Sector: Health Science and Medical Technology-Biotechnology (HSM) | |
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| **Facilitator Name: DENISE SHREVE (JUHSD)** | **Notetaker Name: TERRI AIELLO** |

| Topics | Notes From Discussion: | |
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| **Welcome and Table Introductions (3 minutes)**<br><br>**GRAY is GROUP 1 HSM**<br>**YELLOW is GROUP 2 HSM** | **Kitty Mei (BABEC)**<br>**Sonali Suratkar (SMCgov)**<br>**Marvin Velasquez (American Med)**<br>**Nic Peacock (JobTrain)**<br>**Nick Kapp (SMCCD)**<br>**Jing Folsom (SMCCCD)**<br>**Marivic Paraz-Lee (SMCCCD)**<br>**Brian Simmons (SMUHSD)**<br>**Jasmine Griffith (JUHSD)**<br>**Rocky Ng (SSFUSD)**<br>**Michael Anthony Diaz (SSFUSD)**<br>**Lise Kolin (SSFUSD - Student)**<br>**Jade Duong (SSFUSD Student)**<br>**Zachary Fung (SSFUSD Student)**<br>**Alicia Chow (SSFUSD Student)** | **Zenaida Rocha (SUHSD)**<br>**Greg Schmid (SUHSD)**<br>**Andrez Guevara (SUHSD)**<br>**Estefanny Pedroza (SUHSD Student)**<br>**Ashley Zuniga (SUHSD Student)**<br>**Faye Hernandez (SUHSD Student)**<br>**Melissa Guzman (SUHSD Student)**<br>**Luis Rodriguez (SUHSD Student)**<br>**Estrella Rivera (SUHSD Student)**<br>**Phoenix Palmerin (SUHSD Student)**<br>**Alfred Guzman (SUHSD Student)**<br>**Aaliyah Horn (SUHSD Student)**<br>**Britenee Esquivel (SUHSD Student)**<br>**Allie Reyes (SUHSD Student)** |
| **Topic # 1: San Mateo County Labor Market Information (LMI)**<br><br>**Facilitator task:**<br>- Lead discussion about the San Mateo County LMI Infographics provided for the industry sector.<br><br>Question:<br>**a. What do you notice about the labor market data for our industry sector?**<br><br>**b. What do you wonder about the labor market data for our industry sector?**<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time: 10 minutes** | (Student) Concerning that there is only 2 above the living wage; scared to jump into those careers as student<br>Response to student concern:<br>- Looking at an average and what they are at starting wages; once you get more experience you will grow; Overtime are you learning and growing; does the company have the culture that allows you to grow (entry-level)<br>- Natural science manager – your managing other lab techs; desire to put my head down and do what boss says, one needs to strive for Project Manager<br>- Entry-level may not allow you to live on your own, but there's growth potential<br><br>News about tariffs and drugs made in India/China; does that mean the manufacturing of drugs will come back to the Bay Area which may lead to more job growth, possible.<br><br>Medical assistant (CNAs): get your RN or Nurse practitioner is way above living wage<br>Take a loan that makes you 6-figures you can pay the loan off<br><br>Programs at SMCCCD – free programs and get program certificates; free education plus 2 years, in a better space to transfer; able to talk to grad students and learn more about growth in career; learn like a sponge and you become the commodity | |

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| **Topic # 2: Industry Trends**<br><br>**Facilitator task:**<br>- Lead a group discussion about the industry trends in the industry sector.<br><br>**Ask:** "Based on the data, and your expertise around labor market needs in this industry sector…<br><br>a. What industry certifications, if any, should a prospective employee have?"<br>b. What technical "hard" skills are needed in your industry? What employability "soft" skills are needed?<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time**: 10 minutes | STUDENTS:<br>• Microcredentials test their skills in labs; get a job in a lab<br>• Sophomores (HCA) – offers CPR train and certified<br><br>INDUSTRY:<br>• Keep on learning; LinkedIn learning is out there<br>• Student(s) at community college can guide you<br>• Micro credentials to help you<br>• Mention this [Advisory Board] event participation -- Student networking, project, presence at Advisory – mention this on your resume; member of the SMCOE Advisory Board "SMCOE CTE ADVISORY BOARD"<br><br>TECHNICAL SKILLS<br>➢ Follow SOP (Standard Operating Procedures)<br>➢ Programming is a skill – program language for coding for spreadsheets and data analyze<br>➢ Literature research<br>➢ Fact checking AI<br><br>SOFT SKILLS<br>➢ People skills for patient interaction to feel heard and comfortable<br>➢ Boss directions are followed and you ASK if you have questions<br>➢ Trustworthy in doing your tasks<br>➢ Ability to learn; go to manual, research, maybe refer to AI<br>➢ Communicate effectively<br>➢ Critical thinking – don't get lost when you come across an issue; need to be able to solve problems<br>➢ Look people in the eye; guiding conversation<br>➢ Really need passion to help people and assisting with people who are suffering<br>➢ HEALTH CARE: Self-Motivation to keep going; find strategies to motivate the person's current state<br>➢ BIOTECH: industry entry-level, come to the shift on time |
| **Topic # 3: Support for CTE Pathways**<br><br>**Facilitator task**:<br>- Lead a group discussion about support for CTE pathways.<br><br>**Facilitator will ask**: "Based on the data and your expertise...<br>a. What professional development, resources, or support would be valuable for teachers and students?<br>b. What opportunities do you see in the industry for students to engage in Work-Based Learning Internships? Pre-apprenticeships?<br><br>**Material/Handout:** Labor Market Index (LMI) | Where do you – the student -- get info about the Industry?<br>• Articles<br>• books on their jobs to see day-in-the-life with the up and downs<br>• HCA program: intro to different health professions and offer insight to the job and learn the specialties and exposed to that information<br>• Family members in the field<br>• Connections wherever I go; tend to ask – why they do their job? (Go into it with the wrong intentions)<br>• Trying different labs<br>• Volunteer opportunities<br>• Broad information in the different pathways from school<br>• Watch videos from National Geographic to get new facts on animals<br>• Learn to interview people in the industry; access to introduction into different industries<br><br>What supports do students need to get to their next step? |

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| Infographics for the industry sector<br><br>**Time:** 10 minutes | ➢ Guest speakers to come to the school<br>➢ Shadow programs in the career<br><br>WBL, pre-apprenticeships, etc.<br>• Other science courses offered with hands-on experience; JR/SR year give it a try<br>• Some Colleges have an Apprenticeship<br>• Colleges have offerings but need to be 18yrs old<br>• Some HS students have interned at Stanford (Need to know where to look)<br>• NOW is the time of year that college opportunities for the summer are available<br><br>SMCCCD programs are FREE<br><br>work at Starbucks and offer free tuition through Arizonia State University to cover Bachelors. Work 20hrs/week for Starbucks – it's online college, no money up front |
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| **5:10 PM**<br>**Showcasing students and teachers return to SHOWCASE Area (Tree Suites) by 5:15** | **LMI discussion ends at 5:20 PM \|\| BREAK (10 minutes)**<br>**STUDENT SHOWCASE begins at**<br>**5:30PM on the TREE SUITES** |
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| **Date: April 24, 2025 – CTE Advisory** | **Industry Sector: Hospitality, Tourism, & Recreation and Culinary (HOSP) + Fashion & Interior Design (FASH)** |
| **Facilitator Name: Gary Freund (Cal State East Bay)** | **Notetaker Name: John Hutar (Steering Committee) & Cristina Lewis (JUHSD)** |
| ***Facilitator Duties:***<br>*- Lead the table conversions using this discussion guide*<br>*- Ensure everyone is given an opportunity to provide input* | ***Note Taker Duties:***<br>*- Monitor the time for each conversation*<br>*- Take notes to capture the discussion in the provided document* |

| Topics | Notes From Discussion: |
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| **Welcome and Table Introductions**<br>**Facilitator task**: Table introductions: Name, Organization, Role and Sector/Pathway<br>**Time: 3 minutes** | • **Jasmine Jaciw (Canada College)**<br>• **Eleeza Buesa (Collaborative Ed Advisors)**<br>• **Marlis Ringseis (SSFUSD)**<br>• **David Yanover (SSFUSD)**<br>• **Gabriela Ledford (SSFUSD)**<br>• **Amanda Olson (SUHSD)**<br>• **Michele Casale (SMUHSD)**<br>**Nancy Kane (SMUHSD)**<br>~~**Sophie Korn (JUHSD)**~~<br>**Jayden Piansay (SSFUSD Student)**<br>**Patricia Vasquez (SSFUSD Student)**<br>**Sophia Chavez (SSFUSD Student)**<br>**Alyssa Dear (SSFUSD Student)**<br>**Kayla Wong (JUHSD Student)** |
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| **Topic # 1: San Mateo County Labor Market Information (LMI)**<br>**Facilitator task:**<br>- Lead discussion about the San Mateo County LMI Infographics provided for the industry sector.<br>Question:<br>**a. What do you notice about the labor market data for our industry sector?**<br>**b. What do you wonder about the labor market data for our industry sector?**<br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br>**Time: 10 minutes** | Many students take the culinary course only to fulfill graduation credit.<br>Salaries on the LMI Chart appear to be low – are they pegged at entry level??<br>Hospitality industry does offer a pathway to significantly higher wages – offers a pathway<br><br>Pay is low, not a lot of high wage jobs.<br><br>Is this why students are not pursuing careers in culinary?! |

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| **Topic # 2: Industry Trends**<br><br>**Ask:** "Based on the data, and your expertise around labor market needs in this industry sector…<br><br>a. What industry certifications, if any, should a prospective employee have?"<br>b. What technical "hard" skills are needed in your industry? What employability "soft" skills are needed?<br><br>**Time**: 10 minutes | a). food handler, food manager licenses<br>A HLA, HACCD - International<br>Guest services<br><br>b). sanitation, food safety<br>organization<br>leadership<br>knife skills<br>problem solvers, communicator, teamwork<br>math skills<br>time management<br>reading & writing<br>language |
| | |
| **Topic # 3: Support for CTE Pathways**<br><br>**Facilitator task**:<br>- Lead a group discussion about support for CTE pathways.<br><br>**Facilitator will ask**: "Based on the data and your expertise...<br>a. What professional development, resources, or support would be valuable for teachers and students?<br>b. What opportunities do you see in the industry for students to engage in Work-Based Learning Internships? Pre-apprenticeships?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 10 minutes | Cruise ships offer a pathway towards diversity.<br><br>Take tours of operations.<br><br>Offer Teachers opportunities to job shadow in the industry – expand program to include students.<br><br>Education in includes nutrition, self care,<br><br>Students taken to PIE Ranch – so students see how food is grown.<br><br>Seeing a culinary school in person (CCSF)<br>Summer internships (externships) for teachers<br><br>Job shadow (PIE Ranch) |
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| **5:10 PM DISMISS the Showcase students/teachers**<br><br>**Showcasing students and teachers return to SHOWCASE Area (Tree Suites) by 5:15** | **LMI discussion ends at 5:20 PM \|\| BREAK (10 minutes)**<br>**STUDENT SHOWCASE begins at**<br>**5:30PM in the TREE SUITES** |

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| **Date:**<br>**4/24/25** | **Industry Sector: Information and Communication Technologies (ICT)** | |
| | **Teacher/Facilitator Name: Greg Fry PRESENT** | **NoteTaker Name: Gemma Urena-Cuevas PRESENT** |
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| | ***Facilitator Duties:***<br>*- Lead the table conversions using this discussion guide*<br>*- Ensure everyone is given an opportunity to provide input and all voices at the table are heard* | ***Note Taker Duties:***<br>*- Note the attendees present in the Industry table*<br>*- Monitor the time for each conversation*<br>*- Take notes to capture the discussion in the provided document* |
| | **Topics** | **Notes From Discussion:** |
| | **Welcome and Table Introductions (3 minutes)**<br>**Facilitator task**:<br>- Lead table introductions: Name, Organization, Role and Sector/Pathway<br><br>**Material/Handout:** Mark attendance on the notetaker | **Nelson Sendino (SMCOE) PRESENT**<br>**Mallory Stevens (BACCC)PRESENT**<br>**~~Revathi Pushpam Balachandran (San Ramon SD)~~**<br>**Forrest Tappan (SMCOE) PRESENT**<br>**Seng Hua (SSFUSD)PRESENT**<br>**Rick (Computer Science High School teacher)** |
| | | |
| | **Topic # 1: San Mateo County Labor Market Information (LMI)**<br>**Facilitator task:**<br>- Lead discussion about the San Mateo County LMI Infographics provided for the industry sector.<br>**Question:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br>**Time:** 10 minutes | Introductions were made around the room.<br><br>Job Market Outlook:<br><br>There appears to be growth in the job market, with many positions offering above minimum wage.<br><br>Approximately 49,000 jobs are available.<br><br>AI and the Workforce:<br><br>There was discussion about how AI may both reduce and create jobs, depending on the sector.<br><br>Artificial Intelligence is still a new and emerging field, making it difficult to predict long- |
| | | |
| | **Topic # 2: Industry Trends**<br>**Facilitator task:**<br>- Lead a group discussion about the industry trends in the industry sector.<br><br>**Ask:** "Based on the data, and your expertise around labor market needs in this industry sector…<br><br>a. What industry certifications, if any, should a prospective employee have?"<br>b. What technical "hard" skills are needed in your industry? What employability "soft" skills are needed?<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time**: 10 minutes | Rick: We should accommodate certifications where appropriate. I'm not sure how feasible it is for a school district to manage this, but it's worth exploring.<br><br>Mallory: When developing high school pathways, there are certain requirements and certifications that must be included. AWS (Amazon Web Services) is a great example of a certification to recommend. Community college courses often prepare students for such certifications.<br><br>Greg: Reiterates the importance of preparing students for what is helpful in the job market.<br><br>Professional Skills:<br><br>Emphasis on foundational skills such as reading, writing, verbal communication, and problem-solving.<br><br>Soft skills are also critical—interpersonal skills and the ability to communicate effectively with customers. |

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| **Topic # 3: Support for CTE Pathways**<br><br>**Facilitator task**:<br>- Lead a group discussion about support for CTE pathways.<br><br>**Facilitator will ask**: "Based on the data and your expertise...<br>a. What professional development, resources, or support would be valuable for teachers and students?<br>b. What opportunities do you see in the industry for students to engage in Work-Based Learning Internships? Pre-apprenticeships?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 10 minutes | | Seng: Expressed interest in using AI to enhance both learning and student teaching experiences.<br><br>Nelson:Emphasized the importance of connecting jobs to something tangible and meaningful for students.<br><br>Rick: Highlighted that students care about authenticity.<br>It's important to design learning experiences that feel real and relevant to their lives.<br><br>Simulations can be effective, but even tools like spreadsheets can serve as simulations when applied meaningfully.<br><br>Forrest:Encouraged exploring additional resources such as internships and mentorship programs.<br><br>Stressed the value of who students meet along the way, as relationships can be just as impactful as the content they learn. |

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| | **Industry Sector: Manufacturing and Product Development (MANU)** | |
| | **Facilitator Name: Jordy Pascual (Jobs For Youth)** | **NoteTaker Name: Melissa Lozano \|\| Location: HR Conference Room** |
| **Date: 4/24/25** | ***Facilitator Duties:***<br>*- Lead the table conversions using this discussion guide*<br>*- Ensure everyone is given an opportunity to provide input and all voices at the table are heard* | ***Note Taker Duties:***<br>*- Note the attendees present in the Industry table*<br>*- Monitor the time for each conversation*<br>*- Take notes to capture the discussion in the provided document* |
| | **Topics** | **Notes From Discussion:** |
| **Welcome and Table Introductions (3 minutes)**<br>**Facilitator task**:<br>- Lead table introductions: Name, Organization, Role and Sector/Pathway<br>**Material/Handout:** Mark attendance on the notetaker | | **Thomas Johnson (UA Local 467)**<br>**Mark Martin (BACCC)**<br>**Angelo Belenson (Collaborative Ed Advisors):PRESENT**<br>**James Barnes (CUSD):PRESENT**<br>**Sean Riordan (CUSD) : PRESENT**<br>**Jordy Pascual (Jobs For Youth) : PRESENT** |
| | | |
| **Topic # 1: San Mateo County Labor Market Information (LMI)**<br>**Facilitator task:**<br>- Lead discussion about the San Mateo County LMI Infographics provided for the industry sector.<br>**Question:**<br>a. What do you notice about the labor market data for our industry sector?<br>b. What do you wonder about the labor market data for our industry sector?<br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br>**Time:** 10 minutes | | TOPIC 1 Q1 & Q2<br>a. SEAN: annual openings offer a good opening = there is opportunity for those in the market<br>James: Agrees that there is a bright outlook especially for Supply Chain Managers as they don't require an engineering background or any secondary education required. Certain jobs like this require only administrative skills and ability to entail all things fall where they are supposed to. No real need to have secondary education. They go onto point out that the further they move up on the graph that secondary education becomes important.<br>Everyone was in agreeance that many students can fit into the different labor division being represented in the labor market data.<br>b. main concern was about fabrication, and how has that changed for building shops in relation to students. Since building shops are typically,"teach what you know approach" questions arose about computer operated machines and are they being in use at a student level?<br>Urged the importance of makers-space for students, brought up funding concerns,and utilizing bonds.<br>Angelo: Brought up that these roles are very broad and wondered what each of these roles actually entailed in order to understand the skills needed for these jobs.<br>Sean: questioned how many years to get past the red line. Jordy mentioned that these were all entry level wages and brought the question of how long does it take to get past entry level and what/how does that look like.<br>Angelo mentioned how again there is no clear pathway to some of these roles<br>James: mentioned that there also seems to be a ceiling to some of these roles as there might not be any upward mobility and it all depends on the size of the company , culture of the company. |
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| **Topic # 2: Industry Trends**<br><br>**Facilitator task:**<br>- Lead a group discussion about the industry trends in the industry sector.<br><br>**Ask:** "Based on the data, and your expertise around labor market needs in this industry sector…<br><br>a. What industry certifications, if any, should a prospective employee have?"<br>b. What technical "hard" skills are needed in your industry? What employability "soft" skills are needed?<br><br>**Material/Handout**: Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time**: 10 minutes | Topic #2 Q1 & Q2<br>a. Sean mentioned Osha 10 certifiation , any general safety certificates, Metal working Certificates , welding vocational schools.<br>Angelo :mentioned CSWA (Certified SOLIDWORKS Associatation) ;had a friend from Watsonville who attended a program in his highschool that prepped them to take this exam during their senior year of High School. Says that is pretty attainable for high school students.<br><br>b.James: Emphasis on advanced education, with a strong foundation in mathematics (especially Algebra 2) as essential for trades like plumbing, electrical, etc.<br>Sean:Measurement skills (e.g., understanding 16ths, SAE system) are critical.<br>Everyone :Most valuable technical skill: Mathematical proficiency for problem-solving in trades.<br>Soft Skills:<br>Everyone:Initiative, collaboration, and interpersonal skills are crucial.<br>Sean: Emphasis on professionalism, especially in language and behavior.<br>James/Sean: Punctuality & attendance are non-negotiable (e.g., plumbing union).<br>JordyAngelo: Strong communication and negotiation skills needed for client and stakeholder interactions.<br>Understanding responsibility and leadership is key as students progress in their careers. |
| | |
| **Topic # 3: Support for CTE Pathways**<br><br>**Facilitator task**:<br>- Lead a group discussion about support for CTE pathways.<br><br>**Facilitator will ask**: "Based on the data and your expertise...<br>a. What professional development, resources, or support would be valuable for teachers and students?<br>b. What opportunities do you see in the industry for students to engage in Work-Based Learning Internships? Pre-apprenticeships?<br><br>**Material/Handout:** Labor Market Index (LMI) Infographics for the industry sector<br><br>**Time:** 10 minutes | a. Professional Development & Support Needs:<br>Updated welding training for teachers to stay current with industry practices.<br>Explore stipends for teacher training.<br>Strengthen community partnerships to expand student opportunities.<br>Focus on succession planning: train additional certified staff to maintain and grow programs.<br><br>b.Opportunities in the Industry:<br>Post-certification (OSHA) the next challenge is students must be 18+ for internships.<br>Plans to partner with CSM next year for students to serve as TAs and earn internship credit<br>Transportation barriers need solutions; consider job shadowing programs and additional partnerships.<br>Alumni Outreach: Develop stronger connections with program alumni to provide mentorship, industry insights, and create career opportunities for current students. |
| | |
| **5:10 PM Showcasing students and teachers return to assigned rooms by 5:15** | **LMI discussion ends at 5:20PM** |
| | |

## TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

**TEMPORARY INCREASE IN HOURS**

**Gomez, Ruth** - Paraprofessional I – Bilingual, Sunshine Gardens Elementary School
4.0 to 6.0 hours per day | Range 25 A, Step 5 | Effective: August 14, 2025 through May 29, 2026

**Hernandez, Julie** - Paraprofessional I – Bilingual, Spruce Elementary School
4.0 to 6.0 hours per day | Range 25, Step 5 | Effective: August 14, 2025 through May 29, 2026

**Meinguer, Arantxa** - Paraprofessional I – Bilingual, Spruce Elementary School
3.0 to 5.5 hours per day | Range 25, Step 5 | Effective: August 14, 2025 through May 29, 2026

**Mente, Andrea** - Paraprofessional I – Bilingual, Spruce Elementary School
4.0 to 6.0 hours per day | Range 25, Step 2 | Effective: August 18, 2025 through May 29, 2026

**Ramirez, Elizabeth** - Paraprofessional I - Bilingual, Los Cerritos Elementary School
3.0 to 5.0 hours per day | Range 25, Step 5 | Effective: August 14, 2025 through May 29, 2026

**Rodriguez, Yanet** - Paraprofessional I - Bilingual, Martin Elementary School
5.0 to 6.0 hours per day | Range 25, Step 3 | Effective: August 18, 2025 through May 29, 2026

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**
**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**THRU:** Marcos Garcia, Ed.D., Assistant Superintendent, Student and Family Services

**DATE:** September 25, 2025

**RE:** Approval for staff to attend the CASC Annual Conference, October 15-17, 2025

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## ALIGNMENT WITH STRATEGIC PLAN:

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

The California Association of School Counselors (CASC) is a resource and advocacy organization whose mission is to support and advance school counseling programs throughout the state. They provide professional development for counselors aligned to the California Professional Standards for School-based Counselors in support of comprehensive school counseling programs that address students' academic, social-emotional, and college/career development.

The Annual Conference, held in Riverside, CA each year, is an opportunity for counselors to network and further develop their knowledge and skills in these areas. This year, Counselor on Special Assignment Dr. Elin Cervantes will be presenting a session, sharing the work of our District's counseling teams in moving toward a comprehensive, vertically articulated counseling program aligned to our Strategic Plan and Portrait of a Graduate.

In addition to Dr. Cervantes, a Counselor from each site is requesting to attend this conference. As part of their attendance, the counselors will also participate in the District's presentation to share their experiences from a site-based lens.

**FISCAL IMPLICATIONS:**

Estimated cost for 8 staff members to attend the CASC Annual Conference in Riverside, CA:

| Item | $ / per person | # staff | Total |
|---|---|---|---|
| Registration fee (non-member rate) * | $719.00 | 7 | $5,033 |
| Registration fee (presenter rate) | $199.00 | 1 | $199.00 |
| Hotel (x 2 nights, + tax and fees) | $500.00 | 8 | $8,000 |
| Airfare (round-trip, estimated) | $400.00 | 8 | $3,200.00 |
| Food (dinner x 2 nights) | $100.00 | 8 | $800.00 |
| **Total (estimated costs)** | | | **$ 17,232.00** |

** Member rate is $519 if counselors have existing organization membership*

The cost of the CASC Conference will be covered by professional development funds allocated in the SFS general fund budget. (01-0000-0-0000-3900-5210-090-503)

**RECOMMENDATION:**

It is recommended that the South San Francisco Unified School District Board of Trustees grant permission for our District Counselor on Special Assignment and counseling staff to attend the CASC Annual Conference in Riverside, CA, from October 15-17, 2025.

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**THRU:** Ted O, Assistant Superintendent - Business Services

**DATE:** September 25, 2025

**RE:** Purchase Order Listing July 1, 2025 to July 31, 2025

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## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

The attached report shows the total amount of all Purchase Orders, Change Orders and Printed Instructional Material Orders processed July 1, 2025 to July 31, 2025 for the 2025/2026 Fiscal Year.

## FISCAL IMPLICATIONS:

These Purchase Orders and Change Orders represent the potential commitment and encumbrances during the period covered. Staff has obtained terms and conditions in dealing with accredited vendors.

## RECOMMENDATION:

It is recommended that the Board of Trustees approve the attached Purchase Order Listing.

# PURCHASE ORDER LISTING - July 1, 2025 to July 31, 2025

| P.O. | Vendor | Description | Account | Amount |
|---|---|---|---|---|
| PO26-00032 | A.r.t. Carpet | Carpet, Tile, Flooring | 01-8150-0-0000-8110-5899-090-741 | 1,120.00 |
| PO26-00102 | A.R.T. Carpet | IMC Carpet Tiles | 01-8150-0-0000-8110-5899-090-741 | 5,844.00 |
| BPO26-00106 | Aaa Fire Protection Services | Open P.O. - Fire Sprinkler Inspections | 01-0000-0-0000-8200-5899-090-760 | 20,000.00 |
| BPO26-00110 | Acacia Glass Corp | Open P.O. for Glass Supplies | 01-8150-0-0000-8110-4320-090-741 | 10,000.00 |
| PO26-00023 | Accurate Label Designs Inc. | Visitor Labels | 01-0000-0-0000-2700-4320-032-070 | 151.63 |
| BPO26-00097 | Advanced Integrated Pest Mgmt | Open P.O. for Pest Control Service | 01-0000-0-0000-8200-5807-090-760 | 30,000.00 |
| BPO26-00018 | AG PARTS WORLDWIDE INC DBA AGP | Student Chromebook Repair Parts | 01-0000-0-0000-2424-4320-090-735 | 25,000.00 |
| BPO26-00105 | Air Filter Control | Open P.O. - Air Filters | 01-8150-0-0000-8110-4320-090-741 | 20,000.00 |
| BPO26-00099 | Airgas-NCN | Open P.O. - Oxygen, Acetylene | 01-8150-0-0000-8110-4320-090-741 | 7,000.00 |
| BPO26-00072 | Alameda Electrical Distributio | Open P.O. - Electrical Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,500.00 |
| BPO26-00003 | Albertsons/safeway Inc. | Culinary Arts Supplies | 01-0000-0-1219-1000-4320-032-070 | 2,000.00 |
| BPO26-00013 | All City Management Svcs Inc. | Crossing Guards Services | 01-0000-0-0000-7300-5899-090-717 | 151,452.00 |
| BPO26-00144 | All Star Glass | Open P.O. for Vehicle Service | 01-8150-0-0000-8110-5600-090-741 | 1,500.00 |
| BPO26-00181 | Alpha Enterprise Corp. | Open P.O. - Custodial Machine Repairs | 01-8150-0-0000-8110-5600-090-741 | 2,000.00 |
| PO26-00106 | Amazon Capital Services | Tech Tools | 01-0000-0-0000-2424-4320-090-735 | 695.95 |
| PO26-00113 | Amazon Capital Services | HSS Supplies | 01-0805-0-1110-1000-4320-033-180 | 393.89 |
| PO26-00114 | Amazon Capital Services | Office Supplies | 01-0805-0-1110-1000-4320-033-180 | 1,064.95 |
| PO26-00167 | Amazon Capital Services | Boards for Supt/Asst Supt Offices | 01-0000-0-0000-2100-4320-090-762 | 126.84 |
| PO26-00167 | Amazon Capital Services | Boards for Supt/Asst Supt Offices | 01-0000-0-0000-7150-4320-090-714 | 692.84 |
| PO26-00178 | Amazon Capital Services | Supplies | 01-0000-0-1110-1000-4320-022-070 | 532.87 |
| PO26-00179 | Amazon Capital Services | MacBook Protective Cases/Districtwide Distribution | 01-0000-0-0000-2424-4320-090-735 | 988.40 |
| PO26-00180 | Amazon Capital Services | Cases/Hubs for MacBook Distribution Districtwide | 01-0000-0-0000-2424-4320-090-735 | 3,511.39 |
| PO26-00009 | Amazon.com | iPhone Case | 01-0000-0-1110-1000-4320-090-762 | 40.63 |
| PO26-00018 | Amazon.com | T & L Asst. Sup. Office Supplies | 01-0000-0-1110-1000-4320-090-762 | 763.10 |
| PO26-00019 | Amazon.com | Facilities Supplies (HVAC) - PY253117 | 01-8150-0-0000-8110-4320-090-741 | 3,206.21 |
| PO26-00039 | Amazon.com | Tissue | 01-0000-0-1110-1000-4320-032-070 | 32.60 |
| PO26-00039 | Amazon.com | Tissue | 01-0000-0-1201-1000-4320-032-070 | 32.60 |
| PO26-00039 | Amazon.com | Tissue | 01-0000-0-1216-1000-4320-032-070 | 32.60 |
| PO26-00039 | Amazon.com | Tissue | 01-0000-0-1237-1000-4320-032-070 | 32.60 |
| PO26-00039 | Amazon.com | Tissue | 01-0000-0-1255-1000-4320-032-070 | 32.60 |
| PO26-00040 | Amazon.com | Tissue | 01-0000-0-1110-1000-4320-032-070 | 293.40 |
| PO26-00040 | Amazon.com | Tissue | 01-0000-0-1214-1000-4320-032-070 | 32.60 |
| PO26-00040 | Amazon.com | Tissue | 01-0000-0-1225-1000-4320-032-070 | 32.60 |
| PO26-00040 | Amazon.com | Tissue | 01-0000-0-1235-1000-4320-032-070 | 97.80 |
| PO26-00040 | Amazon.com | Tissue | 01-0000-0-1236-1000-4320-032-070 | 32.60 |
| PO26-00041 | Amazon.com | Supplies | 01-0000-0-1110-1000-4320-032-070 | 171.11 |
| PO26-00041 | Amazon.com | Supplies | 01-0000-0-1201-1000-4320-032-070 | 43.92 |
| PO26-00041 | Amazon.com | Supplies | 01-0000-0-1231-1000-4320-032-070 | 84.42 |
| PO26-00041 | Amazon.com | Supplies | 01-0000-0-1235-1000-4320-032-070 | 44.77 |
| PO26-00042 | Amazon.com | Supplies | 01-0000-0-1236-1000-4320-032-070 | 404.68 |
| PO26-00043 | Amazon.com | Supplies | 01-0000-0-1225-1000-4320-032-070 | 136.72 |
| PO26-00044 | Amazon.com | Supplies | 01-0000-0-1216-1000-4320-032-070 | 863.83 |
| PO26-00058 | Amazon.com | Supplies | 01-0000-0-0000-7340-4320-090-717 | 295.28 |
| PO26-00058 | Amazon.com | Supplies | 01-0000-0-0000-7350-4320-090-717 | 138.45 |
| PO26-00058 | Amazon.com | Supplies | 01-0000-0-0000-7550-4320-090-718 | 1,051.19 |

## PURCHASE ORDER LISTING - July 1, 2025 to July 31, 2025

| P.O. | Vendor | Description | Account | Amount |
|---|---|---|---|---|
| PO26-00061 | Amazon.com | Technology Network Items | 01-0000-0-0000-2424-4320-090-735 | 455.76 |
| PO26-00064 | Amazon.com | Facilities Supplies (Maintenance) | 01-8150-0-0000-8110-4320-090-741 | 85.88 |
| PO26-00076 | Amazon.com | PLTW Energy & Environment WMS | 01-6388-0-3800-1000-4320-090-318 | 20.83 |
| PO26-00077 | Amazon.com | PLTW Medical Detectives AL | 01-6388-0-3800-1000-4320-090-318 | 24.34 |
| PO26-00107 | Amazon.com | Tech Tools/Back Up Battery | 01-0000-0-0000-2424-4320-090-735 | 43.94 |
| PO26-00107 | Amazon.com | Tech Tools/Back Up Battery | 01-0000-0-0000-2424-4420-090-735 | 1,468.83 |
| PO26-00108 | Amazon.com | T & L Office Supplies/Furniture/Admin Retreat | 01-0000-0-0000-2100-4320-090-762 | 484.42 |
| PO26-00108 | Amazon.com | T & L Office Supplies/Furniture/Admin Retreat | 01-0000-0-0000-2110-4322-090-762 | 763.38 |
| PO26-00109 | Amazon.com | T & L Office Items | 01-0000-0-0000-2110-4320-090-762 | 690.53 |
| PO26-00112 | Amazon.com | Green Ninja Science Supplies | 01-9044-0-1110-1000-4320-090-063 | 1,593.87 |
| PO26-00115 | Amazon.com | Library Media Supplies | 01-0805-0-1110-1000-4320-033-180 | 424.79 |
| PO26-00116 | Amazon.com | Math Department Supplies | 01-0805-0-1110-1000-4320-033-180 | 836.63 |
| PO26-00117 | Amazon.com | CTE Supplies | 01-0805-0-1110-1000-4320-033-180 | 2,308.01 |
| PO26-00118 | Amazon.com | PLTW Energy & Environment ALMS | 01-6388-0-3800-1000-4320-090-318 | 389.79 |
| PO26-00120 | Amazon.com | EMT Class SSFHS | 01-6387-0-3800-1000-4320-090-394 | 72.51 |
| PO26-00145 | Amazon.com | Office Items for HR | 01-0000-0-0000-7400-4320-090-715 | 181.34 |
| PO26-00146 | Amazon.com | Cell Phone Lockers | 01-0805-0-1110-1000-4320-033-180 | 2,636.84 |
| PO26-00147 | Amazon.com | World Language Supplies | 01-0805-0-1110-1000-4200-033-180 | 14.31 |
| PO26-00147 | Amazon.com | World Language Supplies | 01-0805-0-1110-1000-4320-033-180 | 788.57 |
| PO26-00148 | Amazon.com | Special Education Supplies | 01-0805-0-1110-1000-4320-033-180 | 2,616.37 |
| PO26-00149 | Amazon.com | Biotech Supplies | 01-0805-0-1110-1000-4320-033-180 | 1,001.73 |
| PO26-00150 | Amazon.com | Biology Supplies | 01-0805-0-1110-1000-4320-033-180 | 3,046.44 |
| PO26-00151 | Amazon.com | Music Supplies | 01-0805-0-1110-1000-4320-033-180 | 548.86 |
| PO26-00152 | Amazon.com | Folklorico Supplies | 01-0805-0-1110-1000-4320-033-180 | 1,758.37 |
| PO26-00170 | Amazon.com | Green Ninja Restock #1 | 01-9044-0-1110-1000-4320-090-063 | 1,677.76 |
| PO26-00171 | Amazon.com | PLTW Auto & Robotics PKY | 01-6388-0-3800-1000-4320-090-318 | 30.16 |
| PO26-00172 | Amazon.com | PLTW Auto & Robotics PHMS | 01-6388-0-3800-1000-4320-090-318 | 204.33 |
| PO26-00173 | Amazon.com | PLTW Auto & Robotics AL | 01-6388-0-3800-1000-4320-090-318 | 19.51 |
| PO26-00174 | Amazon.com | PLTW Auto & Robotics WMS | 01-6388-0-3800-1000-4320-090-318 | 64.22 |
| PO26-00175 | Amazon.com | PLTW Design & Modeling ALMS | 01-6388-0-3800-1000-4320-090-318 | 309.07 |
| PO26-00176 | Amazon.com | PLTW Science of Tech ALMS | 01-6388-0-3800-1000-4320-090-318 | 29.77 |
| PO26-00177 | Amazon.com | PLTW Science of Technology ALMS | 01-6388-0-3800-1000-4320-090-318 | 447.36 |
| PO26-00181 | Amazon.com | Math Teacher Supply | 01-9010-0-1110-1000-4320-090-316 | 316.35 |
| PO26-00182 | Amazon.com | Meeting Supplies | 01-9010-0-5760-1190-4200-090-350 | 150.21 |
| PO26-00182 | Amazon.com | Meeting Supplies | 01-9010-0-5760-1190-4320-090-350 | 615.58 |
| BPO26-00098 | American Time & Signal Company | Open P.O. - Misc. Electrical Supplies | 01-8150-0-0000-8110-4320-090-741 | 7,000.00 |
| BPO26-00057 | Andre-Boudin Bakeries Inc. | Open PO - Food for Meetings | 01-0000-0-1110-1000-4322-022-070 | 2,500.00 |
| BPO26-00006 | AP Exams AP Program | PSAT/NMSQT& AP Exams | 01-9218-0-1110-1000-4320-032-356 | 45,800.00 |
| PO26-00133 | Apple Computer Inc | Apple iPads Mathematics | 01-9010-0-1110-1000-4420-090-316 | 11,320.54 |
| BPO26-00160 | Arco's Auto Body | Open P.O. for Vehicle Repairs | 01-8150-0-0000-8110-5600-090-741 | 10,000.00 |
| BPO26-00127 | Arkalumen Inc | Open P.O. for Electrical Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,500.00 |
| BPO26-00078 | Armour Petroleum Service & Equ | Open P.O. - Monitoring Fuel Tank | 01-8150-0-0000-8110-5899-090-741 | 20,000.00 |
| BPO26-00046 | Arnold Quon | Camera Repairs | 01-0000-0-1110-1000-5600-033-070 | 100.00 |
| PO26-00074 | ASF CLEAN TEAM | Roof & Gutter Cleaning | 01-8150-0-0000-8110-5899-032-741 | 4,665.00 |
| PO26-00074 | ASF CLEAN TEAM | Roof & Gutter Cleaning | 01-8150-0-0000-8110-5899-033-741 | 3,795.00 |

## PURCHASE ORDER LISTING - July 1, 2025 to July 31, 2025

| P.O. | Vendor | Description | Account | Amount |
|---|---|---|---|---|
| PO26-00163 | Attainment Co. Inc | Curriculum - Print | 01-6500-0-5760-1190-4320-090-245 | 3,937.63 |
| PO26-00164 | Attainment Co. Inc | Curriculum - Print | 01-6500-0-5760-1190-4320-090-245 | 3,937.63 |
| PO26-00010 | AVI-SPL LLC | AV Maintenance - Martin ES | 01-0000-0-0000-2424-5899-090-735 | 3,845.40 |
| BPO26-00186 | Backflow Apparatus & Valve Co | Open P.O. - Plumbing Services | 01-8150-0-0000-8110-4320-090-741 | 1,500.00 |
| PO26-00165 | Banc Of America Public Capital | Repayment of Loan | 01-0000-0-0000-9100-7438-090-739 | 50,955.50 |
| PO26-00165 | Banc Of America Public Capital | Repayment of Loan | 01-0000-0-0000-9100-7439-090-739 | 220,000.00 |
| BPO26-00193 | Battery Systems Inc | Open P.O. - Battery Supplies | 01-8150-0-0000-8110-4320-090-741 | 7,000.00 |
| BPO26-00185 | Bay Area Air Quality Mgt. Dist | Open P.O. - Air Quality Management | 01-0000-0-0000-8200-5899-090-760 | 600.00 |
| BPO26-00132 | Bearing Agencies Inc | Open P.O. for Mechanical Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,000.00 |
| BPO26-00154 | Belkorp Ag LLC | Open P.O. for Lawn Mower Equipment & Supplies | 01-8150-0-0000-8110-4320-090-741 | 5,000.00 |
| PO26-00101 | BESS TESTLABS INC | Alta Loma Storm Water & Sewer Line Investigations | 01-8150-0-0000-8110-5899-021-741 | 3,866.00 |
| PO26-00087 | Bioscience Core Skills Skills | Biotech Testing ECHS CTE | 01-6387-0-1110-1000-5899-090-394 | 280.00 |
| BPO26-00012 | Blick Art Matrls - Dick Blick | Supplies for Art | 01-0000-0-1201-1000-4320-032-070 | 4,000.00 |
| BPO26-00079 | Blick Art Matrls - Dick Blick | Open PO - Art Materials | 01-0000-0-1110-1000-4320-033-070 | 2,000.00 |
| BPO26-00153 | Blinds USA LLC | Open P.O. for Window Coverings & Parts | 01-8150-0-0000-8110-4320-090-741 | 2,000.00 |
| BPO26-00135 | BR FUNSTEN - TOM DUFFY CO | Open P.O. for Maintenance Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,000.00 |
| BPO26-00069 | Broadmoor Lumber and Plywood C | Open P.O. - Lumber and Supplies | 01-8150-0-0000-8110-4320-090-741 | 20,000.00 |
| BPO26-00010 | Bronstein Music | Repair of Music Instruments | 01-0000-0-1215-1000-4320-032-322 | 200.00 |
| BPO26-00010 | Bronstein Music | Repair of Music Instruments | 01-0000-0-1215-1000-5600-032-322 | 500.00 |
| BPO26-00048 | Bronstein Music | Instrument Supplies & Repairs | 01-0000-0-1227-1000-4320-033-070 | 250.00 |
| BPO26-00048 | Bronstein Music | Instrument Supplies & Repairs | 01-0000-0-1227-1000-5600-033-070 | 750.00 |
| BPO26-00126 | Bronstein Music | OPEN PO - Musical Repairs & Supplies | 01-0805-0-1110-1000-4320-022-180 | 2,000.00 |
| BPO26-00126 | Bronstein Music | OPEN PO - Musical Repairs & Supplies | 01-0805-0-1110-1000-5600-022-180 | 1,500.00 |
| PO26-00099 | Bsn Sports Inc | Rear Mount Backboard & Goal | 01-8150-0-0000-8110-4420-033-741 | 3,677.66 |
| PO26-00036 | Bsn Sports Llc | Flag Football Supplies | 01-0000-0-1203-1000-4320-033-322 | 780.90 |
| BPO26-00096 | Burlingame Heating & Ventilati | Open P.O. - HVAC & Plumbing Supplies | 01-8150-0-0000-8110-4320-090-741 | 10,000.00 |
| BPO26-00142 | C.H. Bull Company | Open P.O. for Misc Tools | 01-8150-0-0000-8110-4320-090-741 | 1,500.00 |
| PO26-00051 | CADA | CADA School Membership | 01-0000-0-1110-1000-5300-022-070 | 300.00 |
| BPO26-00159 | California Quality Plastics In | Open P.O. for Electrical Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,000.00 |
| BPO26-00011 | California Sport Design | PE Uniforms | 01-9219-0-1230-1000-4320-032-356 | 5,000.00 |
| BPO26-00151 | Cal-Line Equipment Inc | Open P.O. for Equipment Parts | 01-8150-0-0000-8110-4320-090-741 | 500.00 |
| PO26-00140 | Carolina Biological Supply Co | Science | 01-0805-0-1110-1000-4320-033-180 | 86.76 |
| PO26-00128 | CBF Inc. | Classroom Wiring Mgmt/EC Lab CTE | 01-6387-0-3800-3900-5899-090-394 | 3,037.56 |
| BPO26-00060 | CDW Government Inc | Open PO - Misc. Tech Supplies | 01-0000-0-0000-2424-4320-090-735 | 30,000.00 |
| PO26-00166 | CDW Government Inc | Bluebeam and AutoCAD LT 2026 | 01-8150-0-0000-8110-5813-090-741 | 1,242.56 |
| PO26-00068 | Cengage Learning | HS Supplemental ELD Lab Materials | 01-6300-0-1110-1000-4100-090-307 | 13,030.91 |
| PO26-00069 | Cengage Learning | Elementary Newcomer Materials | 01-6300-0-1110-1000-4100-090-307 | 27,203.73 |
| PO26-00154 | Cengage Learning | AVT Workbooks SG | 01-6300-0-1110-1000-4100-090-307 | 1,970.06 |
| PO26-00155 | Cengage Learning | AVT Workbooks SPR | 01-6300-0-1110-1000-4100-090-307 | 3,939.02 |
| PO26-00156 | Cengage Learning | AVT Workbooks SKY | 01-6300-0-1110-1000-4100-090-307 | 4,678.90 |
| PO26-00157 | Cengage Learning | AVT Workbooks PON | 01-6300-0-1110-1000-4100-090-307 | 3,693.87 |
| PO26-00158 | Cengage Learning | AVT Workbooks Gr 3 MAR | 01-6300-0-1110-1000-4100-090-307 | 1,723.81 |
| PO26-00159 | Cengage Learning | AVT Workbooks LC | 01-6300-0-1110-1000-4100-090-307 | 8,865.26 |
| BPO26-00164 | Chavez Group | Open PO for Closed Captioning | 01-0000-0-0000-7110-5899-090-713 | 10,000.00 |
| BPO26-00108 | Chemtrol | Open P.O. for Pool Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,500.00 |

## PURCHASE ORDER LISTING - July 1, 2025 to July 31, 2025

| P.O. | Vendor | Description | Account | Amount |
|---|---|---|---|---|
| BPO26-00196 | City Auto Supply | Open P.O. - Misc. Vehicle Supplies | 01-8150-0-0000-8110-4320-090-741 | 10,000.00 |
| BPO26-00192 | City Of San Brun Utility Servi | Open P.O. - Water & Sewer  Monte Verde | 01-0000-0-0000-8200-5530-090-760 | 8,900.00 |
| BPO26-00042 | City Of South San Francisco | Police Security Services | 01-0000-0-1202-1000-5899-033-322 | 3,000.00 |
| BPO26-00001 | Clearlite Trophies Borba Recog | Athletic Trophies | 01-0000-0-1202-1000-4320-032-322 | 500.00 |
| PO26-00003 | Coalition For Adequate School | School District Membership | 01-0000-0-0000-7300-5300-090-717 | 758.00 |
| BPO26-00104 | Comtel Service Company | Open P.O. for Supplies & Service for Alarm System | 01-8150-0-0000-8110-4320-090-741 | 1,000.00 |
| BPO26-00162 | Contractors Electrical Distrib | Open P.O. for Electrical Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,750.00 |
| BPO26-00188 | Core & Main LP | Open P.O. - Fire Protection Supplies | 01-8150-0-0000-8110-4320-090-741 | 3,000.00 |
| BPO26-00045 | Crystal Communications | Battery Replacement/Radio Repairs | 01-0000-0-0000-8300-4320-033-070 | 800.00 |
| BPO26-00045 | Crystal Communications | Battery Replacement/Radio Repairs | 01-0000-0-0000-8300-5600-033-070 | 200.00 |
| PO26-00063 | Custom Ink Attn; Accts. Receiv | T-Shirts | 01-0000-0-1110-1000-5810-032-070 | 1,437.68 |
| BPO26-00128 | Custom Tops Inc. DBA Custom Tr | Open P.O. for Truck Accessories | 01-8150-0-0000-8110-4320-090-741 | 2,500.00 |
| BPO26-00026 | CYPRESS ABBEY COMPANY | Golf Supplies & Fees | 01-0000-0-1202-1000-4320-032-322 | 600.00 |
| PO26-00144 | Dannis Woliver Kelley | Legal Services | 01-0000-0-0000-7300-5889-090-717 | 50,000.00 |
| PO26-00144 | Dannis Woliver Kelley | Legal Services | 01-8150-0-0000-8110-5889-090-741 | 50,000.00 |
| PO26-00050 | Dan's Drilling & Fencing Inc. | Install Chain Link Fencing - Ponderosa | 01-8150-0-0000-8110-5899-010-741 | 4,670.00 |
| PO26-00072 | Dan's Drilling & Fencing Inc. | Chain Link Fence Fabric | 01-8150-0-0000-8110-5899-022-741 | 1,260.00 |
| PO26-00035 | DB3 LLC DBA SHRUUMZ FLAG FOOTB | Flag Sets | 01-0000-0-1203-1000-4320-033-322 | 329.63 |
| BPO26-00125 | Dell Marketing Lp | Dell - Spare Parts for '25-'26 Year | 01-0000-0-0000-2424-4320-090-735 | 2,000.00 |
| PO26-00005 | Dell Marketing Lp | Student Chromebooks | 01-0000-0-1110-1000-4320-090-735 | 56,018.30 |
| PO26-00098 | Dell Marketing LP | Computer | 01-8150-0-0000-8110-4420-090-741 | 1,368.34 |
| PO26-00153 | Dell Marketing LP | Dell Pro Slim - Teaching & Learning | 01-0000-0-1110-1000-4420-090-762 | 1,270.52 |
| BPO26-00102 | Delta Bluegrass Co. | Open P.O. Grounds Supplies | 01-8150-0-0000-8110-4320-090-741 | 7,000.00 |
| BPO26-00136 | DEVIL MOUNTAIN WHOLESALE NURSE | Open P.O. for Grounds Supplies | 01-8150-0-0000-8110-4320-090-741 | 5,000.00 |
| BPO26-00149 | Discount Fence Supply Inc DBA | Open P.O. for Maintenance Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,000.00 |
| BPO26-00015 | District 1 San Francisco Socce | Officials Fee | 01-0000-0-1202-1000-5899-032-322 | 5,000.00 |
| BPO26-00157 | Dog Waste Depot | Open P.O. Dog Waste Station | 01-8150-0-0000-8110-4320-090-741 | 500.00 |
| PO26-00065 | DOMINICAN UNIVERSITY OF CA | Tenerowicz Scholarship | 01-0000-0-1110-1000-4320-032-070 | 1,000.00 |
| BPO26-00141 | DOUGLAS INDUSTRIES DBA NATIONA | Open P.O. for Sports Equipment | 01-8150-0-0000-8110-4320-090-741 | 3,500.00 |
| BPO26-00173 | Dunn-Edwards Corporation | Open P.O. - Paint Supplies | 01-8150-0-0000-8110-4320-090-741 | 20,000.00 |
| PO26-00004 | Edlio LLC | Website Content Mgmt System Yearly Renewal '25-'26 | 01-0000-0-0000-2424-5813-090-735 | 3,550.00 |
| BPO26-00081 | eFoodHandlers | Food Handler Program | 01-3550-0-3800-1000-5899-033-333 | 1,440.00 |
| BPO26-00100 | Ewing Irrigation Products Inc | Open P.O. - Irrigation Supplies | 01-8150-0-0000-8110-4320-090-741 | 10,000.00 |
| PO26-00184 | Experience Janitorial Inc. | Open P.O. Janitorial Services | 01-8150-0-0000-8110-5899-090-741 | 25,000.00 |
| BPO26-00067 | Ferguson Enterprises Inc | Open P.O. - Plumbing Supplies | 01-8150-0-0000-8110-4320-090-741 | 10,000.00 |
| BPO26-00150 | Ferrogroup  Inc. DBA Bayshore | Open P.O. for Maintenance Metal Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,500.00 |
| PO26-00139 | Flinn Scientific Inc. | Science Supplies | 01-0805-0-1110-1000-4320-033-180 | 1,900.08 |
| PO26-00070 | FLORES MORALES, JOSE D DBA NEW | Trees Removal & Services | 01-8150-0-0000-8110-5899-014-741 | 5,950.00 |
| PO26-00071 | FLORES MORALES, JOSE D DBA NEW | Trees Cutting | 01-8150-0-0000-8110-5899-021-741 | 3,200.00 |
| PO26-00096 | FLORES MORALES, JOSE D DBA NEW | Tree Trimming | 01-8150-0-0000-8110-5899-010-741 | 2,250.00 |
| PO26-00097 | FLORES MORALES, JOSE D DBA NEW | Tree Trimming | 01-8150-0-0000-8110-5899-031-741 | 2,200.00 |
| BPO26-00140 | FLUOROLITE PLASTICS LLC | Open P.O. for Electrical Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,000.00 |
| BPO26-00134 | Flyers Energy LLC | Open P.O. for Fuel & Lubricant Supplies | 01-0000-0-0000-8200-4320-090-760 | 80,000.00 |
| PO26-00025 | Follett Content Solutions | Library Books | 01-0000-0-1110-2421-4200-032-451 | 500.00 |
| BPO26-00107 | Fred E. Turner Company | Open P.O. for Painting Supplies | 01-8150-0-0000-8110-4320-090-741 | 4,000.00 |

## PURCHASE ORDER LISTING - July 1, 2025 to July 31, 2025

| P.O. | Vendor | Description | Account | Amount |
|---|---|---|---|---|
| PO26-00162 | Frontline Technologies Inc | Time & Attendance/Absence Management | 01-0000-0-0000-7400-5813-090-715 | 39,125.29 |
| PO26-00162 | Frontline Technologies Inc | Time & Attendance/Absence Management | 01-0000-0-0000-7490-5813-090-716 | 39,125.29 |
| BPO26-00119 | Geary Pacific Supply | Open P.O. - Electric Fan Timers, Portables | 01-8150-0-0000-8110-4320-090-741 | 2,500.00 |
| BPO26-00191 | Gow Supply Company | Open P.O. - Sheet Metal Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,000.00 |
| BPO26-00070 | Grainger (Branch 729) | Open P.O. - Industrial Supplies | 01-8150-0-0000-8110-4320-090-741 | 25,000.00 |
| BPO26-00091 | GRANITE ROCK COMPANY | Open P.O. Grounds Supplies | 01-8150-0-0000-8110-4320-090-741 | 5,000.00 |
| BPO26-00137 | GREENHECK FAN CORPORATION | Open P.O. HVAC Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,500.00 |
| PO26-00055 | Guitar Center Stores Inc DBA M | Supplies | 01-0000-0-1215-1000-4320-032-322 | 4,041.37 |
| BPO26-00148 | Hardwaresource.com | Open P.O. for Maintenance Parts | 01-8150-0-0000-8110-4320-090-741 | 500.00 |
| PO26-00161 | Heinemann | Math Expressions K-2 | 01-6300-0-1110-1000-4100-090-307 | 7,504.96 |
| BPO26-00028 | Henry Schein Inc | PE Trainer's Supplies | 01-0000-0-1230-1000-4320-032-070 | 1,000.00 |
| BPO26-00041 | HERFF JONES LLC | Graduation Supplies | 01-0000-0-1110-1000-4320-033-070 | 4,800.00 |
| BPO26-00089 | Hidalgo, Andrew Dba:south City | Open P.O. - Fire Extinguisher Service | 01-8150-0-0000-8110-5899-090-741 | 10,417.49 |
| BPO26-00009 | Hillyard Inc | Custodial Supplies | 01-0000-0-0000-8200-4320-032-759 | 33,000.00 |
| BPO26-00020 | Hillyard Inc | Custodial Supplies | 01-0000-0-0000-8200-4320-010-759 | 6,800.00 |
| BPO26-00050 | Hillyard Inc | Custodial Supplies | 01-0000-0-0000-8200-4320-033-759 | 32,750.00 |
| BPO26-00058 | Hillyard Inc | Open PO - Custodial Supplies | 01-0000-0-0000-8200-4320-022-759 | 12,000.00 |
| BPO26-00101 | Hillyard Inc | Open P.O. - Custodial Supplies | 01-8150-0-0000-8110-4320-090-741 | 20,000.00 |
| BPO26-00130 | Home Depot Credit Services | Open P.O. for Misc Supplies and Tools | 01-0000-0-0000-8200-4320-090-760 | 2,000.00 |
| BPO26-00130 | Home Depot Credit Services | Open P.O. for Misc Supplies and Tools | 01-8150-0-0000-8110-4320-090-741 | 38,000.00 |
| BPO26-00030 | Howies Hockey Inc DBA Howies A | PE Trainer's Supplies | 01-0000-0-1230-1000-4320-032-070 | 1,500.00 |
| PO26-00034 | Howies Hockey Inc DBA Howies A | Athletic Trainer Supplies | 01-0000-0-1202-1000-4320-033-322 | 727.47 |
| PO26-00007 | IMAGINE LEARNING LLC | Approved Mathematics 6-12 (8 year) | 01-9010-0-1110-1000-4100-090-316 | 2,317,848.28 |
| BPO26-00117 | Interlight Lighting Corp | Open P.O. - Electrical Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,000.00 |
| BPO26-00174 | Interstate Traffic Control Pro | Open P.O. - Safety Signs & Products | 01-8150-0-0000-8110-4320-090-741 | 5,500.00 |
| BPO26-00005 | J.w. Pepper & Son Inc | Music Supplies & Instruments | 01-0000-0-1215-1000-5600-032-322 | 1,000.00 |
| BPO26-00049 | J.w. Pepper & Son Inc | Band Instructional Supplies | 01-0000-0-1227-1000-4320-033-070 | 1,000.00 |
| BPO26-00049 | J.w. Pepper & Son Inc | Band Instructional Supplies | 01-0000-0-1227-1000-5813-033-070 | 400.00 |
| PO26-00137 | Jamf Llc | Apple Device Enrollment (Renewal) '25-'26 | 01-0000-0-0000-2424-5813-090-735 | 53,069.85 |
| BPO26-00147 | Jetter Store LLC DBA Jetter No | Open P.O. for Plumbing Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,000.00 |
| BPO26-00179 | John The Sign Guy Llc | Open P.O. - Safety Vests/Shirts | 01-8150-0-0000-8110-4320-090-741 | 2,000.00 |
| BPO26-00169 | Johnstone Supply | Open P.O. - Plumbing/HVAC Supplies | 01-8150-0-0000-8110-4320-090-741 | 5,000.00 |
| BPO26-00122 | KBA Document Solutions LLLC | B/W Overage & Color Copies / Maintenance | 01-0000-0-1110-1000-5600-090-722 | 120,000.00 |
| BPO26-00189 | Keller Supply Company | Open P.O. - Plumbing Supplies | 01-8150-0-0000-8110-4320-090-741 | 8,000.00 |
| BPO26-00184 | Kelly Spicers Facilities Solut | Open P.O. - Custodial Supplies | 01-8150-0-0000-8110-4320-090-741 | 125,000.00 |
| BPO26-00004 | Kelly Spicers Inc. Dba Kelly S | Paper Supplies | 01-0000-0-1110-1000-4320-032-070 | 9,000.00 |
| BPO26-00059 | Kelly Spicers Inc. Dba Kelly S | Blanket PO - Paper | 01-0000-0-1110-1000-4320-022-070 | 11,000.00 |
| PO26-00022 | Kelly Spicers Inc. Dba Kelly S | Paper | 01-0000-0-1110-1000-4320-032-070 | 883.04 |
| PO26-00059 | Kelly Spicers Inc. Dba Kelly S | Paper | 01-0000-0-0000-7550-4320-090-718 | 894.34 |
| PO26-00073 | Kelly Spicers Stores | Paper | 01-0000-0-0000-7550-4320-090-718 | 75.99 |
| BPO26-00111 | Kimball Midwest | Open P.O. for Facilities Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,650.00 |
| BPO26-00158 | Koslow Scientific Company | Open P.O. for Facilities Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,000.00 |
| PO26-00169 | Lakeshore | Classroom Furniture | 01-6500-0-5760-1190-4320-090-245 | 3,610.95 |
| PO26-00169 | Lakeshore | Classroom Furniture | 01-6500-0-5760-1190-4420-090-245 | 3,961.27 |
| BPO26-00175 | Lawson Products Inc | Open P.O. - Electrical Supplies | 01-8150-0-0000-8110-4320-090-741 | 10,000.00 |

## PURCHASE ORDER LISTING - July 1, 2025 to July 31, 2025

| P.O. | Vendor | Description | Account | Amount |
|---|---|---|---|---|
| PO26-00008 | Level Data Inc | Active Directory Management -Annual Renewal | 01-0000-0-0000-2424-5899-090-735 | 41,751.11 |
| BPO26-00178 | Lincoln Aquatics | Open P.O. - Pool Supplies | 01-8150-0-0000-8110-4320-090-741 | 25,000.00 |
| BPO26-00093 | LOWES BUSINESS ACCT/SYNCB | Open P.O. for Misc Supplies for Facilities | 01-0000-0-0000-8200-4320-090-760 | 250.00 |
| BPO26-00093 | LOWES BUSINESS ACCT/SYNCB | Open P.O. for Misc Supplies for Facilities | 01-8150-0-0000-8110-4320-090-741 | 46,750.00 |
| BPO26-00156 | Lutron Services Co. Inc. | Open P.O. for Electrical Supplies | 01-8150-0-0000-8110-4320-090-741 | 5,000.00 |
| BPO26-00180 | Maintex Inc. | Open P.O. - Custodial Supplies | 01-8150-0-0000-8110-4320-090-741 | 25,000.00 |
| BPO26-00032 | Manning Achievement Products L | Graduation Supplies | 01-9215-0-1110-1000-4320-032-356 | 500.00 |
| BPO26-00116 | Maxx Metals | Open PO - for Metal Products | 01-8150-0-0000-8110-4320-090-741 | 20,000.00 |
| PO26-00185 | MCATEER, JOHN DBA MCATEER PAIN | IMC Painting & DO Conference Rm | 01-8150-0-0000-8110-5899-090-741 | 9,050.00 |
| BPO26-00029 | Medco Supply Company | PE Trainer's Supplies | 01-0000-0-1230-1000-4320-032-070 | 2,000.00 |
| PO26-00037 | MOORE NEWTON QUALITY HARDWOODS | Oak Boards for Trophy Cabinets - SSFHS | 01-8150-0-0000-8110-4320-090-741 | 1,855.04 |
| BPO26-00167 | Mouser Electronics Inc | Open P.O. - Electrical Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,000.00 |
| BPO26-00124 | MRC | Color/B&W Copy Charges | 01-0000-0-0000-7350-5600-090-717 | 1,500.00 |
| BPO26-00124 | MRC | Color/B&W Copy Charges | 01-0000-0-0000-7550-5600-090-718 | 500.00 |
| BPO26-00025 | Music Theatre International | Musicals for Drama | 01-9219-0-1208-1000-5899-032-356 | 1,500.00 |
| BPO26-00080 | Nasco Education LLC | Open PO - Art Supplies | 01-0000-0-1110-1000-4320-033-070 | 5,000.00 |
| BPO26-00014 | NCBOA C/O Tony Malone | Officials Fee | 01-0000-0-1202-1000-5899-032-322 | 6,000.00 |
| BPO26-00017 | Network Craze Technologies Inc | Cisco Certified Phones & Parts - 2025-2026 | 01-0000-0-0000-2424-4320-090-735 | 6,000.00 |
| BPO26-00146 | Nor Cal Pressure Washer Equipm | Open P.O. for Pressure Washer Supplies | 01-8150-0-0000-8110-4320-090-741 | 500.00 |
| PO26-00127 | North Carolina State Univ. | Biotech Phage Sequencing | 01-9010-0-1110-1000-5899-090-360 | 323.00 |
| PO26-00168 | Northern California - Superint | Annual Dues | 01-0000-0-0000-7150-5300-090-714 | 500.00 |
| PO26-00095 | OD SPORTS ACQUISITION INC DBA | Infield Tarp for SSFHS | 01-8150-0-0000-8110-5899-033-741 | 18,496.37 |
| PO26-00012 | ODP Business Solutions LLC | School and Office Supplies | 01-0000-0-1110-1000-4320-010-070 | 5,439.91 |
| PO26-00013 | ODP Business Solutions LLC | Supplies | 01-0000-0-1110-1000-4320-032-070 | 103.07 |
| PO26-00014 | ODP Business Solutions LLC | Supplies | 01-0000-0-1110-1000-4320-032-070 | 363.29 |
| PO26-00015 | ODP Business Solutions LLC | Supplies | 01-0000-0-1231-1000-4320-032-070 | 87.46 |
| PO26-00016 | ODP Business Solutions LLC | Supplies | 01-0000-0-1201-1000-4320-032-070 | 91.04 |
| PO26-00016 | ODP Business Solutions LLC | Supplies | 01-0000-0-1235-1000-4320-032-070 | 380.85 |
| PO26-00017 | ODP Business Solutions LLC | Supplies | 01-0000-0-1110-1000-4320-032-070 | 235.20 |
| PO26-00062 | ODP Business Solutions LLC | Office Supplies | 01-0000-0-0000-8200-4320-090-760 | 394.78 |
| PO26-00119 | ODP Business Solutions LLC | Attendance Office Supplies | 01-0805-0-1110-1000-4320-033-180 | 761.48 |
| PO26-00121 | ODP Business Solutions LLC | Science Supplies | 01-0805-0-1110-1000-4320-033-180 | 705.15 |
| PO26-00026 | OPEN SCI ED/NATIONAL CTR FOR C | Biology Virtual Training - PY253162 | 01-9044-0-1110-1000-5210-090-064 | 1,100.00 |
| PO26-00027 | OPEN SCI ED/NATIONAL CTR FOR C | Biology Virtual Training - PY253103 | 01-9044-0-1110-1000-5210-090-064 | 1,100.00 |
| BPO26-00074 | Otis Elevator Company | Open P.O. - Monitoring of Elevators | 01-0000-0-0000-8200-5600-090-760 | 35,000.00 |
| BPO26-00182 | Outdoor Supply Hardware | Open P.O. - Misc. Supplies | 01-8150-0-0000-8110-4320-090-741 | 3,000.00 |
| BPO26-00139 | P & F Distributors | Open P.O. for Mechanical Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,500.00 |
| BPO26-00007 | Paper & Ink | Printing | 01-0000-0-1110-1000-5810-032-070 | 1,500.00 |
| BPO26-00138 | PARTS TOWN LLC | Open P.O. for Facilities Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,500.00 |
| BPO26-00190 | Patterson Lift Trucks Inc. | Open P.O. - Forklift Parts | 01-8150-0-0000-8110-4320-090-741 | 8,000.00 |
| BPO26-00061 | PBUA Peninsula Baseball Umpire | Officials Fee | 01-0000-0-1202-1000-5899-032-322 | 3,000.00 |
| BPO26-00118 | Peninsula Battery Inc | Open P.O. - Mechanical Batteries | 01-8150-0-0000-8110-4320-090-741 | 500.00 |
| BPO26-00195 | Plumbmaster Inc. | Open P.O. - Plumbing Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,000.00 |
| PO26-00138 | POWERSCHOOL GROUP LLC | School Messenger Renewal | 01-0000-0-0000-2424-5813-090-735 | 12,037.92 |
| PO26-00078 | Project Lead The Way Inc. | PLTW Energy & Environment ALMS | 01-6388-0-3800-1000-4320-090-318 | 2,567.28 |

## PURCHASE ORDER LISTING - July 1, 2025 to July 31, 2025

| P.O. | Vendor | Description | Account | Amount |
|---|---|---|---|---|
| PO26-00080 | Project Lead The Way Inc. | PLTW Medical Detectives WMS | 01-6388-0-3800-1000-4320-090-318 | 2,175.53 |
| PO26-00081 | Project Lead The Way Inc. | PLTW Medical Detectives ALMS | 01-6388-0-3800-1000-4320-090-318 | 2,175.73 |
| PO26-00082 | Project Lead The Way Inc. | PLTW Medical Detectives AL | 01-6388-0-3800-1000-4320-090-318 | 2,175.53 |
| PO26-00083 | Project Lead The Way Inc. | PLTW Science of Technology AL | 01-6388-0-3800-1000-4320-090-318 | 1,441.07 |
| PO26-00084 | Project Lead The Way Inc. | PLTW Science of Technology WMS | 01-6388-0-3800-1000-4320-090-318 | 142.78 |
| PO26-00085 | Project Lead The Way Inc. | PLTW Design & Modeling WMS | 01-6388-0-3800-1000-4320-090-318 | 339.51 |
| PO26-00086 | Project Lead The Way Inc. | PLTW Design & Modeling ALMS | 01-6388-0-3800-1000-4320-090-318 | 2,691.39 |
| BPO26-00023 | PROPHET CORPORATION, THE | PE Supplies | 01-0000-0-1230-1000-4320-032-070 | 2,500.00 |
| BPO26-00076 | QUALITY MANUFACTURING & DISTRI | Open PO - Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,600.00 |
| PO26-00187 | Qualtrics LLC | Qualtrics - Yr 2 of 3Yr Agreement | 01-6762-0-1110-1000-5813-090-384 | 42,975.00 |
| BPO26-00073 | R & H Wholesale Supply Inc | Open P.O. - Locksmith Supplies | 01-8150-0-0000-8110-4320-090-741 | 60,000.00 |
| BPO26-00143 | Ray Gaskin Service | Open P.O. for Vehicle Parts | 01-8150-0-0000-8110-4320-090-741 | 1,000.00 |
| BPO26-00008 | Ready Refresh | Drinking Water Supply | 01-0000-0-1110-1000-4322-032-070 | 3,500.00 |
| PO26-00135 | REDESIGN GROUP, THE | VMWare Server Renewal '25-'26 | 01-0000-0-0000-2424-5813-090-735 | 140,023.98 |
| BPO26-00170 | Refrigeration Supplies Distrib | Open P.O. - Plumbing/HVAC Supplies | 01-8150-0-0000-8110-4320-090-741 | 5,000.00 |
| BPO26-00068 | RESIDEO LLC DBA ADI | Open P.O. - Misc. Electrical Supplies | 01-8150-0-0000-8110-4320-090-741 | 7,000.00 |
| BPO26-00187 | Resource Solutions Of Sf Group | Open P.O. - Custodial Supplies | 01-8150-0-0000-8110-4320-090-741 | 5,000.00 |
| BPO26-00002 | Riddell All American Sports | Reconditioning of Athletic Equipment | 01-0000-0-1202-1000-5600-032-322 | 10,000.00 |
| BPO26-00047 | Riddell All American Sports | Football Equipment Reconditioning | 01-0000-0-1202-1000-5600-033-322 | 10,000.00 |
| PO26-00088 | RINGSEIS, MICHAEL | CTE Handbook | 01-6387-0-1110-1000-5899-090-394 | 630.00 |
| BPO26-00199 | Robert Half | HR Temporary Staffing | 01-0000-0-0000-7490-5899-090-716 | 20,000.00 |
| BPO26-00197 | Roofline Supply | Open P.O. - Roofing Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,000.00 |
| BPO26-00040 | Royal Pin Donuts | Open PO for Royal Pin Donuts | 01-0000-0-1110-1000-4322-010-070 | 1,100.00 |
| BPO26-00088 | Royal Pin Donuts | Open PO - Food for Engagement/Meetings | 01-0000-0-1110-1000-4322-022-070 | 1,000.00 |
| BPO26-00165 | Royal Pin Donuts | Open PO - Food for Meetings | 01-0000-0-0000-7150-4322-090-714 | 1,500.00 |
| BPO26-00161 | Russell Sigler Inc. | Open P.O. for Heating Supplies | 01-8150-0-0000-8110-4320-090-741 | 500.00 |
| PO26-00136 | SABLE COMPUTER INC DBA KIS - K | Barracuda Email Protection Software -'25-'26, 1YR | 01-0000-0-0000-2424-5899-090-735 | 63,624.00 |
| BPO26-00077 | Safety-Kleen Corp | Open P.O. - Solvent Tank Service & Maintenance | 01-0000-0-0000-8200-5860-090-760 | 2,500.00 |
| PO26-00056 | San Francisco State University | Tenerowicz Scholarship | 01-9214-0-1110-1000-5880-032-356 | 1,000.00 |
| BPO26-00112 | San Francisco Window & Door Co | Open P.O. - Doors and Supplies | 01-8150-0-0000-8110-4320-090-741 | 5,000.00 |
| BPO26-00177 | San Mateo Lawn Mower Shop | Open P.O. - Grounds Supplies for Lawn Mowers | 01-8150-0-0000-8110-4320-090-741 | 12,000.00 |
| BPO26-00163 | Sartor - Quality Saw Works | Open P.O. for Tool Sharpening | 01-8150-0-0000-8110-4320-090-741 | 1,100.00 |
| BPO26-00055 | School House Grocery | Open PO - Food for Meetings | 01-0000-0-1110-1000-4322-022-070 | 1,500.00 |
| PO26-00021 | School Specialty LLC | School & Office Supplies | 01-0000-0-1110-1000-4320-010-070 | 378.39 |
| BPO26-00155 | Serramonte Ford | Open P.O. for Vehicle Parts | 01-8150-0-0000-8110-4320-090-741 | 1,500.00 |
| PO26-00054 | Service Press Inc. | Envelopes | 01-0000-0-1110-1000-5810-032-070 | 339.22 |
| PO26-00057 | Service Press Inc. | Business Services Envelopes | 01-0000-0-0000-7350-5810-090-717 | 587.42 |
| PO26-00045 | SHEPARD, ROBERT JOHN | Iron Plates Weights | 01-0000-0-1202-1000-4320-032-322 | 2,746.88 |
| BPO26-00194 | Sherwin-williams Company | Open P.O. - Painting Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,000.00 |
| BPO26-00120 | Shiffler Equipment Sales Inc | Open P.O. - Furniture, Equipment & Parts | 01-8150-0-0000-8110-4320-090-741 | 2,000.00 |
| BPO26-00129 | Siemens/Cerberus Div | Open P.O. for Supplies for Fire Alarm Systems | 01-8150-0-0000-8110-4320-090-741 | 5,000.00 |
| BPO26-00176 | Sierra Pacific Turf Supply Inc | Open P.O. - Grounds Supplies | 01-8150-0-0000-8110-4320-090-741 | 8,000.00 |
| BPO26-00171 | Sigillo Supply | Open P.O. - Plumbing Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,000.00 |
| BPO26-00031 | Silicon Valley Sports Official | Officials' Fees | 01-0000-0-1202-1000-5899-032-322 | 10,000.00 |
| BPO26-00168 | Slakey Brothers | Open P.O. - HVAC Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,500.00 |

## PURCHASE ORDER LISTING - July 1, 2025 to July 31, 2025

| P.O. | Vendor | Description | Account | Amount |
|---|---|---|---|---|
| BPO26-00095 | South City Lumber & Supply | Open P.O. for Misc Maintenance Supplies | 01-8150-0-0000-8110-4320-090-741 | 20,000.00 |
| PO26-00186 | South San Francisco Scavenger | Open P.O. - Garbage Pick Up | 01-0000-0-0000-8200-5540-090-760 | 80,000.00 |
| BPO26-00131 | South San Francisco Tire Servi | Open P.O. for Vehicle Maintenance Parts | 01-8150-0-0000-8110-4320-090-741 | 15,000.00 |
| BPO26-00198 | Southwood Plumbing And Heating | Open P.O. - Plumbing Services, Backflow Testing | 01-8150-0-0000-8110-5899-090-741 | 15,000.00 |
| BPO26-00075 | Standard Plumbing Supply Inc | Open P.O. - Plumber, HVAC & Maintenance Supplies | 01-8150-0-0000-8110-4320-090-741 | 7,000.00 |
| BPO26-00166 | Stewart Chevrolet | Open P.O. - Vehicle Maintenance & Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,500.00 |
| BPO26-00166 | Stewart Chevrolet | Open P.O. - Vehicle Maintenance & Supplies | 01-8150-0-0000-8110-5600-090-741 | 2,500.00 |
| BPO26-00056 | Stewart Signs | Blanket PO - Replacement Bulbs | 01-0000-0-0000-8200-4320-022-759 | 1,500.00 |
| BPO26-00152 | TAP Plastics Inc | Open P.O. for Facilities Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,500.00 |
| BPO26-00183 | The Adam-hill Company | Open P.O. - Misc Supplies | 01-8150-0-0000-8110-4320-090-741 | 3,500.00 |
| PO26-00126 | The Mcgraw-hill Companies | StudySync ELA Workbooks PHMS | 01-6300-0-1110-1000-4100-090-307 | 8,504.33 |
| PO26-00129 | The Mcgraw-hill Companies | IMPACT Social Studies - BADEN | 01-6300-0-1110-1000-4100-090-307 | 3,235.38 |
| PO26-00130 | The Mcgraw-hill Companies | IMPACT Social Studies WMS | 01-6300-0-1110-1000-4100-090-307 | 23,671.35 |
| PO26-00131 | The Mcgraw-hill Companies | IMPACT Social Studies PHMS | 01-6300-0-1110-1000-4100-090-307 | 23,671.35 |
| PO26-00132 | The Mcgraw-hill Companies | IMPACT Social Studies ALMS | 01-6300-0-1110-1000-4100-090-307 | 24,920.94 |
| PO26-00160 | The Mcgraw-hill Companies | Approved World History Workbook SSFHS | 01-6300-0-1110-1000-4100-090-307 | 1,169.07 |
| BPO26-00022 | TOURNAMENT PLAYERS CLUB OF CAL | Golf Supplies & Fees | 01-0000-0-1202-1000-4320-032-322 | 1,000.00 |
| BPO26-00115 | Toyota Material Handling of No | Open P.O. - Supplies, Repairs for ECHS Elec Vehicl | 01-8150-0-0000-8110-4320-090-741 | 500.00 |
| BPO26-00115 | Toyota Material Handling of No | Open P.O. - Supplies, Repairs for ECHS Elec Vehicl | 01-8150-0-0000-8110-5600-090-741 | 1,500.00 |
| PO26-00134 | Tpx Communications Co. | Voice Conversion Upgrade for '25-'26 YR. | 01-0000-0-0000-2424-5899-090-735 | 58,000.00 |
| BPO26-00145 | U.s. Air Conditioning Dist | Open P.O. for Electrical Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,500.00 |
| BPO26-00103 | Uline | Open P.O. - Facilities Supplies | 01-8150-0-0000-8110-4320-090-741 | 10,000.00 |
| PO26-00031 | Uline | Desk for Asst. Supe. T&L | 01-0000-0-1110-1000-4320-090-762 | 639.85 |
| PO26-00031 | Uline | Desk for Asst. Supe. T&L | 01-0000-0-1110-1000-4420-090-762 | 1,074.08 |
| PO26-00060 | Uline | Laminator & Sheets | 01-0000-0-0000-7550-4320-090-718 | 408.49 |
| BPO26-00024 | United Coach Tours | Transportation for Band | 01-0000-0-1215-1000-5821-032-322 | 15,300.00 |
| BPO26-00027 | United Coach Tours | Transportation | 01-0000-0-1202-1000-5821-032-322 | 20,000.00 |
| BPO26-00090 | United Coach Tours | Transportation | 01-3550-0-3800-1000-5821-032-333 | 3,700.00 |
| BPO26-00090 | United Coach Tours | Transportation | 01-6387-0-3800-1000-5821-032-394 | 4,500.00 |
| BPO26-00090 | United Coach Tours | Transportation | 01-6388-0-3800-1000-5821-032-318 | 2,600.00 |
| BPO26-00090 | United Coach Tours | Transportation | 01-7339-0-3800-1000-5821-032-332 | 1,500.00 |
| BPO26-00094 | UNITED REFRIGERATION INC | Open P.O. for Facilities HVAC Supplies | 01-8150-0-0000-8110-4320-090-741 | 1,500.00 |
| BPO26-00071 | United Site Services of CA Inc | Open P.O. - Rental of Portable Toilets | 01-0000-0-0000-8200-5600-090-760 | 40,000.00 |
| BPO26-00172 | United Textile | Open P.O. - Paint Rags | 01-8150-0-0000-8110-4320-090-741 | 1,000.00 |
| PO26-00141 | Vernier Software & Technology | Science Supplies | 01-0805-0-1110-1000-4320-033-180 | 940.15 |
| PO26-00011 | Vertiv Corporaton | Data Center - Preventative Maintenance | 01-0000-0-0000-2424-5899-090-735 | 7,355.70 |
| BPO26-00016 | Via Heart Project | Renewal of Via Annual Maintenance Services | 01-8150-0-0000-8110-5899-090-741 | 17,150.00 |
| PO26-00067 | Vista Higher Learning Inc. | Get Ready! Books | 01-6300-0-1110-1000-4100-090-307 | 9,760.59 |
| BPO26-00123 | Wells Fargo Vendor Fin Serv | Copiers Lease - District-Wide | 01-0000-0-1110-1000-5600-090-722 | 25,000.00 |
| BPO26-00133 | West Coast Sand & Gravel Inc | Open P.O. for Grounds Supplies | 01-0000-0-0000-8200-4320-090-760 | 10,000.00 |
| BPO26-00114 | Westco Parking Technologies | Open P.O. - Parking Supplies | 01-8150-0-0000-8110-4320-090-741 | 2,000.00 |
| BPO26-00092 | WHITE CAP LP | Open P.O. for Misc Supplies & Tools | 01-8150-0-0000-8110-4320-090-741 | 1,000.00 |
| BPO26-00033 | Woodwind & Brasswind | Supplies & Instruments | 01-0000-0-1215-1000-4320-032-322 | 1,000.00 |
| PO26-00052 | WORLD PROMOTIONAL SERVICES INC | Staff Culture | 01-9010-0-1110-1000-4320-022-430 | 2,197.50 |
| BPO26-00109 | Yamaha Golf Cars Of Ca Inc | Open P.O. - Vehicle Parts for Custodial Cart | 01-8150-0-0000-8110-4320-090-741 | 2,500.00 |

## PURCHASE ORDER LISTING - July 1, 2025 to July 31, 2025

| P.O. | Vendor | Description | Account | Amount |
|---|---|---|---|---|
| PO26-00006 | Zoom Communications Inc | Zoom Renewal | 01-0000-0-0000-2424-5899-090-735 | 40,597.00 |
| | **TOTAL FUND 01** | | | **5,540,148.73** |
| BPO26-00039 | Albertsons/safeway Inc. | Open PO for Food Items (Parent Meetings) | 12-6105-0-8535-1000-4320-045-835 | 250.00 |
| BPO26-00039 | Albertsons/safeway Inc. | Open PO for Food Items (Parent Meetings) | 12-9010-0-8533-1000-4320-045-833 | 250.00 |
| PO26-00123 | Charter Up LLC | School Age Summer Field Trip | 12-6105-0-8510-1000-5821-045-830 | 1,638.86 |
| PO26-00124 | Charter Up LLC | School Age Summer Field Trip | 12-6105-0-8510-1000-5821-045-830 | 1,872.98 |
| BPO26-00087 | Childcare Careers | Substitute Staffing for Children's Center | 12-6105-0-8535-1000-5899-045-835 | 32,500.00 |
| BPO26-00087 | Childcare Careers | Substitute Staffing for Children's Center | 12-9010-0-8533-1000-5899-045-833 | 32,500.00 |
| PO26-00030 | Department Of Social Services | Licensing Annual Fees | 12-6105-0-8535-1000-5899-045-835 | 484.00 |
| PO26-00030 | Department Of Social Services | Licensing Annual Fees | 12-9010-0-8533-1000-5899-045-833 | 484.00 |
| PO26-00100 | Global Equipment Co. | Classroom Supplies | 12-6105-0-8510-1000-4320-045-830 | 401.56 |
| PO26-00100 | Global Equipment Co. | Classroom Supplies | 12-9010-0-8533-1000-4320-045-833 | 401.56 |
| PO26-00122 | Happy Hollow Park & Zoo | School Age Summer Field Trip | 12-6105-0-8510-1000-5815-045-830 | 696.00 |
| BPO26-00021 | Hillyard Inc | Children's Center Custodial Supplies | 12-6105-0-8510-8200-4320-045-830 | 3,000.00 |
| BPO26-00021 | Hillyard Inc | Children's Center Custodial Supplies | 12-6105-0-8535-8200-4320-045-835 | 3,000.00 |
| BPO26-00021 | Hillyard Inc | Children's Center Custodial Supplies | 12-9010-0-8533-8200-4320-045-833 | 3,000.00 |
| PO26-00104 | ODP Business Solutions LLC | CC Site/Classroom Supplies | 12-6105-0-8510-1000-4320-045-830 | 1,096.00 |
| PO26-00104 | ODP Business Solutions LLC | CC Site/Classroom Supplies | 12-6105-0-8535-1000-4320-045-835 | 1,096.00 |
| PO26-00104 | ODP Business Solutions LLC | CC Site/Classroom Supplies | 12-9010-0-8533-1000-4320-045-833 | 1,096.00 |
| | **TOTAL FUND 12** | | | **83,766.96** |
| BPO26-00035 | Advanced Integrated Pest Mgmt | Pest Control & Related Services 2025/2026 | 13-5310-0-0000-3700-5807-090-820 | 6,000.00 |
| PO26-00020 | Amazon Capital Services | Cleaner for SSFHS | 13-5310-0-0000-3700-4340-090-820 | 18.87 |
| BPO26-00054 | Bay Area News Group | Newspaper Ads for Bid Process | 13-5310-0-0000-3700-5811-090-820 | 1,566.00 |
| PO26-00029 | CSNA (CA School Nutri. Assoc.) | Membership Dues 2025-2026 | 13-5310-0-0000-3700-5300-090-820 | 60.00 |
| BPO26-00037 | Danielsen Company | Food Purchases in Estimated amount.... 2025-2026 | 13-5310-0-0000-3700-4700-090-820 | 160,000.00 |
| BPO26-00034 | Daylight Foods Inc | Food Products | 13-5310-0-0000-3700-4700-090-820 | 160,000.00 |
| PO26-00049 | EMS LINQ INC | LINQ POS Annual Subscription | 13-5310-0-0000-3700-5813-090-820 | 31,981.84 |
| BPO26-00066 | Gold Star Foods | Food Products | 13-5310-0-0000-3700-4700-090-820 | 146,934.00 |
| PO26-00142 | Grainger | Stretch Wrap for Warehouse | 13-5310-0-0000-3700-4320-090-820 | 547.44 |
| PO26-00048 | IdentiSys Incorporated | Phone Support - Yearly Contract | 13-5310-0-0000-3700-5899-090-820 | 191.00 |
| PO26-00143 | IdentiSys Incorporated | Cards & Ribbon for Lunch Cards | 13-5310-0-0000-3700-4320-090-820 | 935.28 |
| PO26-00047 | Image One Corporation | Hardware & Software Maintenance | 13-5310-0-0000-3700-5813-090-820 | 2,133.59 |
| PO26-00066 | Image One Corporation | Meal Applications | 13-5310-0-0000-3700-4320-090-820 | 3,251.19 |
| BPO26-00038 | Imperial Bag & Paper Co LLC | Open PO - Supplies | 13-5310-0-0000-3700-4340-090-820 | 10,000.00 |
| BPO26-00036 | Individual FoodService | Open PO - Supplies | 13-5310-0-0000-3700-4340-090-820 | 10,000.00 |
| PO26-00046 | LODI UNIFIED SCHOOL DISTRICT | Super Coop Membership Contribution | 13-5310-0-0000-3700-5300-090-820 | 1,000.00 |
| BPO26-00051 | MOONCHEF LLC | Vended Meals during Kitchen Renovation '25-'26 | 13-5310-0-0000-3700-5801-090-820 | 1,000,000.00 |
| BPO26-00019 | ODP Business Solutions LLC | Office Supplies for Food Services in 2025-2026 | 13-5310-0-0000-3700-4320-090-820 | 6,000.00 |
| BPO26-00065 | Producers Dairy Foods Inc. | Milk & Dairy Purchases | 13-5310-0-0000-3700-4700-090-820 | 10,000.00 |
| BPO26-00121 | San Mateo County Environmental | Annual Health Permits for 2025-2025 | 13-5310-0-0000-3700-5899-090-820 | 15,000.00 |
| PO26-00028 | SCHOOL NUTRITION ASSOCIATION | Membership Dues for 2025-2026 | 13-5310-0-0000-3700-5300-090-820 | 158.00 |
| BPO26-00052 | Service Press Inc. | Envelopes for Nutrition | 13-5310-0-0000-3700-5810-090-820 | 500.00 |
| BPO26-00064 | Smart Care Equipment Solutions | Outside Repair Services for Kitchen Sites | 13-5310-0-0000-3700-5600-090-820 | 10,000.00 |
| BPO26-00063 | Sysco Food Services of SF | Food Purchases | 13-5310-0-0000-3700-4340-090-820 | 1,000.00 |
| BPO26-00063 | Sysco Food Services of SF | Food Purchases | 13-5310-0-0000-3700-4700-090-820 | 9,000.00 |

## PURCHASE ORDER LISTING - July 1, 2025 to July 31, 2025

| P.O. | Vendor | Description | Account | Amount |
|---|---|---|---|---|
| BPO26-00053 | The Bonami Baking Company | Bread Products - Food | 13-5310-0-0000-3700-4700-090-820 | 10,000.00 |
| BPO26-00062 | US Foods Inc. | Food Purchases 2025-2026 | 13-5310-0-0000-3700-4700-090-820 | 5,000.00 |
| | **TOTAL FUND 13** | | | **1,601,277.21** |
| PO26-00103 | Stewart Signs | LED Display | 14-0000-0-0000-8500-6410-090-965 | 19,319.00 |
| | **TOTAL FUND 14** | | | **19,319.00** |
| BPO26-00082 | Bay Area News Group | Open PO - Advertising | 21-9010-0-0000-8500-5811-090-902 | 10,000.00 |
| PO26-00092 | Bluebeam Inc. | User Licenses PDF Markup | 21-9010-0-0000-8500-5813-090-902 | 1,000.00 |
| PO26-00144 | Dannis Woliver Kelley | Legal Services | 21-0000-0-0000-8200-5889-098-902 | 600,000.00 |
| PO26-00144 | Dannis Woliver Kelley | Legal Services | 21-9010-0-0000-8200-5889-090-902 | 50,000.00 |
| BPO26-00084 | DODGE CONSTRUCTION NETWORK | Open PO - Advertising | 21-9010-0-0000-8500-5811-090-902 | 5,000.00 |
| PO26-00093 | Home Depot Credit Services | 5-Tier Shelf Lockers for ECHS Kitchen | 21-9010-0-0000-8500-4300-098-926 | 211.86 |
| BPO26-00085 | ODP Business Solutions LLC | Open PO - Bond Office Supplies | 21-9010-0-0000-8500-4320-098-902 | 5,000.00 |
| BPO26-00083 | Rozzi's Reproduction & Supply | Open PO - Bond Document Solution | 21-9010-0-0000-8500-6260-098-902 | 5,000.00 |
| PO26-00094 | Sandis | Additional Land & Utility Surveying Service | 21-9010-0-0000-8500-6140-014-743 | 43,855.00 |
| PO26-00091 | Sertior | CEQA for Sunshine Gardens ES | 21-9010-0-0000-8500-6250-014-743 | 16,535.40 |
| BPO26-00086 | Staples Advantage | Open PO - Bond Office Supplies | 21-9010-0-0000-8500-4320-098-902 | 3,000.00 |
| PO26-00089 | The Bank Of New York Mellon Tr | General Obligation Bond Measure J & T | 21-0000-0-0000-8500-6260-098-902 | 1,250.00 |
| PO26-00089 | The Bank Of New York Mellon Tr | General Obligation Bond Measure J & T | 21-9010-0-0000-8500-6260-098-902 | 1,250.00 |
| PO26-00090 | Wells Fargo Vendor Fin Serv | Lease Agreement for Bond Copier | 21-9010-0-0000-8200-5600-098-902 | 1,467.75 |
| | **TOTAL FUND 21** | | | **743,570.01** |
| PO26-00105 | 1-888-4-ABATEMENT INC. | Hazmat Work on Bus. Serv. Old Conf. Rm | 40-9010-0-0000-8500-6270-090-972 | 8,797.26 |
| PO26-00110 | Cumiskey Construction Corporat | Estimated Costs - Corner Office | 40-9010-0-0000-8500-6270-090-972 | 29,400.00 |
| PO26-00111 | Cumiskey Construction Corporat | Dividing Wall in BSCR | 40-9010-0-0000-8500-6270-090-972 | 46,895.00 |
| PO26-00075 | Syserco Inc. | Syserco Energy Mgmt Support Services Program | 40-9010-0-0000-8200-5813-090-760 | 26,116.00 |
| | **TOTAL FUND 40** | | | **111,208.26** |
| | **TOTAL # OF PURCHASE ORDERS:** | **374** | **TOTAL P.O. AMOUNT** | **8,099,290.17** |

| | | | | |
|---|---|---|---|---|
| **PURCHASE ORDERS BY FUND:** | | | | |
| 1 | GENERAL FUND | $ 5,540,148.73 | | |
| 11 | ADULT EDUCATION FUND | | | |
| 12 | CHILD DEVELOPMENT FUND | $ 83,766.96 | | |
| 13 | FOOD SERVICE | $ 1,601,277.21 | | |
| 14 | DEFERRED MAINTENANCE | $ 19,319.00 | | |
| 21 | BOND | $ 743,570.01 | | |
| 25 | CAPITAL FACILITIES | | | |
| 35 | MODERNIZATION FUND | | | |
| 40 | SPECIAL RESERVE | $ 111,208.26 | | |
| 73 | FOUNDATION TRUST FUND | | | |
| | **TOTAL PUCHASE ORDERS** | **$ 8,099,290.17** | | |
| **CHANGE ORDERS:** | | | | |

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**THRU:** Ted O, Assistant Superintendent - Business Services

**DATE:** September 25, 2025

**RE:** Warrant Register – July 1 to July 31, 2025

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## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

The attached report lists all the Warrants issued by the District from July 1 to July 31, 2025. For the period listed above, the Warrants total $4,681,139.13 across all funds.

## FISCAL IMPLICATIONS:

These Warrants represent the amount paid out of District accounts for the period of July 1 to July 31, 2025. Staff has obtained all required authorizations prior to issuing any Warrant.

## RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the attached Warrant Listing.

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| 360 Degree Customer Inc | 07/14/2025 | 702028 | 01-6500-0- - -9510- - | ep250113 | 11,560.94 |
| 360 Degree Customer Inc | 07/15/2025 | 702388 | 01-6500-0- - -9510- - | ep250224 | 13,013.00 |
| **360 Degree Customer Inc Total** | | | | | 24,573.94 |
| A BLACK TIE AFFAIR INC. | 07/17/2025 | 702796 | 01-0000-0- - -9510- - | ep250252 | 689.94 |
| **A BLACK TIE AFFAIR INC. Total** | | | | | 689.94 |
| ABAT, LORI | 07/21/2025 | 703341 | 01-6500-0- - -9510- - | EP#250257 | 32.76 |
| **ABAT, LORI Total** | | | | | 32.76 |
| Achieve Kids | 07/30/2025 | 705589 | 01-6500-0- - -9510- - | ep250393 | 3,436.44 |
| **Achieve Kids Total** | | | | | 3,436.44 |
| ADROIT ADVANCED TECHNOLOGIES INC | 07/15/2025 | 702380 | 01-0000-0- - -9510- - | ep250114 | 61,039.90 |
| **ADROIT ADVANCED TECHNOLOGIES INC Total** | | | | | 61,039.90 |
| Adroit Advanced Technologies Inc. | 07/14/2025 | 702019 | 01-0805-0- - -9510- - | ep250115 | 3,927.92 |
| Adroit Advanced Technologies Inc. | 07/22/2025 | 703587 | 01-0000-0- - -9510- - | ep250307 | 2,391.40 |
| **Adroit Advanced Technologies Inc. Total** | | | | | 6,319.32 |
| Advanced Integrated Pest Mgmt | 07/03/2025 | 700731 | 01-0000-0- - -9510- - | EP#250086 | 2,502.00 |
| **Advanced Integrated Pest Mgmt Total** | | | | | 2,502.00 |
| AG Parts Worldwide Inc | 07/24/2025 | 703977 | 01-0000-0-0000-2424-4320-090-735 | parts | 3,950.57 |
| AG Parts Worldwide Inc | 07/24/2025 | 704009 | 01-0000-0-0000-2424-4320-090-735 | Student Chromebook Repair | 4,386.78 |
| **AG Parts Worldwide Inc Total** | | | | | 8,337.35 |
| Air Filter Control | 07/29/2025 | 704825 | 01-8150-0-0000-8110-4320-090-741 | air filters | 18,389.84 |
| **Air Filter Control Total** | | | | | 18,389.84 |
| Air Tutors Llc | 07/15/2025 | 702389 | 01-6762-0- - -9510- - | ep250225 | 775.00 |
| **Air Tutors Llc Total** | | | | | 775.00 |
| Airgas USA LLC | 07/29/2025 | 704851 | 01-8150-0-0000-8110-4320-090-741 | supplies | 107.38 |
| **Airgas USA LLC Total** | | | | | 107.38 |
| Akshaya Inc | 07/17/2025 | 702782 | 01- - - - -9510- - | ep250215 | 5,600.00 |
| Akshaya Inc | 07/17/2025 | 702792 | 01-0000-0- - -9510- - | ep250215 | 5,040.00 |
| **Akshaya Inc Total** | | | | | 10,640.00 |
| Alameda Electrical Distribution Inc | 07/24/2025 | 703995 | 01-8150-0-0000-8110-4320-090-741 | blank faceplate | 95.37 |
| **Alameda Electrical Distribution Inc Total** | | | | | 95.37 |
| All City Management Svcs Inc. | 07/17/2025 | 702783 | 01-0000-0- - -9510- - | ep250023 | 3,233.06 |
| **All City Management Svcs Inc. Total** | | | | | 3,233.06 |
| Amazon Capital Services | 07/03/2025 | 700705 | 01-0000-0- - -9510- - | PO252910 | 10,820.50 |
| Amazon Capital Services | 07/03/2025 | 700730 | 01-0000-0- - -9510- - | 251171 | 20.29 |
| Amazon Capital Services | 07/03/2025 | 700730 | 01-0000-0- - -9510- - | 252629 | 2,120.45 |
| Amazon Capital Services | 07/03/2025 | 700730 | 01-6300-0- - -9510- - | 251343 | 12.06 |
| Amazon Capital Services | 07/03/2025 | 700730 | 01-6383-0- - -9510- - | 252905 | 388.84 |
| Amazon Capital Services | 07/03/2025 | 700730 | 01-6387-0- - -9510- - | 252828 | 76.72 |
| Amazon Capital Services | 07/03/2025 | 700730 | 01-7370-0- - -9510- - | 252829 | 2,689.39 |
| Amazon Capital Services | 07/03/2025 | 700730 | 01-7370-0- - -9510- - | 252831 | 5,386.86 |
| Amazon Capital Services | 07/03/2025 | 700730 | 01-7370-0- - -9510- - | 252912 | 1,499.00 |
| Amazon Capital Services | 07/03/2025 | 700730 | 01-8150-0- - -9510- - | 252935 | 829.92 |
| Amazon Capital Services | 07/03/2025 | 700730 | 01-8150-0- - -9510- - | 252972 | 436.95 |
| Amazon Capital Services | 07/07/2025 | 700859 | 01-6300-0- - -9510- - | 251346 | 10.00 |
| Amazon Capital Services | 07/07/2025 | 700859 | 01-7370-0- - -9510- - | 252829 | 6,565.76 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| Amazon Capital Services | 07/21/2025 | 703352 | 01-0000-0- - -9510- - | 252704 | 135.44 |
| Amazon Capital Services | 07/21/2025 | 703352 | 01-0000-0- - -9510- - | 253063 | 137.30 |
| Amazon Capital Services | 07/21/2025 | 703352 | 01-0000-0- - -9510- - | 253133 | 437.96 |
| Amazon Capital Services | 07/21/2025 | 703352 | 01-0000-0- - -9510- - | 253160 | 276.15 |
| Amazon Capital Services | 07/21/2025 | 703352 | 01-0000-0- - -9510- - | 253161 | 522.80 |
| Amazon Capital Services | 07/21/2025 | 703352 | 01-0000-0- - -9510- - | 253164 | 362.38 |
| Amazon Capital Services | 07/21/2025 | 703352 | 01-0000-0- - -9510- - | 253169 | 194.48 |
| Amazon Capital Services | 07/21/2025 | 703352 | 01-9010-0- - -9510- - | 252876 | 148.30 |
| Amazon Capital Services | 07/21/2025 | 703352 | 01-9010-0- - -9510- - | 252878 | 954.07 |
| Amazon Capital Services | 07/21/2025 | 703352 | 01-9113-0- - -9510- - | 253050 | 395.20 |
| Amazon Capital Services | 07/24/2025 | 703975 | 01-9010-0- - -9510- - | 252238 Reorder | 43.50 |
| **Amazon Capital Services Total** | | | | | 34,464.32 |
| Amergis Healthcare Staffing Inc. | 07/17/2025 | 702803 | 01-3310-0- - -9510- - | PO251071 - EP250164 | 468.00 |
| Amergis Healthcare Staffing Inc. | 07/17/2025 | 702803 | 01-3310-0- - -9510- - | PO251071 - EP250167 | 9,329.85 |
| Amergis Healthcare Staffing Inc. | 07/17/2025 | 702803 | 01-3310-0- - -9510- - | PO251071 - EP250168 | 28,912.05 |
| Amergis Healthcare Staffing Inc. | 07/17/2025 | 702803 | 01-3310-0- - -9510- - | PO251071 - EP250169 | 25,331.40 |
| Amergis Healthcare Staffing Inc. | 07/17/2025 | 702803 | 01-6500-0- - -9510- - | PO251071 - EP250160 | 7,280.00 |
| Amergis Healthcare Staffing Inc. | 07/17/2025 | 702803 | 01-6500-0- - -9510- - | PO251071 - EP250162 | 7,442.50 |
| Amergis Healthcare Staffing Inc. | 07/17/2025 | 702803 | 01-6500-0- - -9510- - | PO251071 - EP250163 | 5,066.10 |
| Amergis Healthcare Staffing Inc. | 07/17/2025 | 702803 | 01-6500-0- - -9510- - | PO251071 - EP250171 | 5,178.55 |
| Amergis Healthcare Staffing Inc. | 07/17/2025 | 702803 | 01-6500-0- - -9510- - | PO251071 - EP250173 | 4,329.00 |
| Amergis Healthcare Staffing Inc. | 07/17/2025 | 702803 | 01-6500-0- - -9510- - | PO251071 - EP250174 | 9,100.00 |
| **Amergis Healthcare Staffing Inc. Total** | | | | | 102,437.45 |
| AMERICAN EAGLE ENTERPRISES | 07/03/2025 | 700720 | 01-8150-0- - -9510- - | ep250004 | 9,722.00 |
| **AMERICAN EAGLE ENTERPRISES Total** | | | | | 9,722.00 |
| ANDERSON-ROSSE, JENNIFER L | 07/03/2025 | 700706 | 01-9044-0- - -9510- - | EP#250032 | 224.18 |
| **ANDERSON-ROSSE, JENNIFER L Total** | | | | | 224.18 |
| Andre-Boudin Bakeries Inc. | 07/03/2025 | 700721 | 01-6500-0- - -9510- - | ep250021 | 730.24 |
| **Andre-Boudin Bakeries Inc. Total** | | | | | 730.24 |
| Apple Inc | 07/08/2025 | 700997 | 01-0000-0- - -9510- - | EP250097 | 444.49 |
| Apple Inc | 07/29/2025 | 704806 | 01-0000-0-1110-1000-4420-090-735 | MacBook Air - Staff Distributi | 112,880.13 |
| **Apple Inc Total** | | | | | 113,324.62 |
| Arise Institute/research | 07/08/2025 | 700993 | 01-6500-0- - -9510- - | ep250029 | 20,316.96 |
| Arise Institute/research | 07/15/2025 | 702381 | 01-6500-0- - -9510- - | ep250116 | 5,965.60 |
| **Arise Institute/research Total** | | | | | 26,282.56 |
| AT&T | 07/03/2025 | 700722 | 01-0000-0- - -9510- - | EP250002 | 19,622.90 |
| AT&T | 07/03/2025 | 700722 | 01-6500-0- - -9510- - | EP250002 | 91.36 |
| **AT&T Total** | | | | | 19,714.26 |
| AVID TRANSLATION LLC | 07/14/2025 | 702029 | 01-6500-0- - -9510- - | ep250117 | 1,900.00 |
| AVID TRANSLATION LLC | 07/15/2025 | 702390 | 01-6500-0- - -9510- - | ep250227 | 47,085.14 |
| AVID TRANSLATION LLC | 07/17/2025 | 702752 | 01-6500-0- - -9510- - | ep250227 | 20,446.77 |
| **AVID TRANSLATION LLC Total** | | | | | 69,431.91 |
| BASCARA, CHRISTINE | 07/21/2025 | 703342 | 01-6500-0- - -9510- - | EP#250263 | 10.50 |
| BASCARA, CHRISTINE | 07/21/2025 | 703342 | 01-6500-0- - -9510- - | EP#250266 | 90.44 |
| BASCARA, CHRISTINE | 07/21/2025 | 703342 | 01-6500-0- - -9510- - | EP#250267 | 63.84 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| **BASCARA, CHRISTINE Total** | | | | | 164.78 |
| Bay Area News Group | 07/29/2025 | 704821 | 01-0000-0- - -9510- - | ep 250283 | 946.36 |
| **Bay Area News Group Total** | | | | | 946.36 |
| Beacon School | 07/30/2025 | 705590 | 01-6546-0- - -9510- - | ep250396 | 30,743.80 |
| **Beacon School Total** | | | | | 30,743.80 |
| Belkorp Ag LLC | 07/14/2025 | 702020 | 01-8150-0- - -9510- - | ep250112 | 282.93 |
| **Belkorp Ag LLC Total** | | | | | 282.93 |
| Beynon Sports Surfaces Inc. Attn:Debbie Ruzicka | 07/09/2025 | 701382 | 01-8150-0- - -9510- - | ep250080 | 12,400.00 |
| **Beynon Sports Surfaces Inc. Attn:Debbie Ruzicka Total** | | | | | 12,400.00 |
| Blue Line Transfer | 07/17/2025 | 702768 | 01-0000-0- - -9510- - | ep250235 | 6,442.77 |
| **Blue Line Transfer Total** | | | | | 6,442.77 |
| BRADLEY, AYDEN C | 07/24/2025 | 703984 | 01-0805-0- - -9510- - | EP#250314 | 1,708.48 |
| **BRADLEY, AYDEN C Total** | | | | | 1,708.48 |
| Broadmoor Lumber and Plywood Co Inc | 07/08/2025 | 700986 | 01-8150-0- - -9510- - | ep250005 | 72.45 |
| Broadmoor Lumber and Plywood Co Inc | 07/24/2025 | 703996 | 01-8150-0-0000-8110-4320-090-741 | supplies | 1,407.83 |
| **Broadmoor Lumber and Plywood Co Inc Total** | | | | | 1,480.28 |
| California Department Of Tax And Fee Administration | 07/30/2025 | 705587 | 01-0000-0- - -9580- - | USE TAX - 04/01 - 06/30/25 | 1,924.37 |
| **California Department Of Tax And Fee Administration Total** | | | | | 1,924.37 |
| California Water Service | 07/29/2025 | 704801 | 01-0000-0- - -9510- - | EP#250148 | 76,520.51 |
| **California Water Service Total** | | | | | 76,520.51 |
| Calpers Financial Reporting & Accounti | 07/15/2025 | 702410 | 01-0000-0- - -9510- - | EP#250187 | 500.00 |
| **Calpers Financial Reporting & Accounti Total** | | | | | 500.00 |
| Calpers Fiscal Services Division | 07/29/2025 | 704812 | 01-0000-0-0000-0000-9564-000- | Health Prem Active & Retired | 1,063,588.64 |
| Calpers Fiscal Services Division | 07/29/2025 | 704812 | 01-0000-0-0000-7340-5899-090-717 | Health Prem Active & Retired | 850.87 |
| Calpers Fiscal Services Division | 07/29/2025 | 704812 | 01-0000-0-0000-7600-3701-090-810 | BASIC LIFE PREMIUM | 686.16 |
| Calpers Fiscal Services Division | 07/29/2025 | 704812 | 01-0000-0-0000-7600-3701-090-810 | Health Prem Active & Retired | 26,544.00 |
| Calpers Fiscal Services Division | 07/29/2025 | 704812 | 01-0000-0-0000-7600-3702-090-810 | Health Prem Active & Retired | 37,473.08 |
| Calpers Fiscal Services Division | 07/29/2025 | 704812 | 01-0000-0-0000-7600-5899-090-810 | BASIC LIFE PREMIUM | .55 |
| Calpers Fiscal Services Division | 07/29/2025 | 704812 | 01-0000-0-0000-7600-5899-090-810 | Health Prem Active & Retired | 165.97 |
| **Calpers Fiscal Services Division Total** | | | | | 1,129,309.27 |
| CBF Inc. | 07/03/2025 | 700723 | 01-0000-0- - -9510- - | EP250006 | 2,040.00 |
| **CBF Inc. Total** | | | | | 2,040.00 |
| CDW Government Inc | 07/15/2025 | 702423 | 01-0000-0- - -9510- - | ep250239 | 564.19 |
| CDW Government Inc | 07/17/2025 | 702769 | 01-0000-0- - -9510- - | ep250239 | 18.38 |
| CDW Government Inc | 07/17/2025 | 702784 | 01-0000-0- - -9510- - | EP250220 | 19,300.00 |
| CDW Government Inc | 07/24/2025 | 703985 | 01-0000-0-0000-2424-4320-090-735 | Open PO - Misc. Tech Suppli | 564.19 |
| CDW Government Inc | 07/29/2025 | 704847 | 01-0000-0-0000-2424-4320-090-735 | Open PO - Misc. Tech Suppli | 918.54 |
| **CDW Government Inc Total** | | | | | 21,365.30 |
| Certified Languages International Llc | 07/30/2025 | 705591 | 01-0000-0- - -9510- - | ep250398 | 56.10 |
| **Certified Languages International Llc Total** | | | | | 56.10 |
| CERVANTES, ELIN P | 07/15/2025 | 702404 | 01-0000-0- - -9510- - | EP#250195 | 1,063.50 |
| **CERVANTES, ELIN P Total** | | | | | 1,063.50 |
| CHARGELAB USA INC. | 07/17/2025 | 702771 | 01-0000-0- - -9510- - | ep 250254 | 2,400.00 |
| **CHARGELAB USA INC. Total** | | | | | 2,400.00 |
| Chavez Group | 07/14/2025 | 702023 | 01-0000-0- - -9510- - | ep250104 | 1,600.00 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| **Chavez Group Total** | | | | | 1,600.00 |
| Children's Health Council Esther B. Clark School At Chc | 07/14/2025 | 702030 | 01-6500-0- - -9510- - | ep250120 | 23,551.42 |
| Children's Health Council Esther B. Clark School At Chc | 07/15/2025 | 702382 | 01-6500-0- - -9510- - | ep250120 | 10,348.72 |
| **Children's Health Council Esther B. Clark School At Chc Total** | | | | | 33,900.14 |
| CHIN, KIMBERLY A | 07/03/2025 | 700733 | 01-0805-0- - -9510- - | EP#250038 | 70.23 |
| **CHIN, KIMBERLY A Total** | | | | | 70.23 |
| CHRISTIAN, TARA A | 07/24/2025 | 703981 | 01-9302-0-1110-1000-4322-090-600 | DRINKS BLIS & ESY PROGI | 50.62 |
| **CHRISTIAN, TARA A Total** | | | | | 50.62 |
| City Auto Supply | 07/15/2025 | 702396 | 01-8150-0- - -9510- - | EP250190 | 574.95 |
| City Auto Supply | 07/17/2025 | 702758 | 01-8150-0- - -9510- - | EP250190 | 50.50 |
| **City Auto Supply Total** | | | | | 625.45 |
| City Of Daly City Utility Billing Division | 07/24/2025 | 703986 | 01-0000-0- - -9510- - | EP#250384 | 2,078.87 |
| City Of Daly City Utility Billing Division | 07/24/2025 | 703986 | 01-0000-0- - -9510- - | EP250312 | 836.10 |
| **City Of Daly City Utility Billing Division Total** | | | | | 2,914.97 |
| City Of San Bruno Utility Billing | 07/15/2025 | 702424 | 01-0000-0- - -9510- - | ep250238 | 360.74 |
| **City Of San Bruno Utility Billing Total** | | | | | 360.74 |
| Clay Planet | 07/03/2025 | 700708 | 01-0000-0- - -9510- - | EP#250059 | 165.13 |
| **Clay Planet Total** | | | | | 165.13 |
| Coalition For Adequate School Housing | 07/09/2025 | 701384 | 01-0000-0-0000-7300-5300-090-717 | School District Membership | 758.00 |
| **Coalition For Adequate School Housing Total** | | | | | 758.00 |
| CORE SKILLS INSTITUTE | 07/29/2025 | 704833 | 01-6387-0-1110-1000-5899-090-394 | ASEPTIC TECHNIQUE | 280.00 |
| **CORE SKILLS INSTITUTE Total** | | | | | 280.00 |
| Corodata Shredding Inc. | 07/17/2025 | 702785 | 01-0000-0- - -9510- - | ep250217 | 760.23 |
| **Corodata Shredding Inc. Total** | | | | | 760.23 |
| County Counsel County Of San Mateo | 07/17/2025 | 702801 | 01-0000-0- - -9510- - | EP#25024&EP#250246 | 9,626.40 |
| County Counsel County Of San Mateo | 07/17/2025 | 702801 | 01-6500-0- - -9510- - | EP#250247 | 25.20 |
| **County Counsel County Of San Mateo Total** | | | | | 9,651.60 |
| COVACHA, JONATHAN E | 07/03/2025 | 700709 | 01-9302-0- - -9510- - | EP#250047 | 115.29 |
| COVACHA, JONATHAN E | 07/24/2025 | 703982 | 01-9302-0-1110-1000-4320-090-600 | BLIS MAT: CLOSING CEREI | 211.12 |
| **COVACHA, JONATHAN E Total** | | | | | 326.41 |
| CRUZ, STEPHANIE P | 07/03/2025 | 700710 | 01-0000-0- - -9510- - | EP#250041 | 43.94 |
| **CRUZ, STEPHANIE P Total** | | | | | 43.94 |
| Dannis Woliver Kelley | 07/08/2025 | 700987 | 01-0000-0- - -9510- - | ep250017 | 907.50 |
| **Dannis Woliver Kelley Total** | | | | | 907.50 |
| DANO, SACHA | 07/17/2025 | 702764 | 01-6266-0- - -9510- - | EP#250199 | 119.50 |
| **DANO, SACHA Total** | | | | | 119.50 |
| Dell Marketing LP C/ODell USA LP | 07/14/2025 | 702013 | 01-0805-0- - -9510- - | EP250009 | 7,903.77 |
| Dell Marketing LP C/ODell USA LP | 07/14/2025 | 702013 | 01-3010-0- - -9510- - | EP250009 | 7,903.76 |
| **Dell Marketing LP C/ODell USA LP Total** | | | | | 15,807.53 |
| DICASTRI, KARYN | 07/15/2025 | 702405 | 01-9010-0- - -9510- - | EP#250203 | 225.00 |
| DICASTRI, KARYN | 07/15/2025 | 702411 | 01-6500-0- - -9510- - | EP#250188 | 217.88 |
| **DICASTRI, KARYN Total** | | | | | 442.88 |
| Dunn-Edwards Corporation | 07/15/2025 | 702425 | 01-8150-0- - -9510- - | ep250236 | 124.68 |
| Dunn-Edwards Corporation | 07/22/2025 | 703584 | 01-8150-0- - -9510- - | ep250286 | 589.28 |
| **Dunn-Edwards Corporation Total** | | | | | 713.96 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| Edlio LLC Collections | 07/24/2025 | 704010 | 01-0000-0-0000-2424-5813-090-735 | Website Content Mgmt Syste | 3,550.00 |
| **Edlio LLC Collections Total** | | | | | 3,550.00 |
| EFFECTIFF LLC | 07/14/2025 | 702032 | 01-6500-0- - -9510- - | ep250119 | 33,806.72 |
| EFFECTIFF LLC | 07/15/2025 | 702391 | 01-6500-0- - -9510- - | EP250228 | 450.00 |
| **EFFECTIFF LLC Total** | | | | | 34,256.72 |
| EHRHARDT, KATHERINE S | 07/15/2025 | 702406 | 01-9010-0- - -9510- - | EP#250202 | 250.00 |
| EHRHARDT, KATHERINE S | 07/29/2025 | 704849 | 01-9010-0- - -9510- - | EP#250390 | 225.00 |
| **EHRHARDT, KATHERINE S Total** | | | | | 475.00 |
| EIDE BAILLY LLP | 07/29/2025 | 704804 | 01-0000-0- - -9510- - | ep250288 | 4,700.00 |
| **EIDE BAILLY LLP Total** | | | | | 4,700.00 |
| Employment Development Dept | 07/29/2025 | 704818 | 01-0000-0- - -9589- - | cancel deduction | 197.54 |
| **Employment Development Dept Total** | | | | | 197.54 |
| Employment Development Dept State Of Calif/school Employee | 07/29/2025 | 704815 | 01-0000-0- - -9565- - | Q2-S025 SUI PAYMENT | 10,632.09 |
| **Employment Development Dept State Of Calif/school Employee Total** | | | | | 10,632.09 |
| ESGI LLC (A Subsidiary of Riverrside Assessments LLC) | 07/03/2025 | 700724 | 01-0000-0- - -9510- - | EP250016 | 9,840.00 |
| **ESGI LLC (A Subsidiary of Riverrside Assessments LLC) Total** | | | | | 9,840.00 |
| EverDriven Technologies LLC ALC Schools LLC | 07/14/2025 | 702033 | 01-0000-0- - -9510- - | ep250121 | 25,774.08 |
| EverDriven Technologies LLC ALC Schools LLC | 07/17/2025 | 702753 | 01-0000-0- - -9510- - | EP250229 | 16,472.48 |
| **EverDriven Technologies LLC ALC Schools LLC Total** | | | | | 42,246.56 |
| Ewing Irrigation Products Inc | 07/30/2025 | 705588 | 01-8150-0-0000-8110-4320-090-741 | supplies | 3,301.10 |
| **Ewing Irrigation Products Inc Total** | | | | | 3,301.10 |
| Fagen Friedman & Fulfrost LLP | 07/17/2025 | 702802 | 01-0000-0- - -9510- - | EP#250248 | 4,986.40 |
| Fagen Friedman & Fulfrost LLP | 07/17/2025 | 702802 | 01-6500-0- - -9510- - | EP#250249 | 1,813.00 |
| **Fagen Friedman & Fulfrost LLP Total** | | | | | 6,799.40 |
| Fastrak | 07/24/2025 | 703979 | 01-8150-0-0000-8110-5899-090-741 | FACILITIES-TOLL FEE | 16.00 |
| Fastrak | 07/29/2025 | 704811 | 01-8150-0-0000-8110-5899-090-741 | FACILITES-TOLL FEE | 8.00 |
| **Fastrak Total** | | | | | 24.00 |
| FAUSTO, JEWEL G | 07/21/2025 | 703343 | 01-0000-0- - -9510- - | EP#250272 | 40.60 |
| **FAUSTO, JEWEL G Total** | | | | | 40.60 |
| FERGUSON ENTERPRISES LLC #686 | 07/03/2025 | 700725 | 01-8150-0- - -9510- - | ep250053 | 396.36 |
| FERGUSON ENTERPRISES LLC #686 | 07/24/2025 | 703990 | 01-8150-0- - -9510- - | ep250053 | 2,069.90 |
| FERGUSON ENTERPRISES LLC #686 | 07/24/2025 | 703997 | 01-8150-0-0000-8110-4320-090-741 | supplies | 39.24 |
| **FERGUSON ENTERPRISES LLC #686 Total** | | | | | 2,505.50 |
| FLORES, JUANITA L | 07/07/2025 | 700860 | 01-0803-0- - -9510- - | EP#250045 | 54.59 |
| **FLORES, JUANITA L Total** | | | | | 54.59 |
| FRED FINCH YOUTH & FAMILY SERVICES | 07/08/2025 | 700994 | 01-6500-0- - -9510- - | ep250031 | 1,044.00 |
| FRED FINCH YOUTH & FAMILY SERVICES | 07/09/2025 | 701379 | 01-6500-0- - -9510- - | ep250031 | 5,470.00 |
| **FRED FINCH YOUTH & FAMILY SERVICES Total** | | | | | 6,514.00 |
| FRED FINCH YOUTH CENTER DBA FRED FINCH YOUTH | 07/30/2025 | 705592 | 01-6500-0- - -9510- - | rp250397 | 5,038.68 |
| **FRED FINCH YOUTH CENTER DBA FRED FINCH YOUTH Total** | | | | | 5,038.68 |
| GARCIA, TERESA J | 07/29/2025 | 704827 | 01-0000-0-0000-7600-3702-090-810 | CLASSIFED RETIREE CON | 156.00 |
| **GARCIA, TERESA J Total** | | | | | 156.00 |
| GARDUNO FLETES, ANGELICA | 07/15/2025 | 702412 | 01-9010-0- - -9510- - | EP#250144 | 638.41 |
| GARDUNO FLETES, ANGELICA | 07/24/2025 | 703987 | 01-0000-0-1110-1000-4320-013-070 | MESH BAGS FOR TAKE HO | 207.54 |
| **GARDUNO FLETES, ANGELICA Total** | | | | | 845.95 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| Grainger | 07/14/2025 | 702024 | 01-8150-0- - -9510- - | ep250107 | 421.81 |
| Grainger | 07/15/2025 | 702426 | 01-8150-0- - -9510- - | ep250232 | 1,343.41 |
| Grainger | 07/17/2025 | 702773 | 01-8150-0- - -9510- - | ep250270 | 146.22 |
| Grainger | 07/17/2025 | 702786 | 01-8150-0- - -9510- - | ep250223 | 307.86 |
| Grainger | 07/24/2025 | 703998 | 01-8150-0-0000-8110-4320-090-741 | supplies | 492.95 |
| Grainger | 07/29/2025 | 704819 | 01-8150-0-0000-8110-4320-090-741 | supplies | 4.98 |
| **Grainger Total** | | | | | 2,717.23 |
| Green Cab Peninsula | 07/14/2025 | 702034 | 01-0000-0- - -9510- - | ep250122 | 16,800.00 |
| **Green Cab Peninsula Total** | | | | | 16,800.00 |
| HAHN, MIRANDA L | 07/15/2025 | 702413 | 01- - - - -9510- - | EP#250159 | 179.18 |
| **HAHN, MIRANDA L Total** | | | | | 179.18 |
| Henry Schein Inc | 07/03/2025 | 700734 | 01-0000-0- - -9510- - | EP#250070 | 325.00 |
| **Henry Schein Inc Total** | | | | | 325.00 |
| HERFF JONES LLC | 07/03/2025 | 700735 | 01-3182- - - -9510- - | EP#250068 | 912.76 |
| HERFF JONES LLC | 07/08/2025 | 700991 | 01-0000-0- - -9510- - | ep250026 | 87.93 |
| **HERFF JONES LLC Total** | | | | | 1,000.69 |
| Interstate Traffic Control Products Inc. | 07/22/2025 | 703588 | 01-8150-0- - -9510- - | ep250307 | 240.63 |
| **Interstate Traffic Control Products Inc. Total** | | | | | 240.63 |
| ISLA, NATHAN C | 07/03/2025 | 700711 | 01-0000-0- - -9510- - | EP#250056 | 30.66 |
| **ISLA, NATHAN C Total** | | | | | 30.66 |
| JUSTO, ANA L | 07/29/2025 | 704813 | 01-0000-0-0000-7350-4320-090-717 | Reissue check that was stale | 43.94 |
| **JUSTO, ANA L Total** | | | | | 43.94 |
| KBA Document Solutions LLLC | 07/08/2025 | 700990 | 01-0000-0- - -9510- - | ep250007 | 4,914.18 |
| KBA Document Solutions LLLC | 07/24/2025 | 703988 | 01-0000-0- - -9510- - | EP#250382 | 258.21 |
| KBA Document Solutions LLLC | 07/29/2025 | 704852 | 01-0000-0-1110-1000-5600-090-722 | contract monthly billing | 1,654.34 |
| **KBA Document Solutions LLLC Total** | | | | | 6,826.73 |
| Keller Supply Company | 07/14/2025 | 702025 | 01-8150-0- - -9510- - | ep250108 | 145.60 |
| **Keller Supply Company Total** | | | | | 145.60 |
| Kelly Spicers Stores | 07/22/2025 | 703589 | 01-0000-0-1110-1000-4320-032-070 | paper | 882.30 |
| Kelly Spicers Stores | 07/24/2025 | 703978 | 01-0000-0-0000-7550-4320-090-718 | paper | 442.47 |
| Kelly Spicers Stores | 07/24/2025 | 703999 | 01-0000-0-0000-7550-4320-090-718 | paper | 75.99 |
| **Kelly Spicers Stores Total** | | | | | 1,400.76 |
| KRUG, FRANCES S | 07/29/2025 | 704828 | 01-0000-0-0000-7600-3701-090-810 | CERTIFICATED RETIREE C | 1,679.19 |
| **KRUG, FRANCES S Total** | | | | | 1,679.19 |
| Lakeshore Learning Materials, Llc | 07/15/2025 | 702397 | 01-3010-0- - -9510- - | EP250134 | 343.41 |
| **Lakeshore Learning Materials, Llc Total** | | | | | 343.41 |
| LAM, RICHARD | 07/15/2025 | 702414 | 01-8150-0- - -9510- - | EP#250177 | 29.77 |
| **LAM, RICHARD Total** | | | | | 29.77 |
| Lasertorium Office Systems Norman S.H. Kum | 07/15/2025 | 702398 | 01-0000-0- - -9510- - | ep250191 | 135.00 |
| **Lasertorium Office Systems Norman S.H. Kum Total** | | | | | 135.00 |
| LASKY, ELIZA L | 07/21/2025 | 703344 | 01-9010-0- - -9510- - | EP#250276 | 225.00 |
| **LASKY, ELIZA L Total** | | | | | 225.00 |
| Lawson Products Inc | 07/17/2025 | 702794 | 01-8150-0- - -9510- - | ep250252 | 382.98 |
| **Lawson Products Inc Total** | | | | | 382.98 |
| Leader Services Attn: Accounting Department | 07/17/2025 | 702774 | 01-9010-0- - -9510- - | ep250251 | 2,091.75 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| **Leader Services Attn: Accounting Department Total** | | | | | 2,091.75 |
| LEE, ANGELINA G | 07/03/2025 | 700712 | 01-9010-0- - -9510- - | EP#250035 | 250.00 |
| **LEE, ANGELINA G Total** | | | | | 250.00 |
| Level Data, LLC | 07/29/2025 | 704822 | 01-0000-0-0000-2424-5899-090-735 | Active Directory Managemen | 41,751.11 |
| **Level Data, LLC Total** | | | | | 41,751.11 |
| Lincoln Aquatics | 07/24/2025 | 703992 | 01-8150-0- - -9510- - | ep250303 | 1,987.97 |
| **Lincoln Aquatics Total** | | | | | 1,987.97 |
| LOW, CORINNA | 07/03/2025 | 700713 | 01-0000-0- - -9510- - | EP#250040 | 39.48 |
| **LOW, CORINNA Total** | | | | | 39.48 |
| LOWES BUSINESS ACCT/SYNCB | 07/15/2025 | 702427 | 01-8150-0- - -9510- - | ep250233 | 6,859.63 |
| **LOWES BUSINESS ACCT/SYNCB Total** | | | | | 6,859.63 |
| Lucia Coria Vega | 07/21/2025 | 703345 | 01-6500-0- - -9510- - | EP#250259 | 425.32 |
| Lucia Coria Vega | 07/21/2025 | 703345 | 01-6500-0- - -9510- - | EP#250260 | 123.48 |
| **Lucia Coria Vega Total** | | | | | 548.80 |
| MALFATTI, MARGARET J | 07/15/2025 | 702415 | 01-0000-0- - -9510- - | EP#250176 | 23.61 |
| **MALFATTI, MARGARET J Total** | | | | | 23.61 |
| MARTINEZ, LEILAHNIE C | 07/22/2025 | 703586 | 01-0000-0- - -9510- - | EP#250273 | 8.40 |
| **MARTINEZ, LEILAHNIE C Total** | | | | | 8.40 |
| Maxx Metals | 07/08/2025 | 700988 | 01-8150-0- - -9510- - | ep250052 | 307.61 |
| Maxx Metals | 07/29/2025 | 704853 | 01-8150-0-0000-8110-4320-090-741 | supplies | 118.13 |
| **Maxx Metals Total** | | | | | 425.74 |
| MCCARRON, JULIA A | 07/17/2025 | 702765 | 01-6500-0- - -9510- - | EP#250194 | 111.56 |
| MCCARRON, JULIA A | 07/17/2025 | 702765 | 01-9302-0- - -9510- - | EP#250194 | 111.56 |
| MCCARRON, JULIA A | 07/24/2025 | 703983 | 01-6500-0-5730-1190-4322-090-204 | FOOD BLIS & ESY PROGRA | 282.38 |
| MCCARRON, JULIA A | 07/24/2025 | 703983 | 01-9302-0-1110-1000-4320-090-600 | Decorations for Big Lift Closir | 94.32 |
| MCCARRON, JULIA A | 07/24/2025 | 703983 | 01-9302-0-1110-1000-4322-090-600 | FOOD BLIS & ESY PROGRA | 282.38 |
| MCCARRON, JULIA A | 07/29/2025 | 704816 | 01-9302-0-1110-1000-4322-090-600 | FOOD & COFFEE FOR BLIS | 48.46 |
| **MCCARRON, JULIA A Total** | | | | | 930.66 |
| MCCLOSKEY, LIAM JOSEPH | 07/03/2025 | 700714 | 01-8150-0- - -9510- - | EP#250043 | 170.76 |
| MCCLOSKEY, LIAM JOSEPH | 07/03/2025 | 700736 | 01-8150-0- - -9510- - | EP#250044 | 143.45 |
| **MCCLOSKEY, LIAM JOSEPH Total** | | | | | 314.21 |
| Medco Supply Company | 07/29/2025 | 704817 | 01-0000-0- - -9510- - | ep250313 | 44.63 |
| **Medco Supply Company Total** | | | | | 44.63 |
| MEELO EDUCATION | 07/09/2025 | 701380 | 01-3310-0- - -9510- - | EP250030 | 130,457.75 |
| **MEELO EDUCATION Total** | | | | | 130,457.75 |
| MetLife Insurance Company MetLife Small Business Center | 07/29/2025 | 704814 | 01-0000-0- - -9573- - | BASIC LIFE PREMIUM | 9,355.43 |
| MetLife Insurance Company MetLife Small Business Center | 07/29/2025 | 704814 | 01-0000-0-0000-7600-3701-090-810 | BASIC LIFE PREMIUM | 13.79 |
| **MetLife Insurance Company MetLife Small Business Center Total** | | | | | 9,369.22 |
| MOORE THOMAS, SHAWNTERRA A | 07/24/2025 | 703980 | 01-0000-0-0000-7150-5810-090-714 | 2UPSAGENDA | 134.96 |
| **MOORE THOMAS, SHAWNTERRA A Total** | | | | | 134.96 |
| MOSS, KIMBERLY A | 07/21/2025 | 703346 | 01-6266-0- - -9510- - | EP#250198 | 120.40 |
| **MOSS, KIMBERLY A Total** | | | | | 120.40 |
| MRC | 07/29/2025 | 704854 | 01-0000-0-0000-7350-5600-090-717 | copies | 254.33 |
| MRC | 07/29/2025 | 704854 | 01-0000-0-0000-7550-5600-090-718 | copies | 4.44 |
| **MRC Total** | | | | | 258.77 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| Nasco | 07/22/2025 | 703590 | 01-7370-0- - -9510- - | ep2048.58 | 2,541.70 |
| **Nasco Total** | | | | | 2,541.70 |
| NOGUCHI-ORDONEZ, CHIKO | 07/15/2025 | 702416 | 01-0000-0- - -9510- - | EP#250161 | 68.99 |
| **NOGUCHI-ORDONEZ, CHIKO Total** | | | | | 68.99 |
| NTL CENTER FOR CIVIC INNOVATIO | 07/24/2025 | 703993 | 01-9044-0-1110-1000-5210-090-064 | wrap around session | 2,200.00 |
| **NTL CENTER FOR CIVIC INNOVATIO Total** | | | | | 2,200.00 |
| O, TED | 07/03/2025 | 700715 | 01-0000-0- - -9510- - | EP#250057 | 483.42 |
| **O, TED Total** | | | | | 483.42 |
| ODP Business Solutions LLC | 07/15/2025 | 702403 | 01-0000-0- - -9510- - | EP250181 | 1,777.20 |
| ODP Business Solutions LLC | 07/15/2025 | 702403 | 01-0000-0- - -9510- - | EP250182 | 99.76 |
| ODP Business Solutions LLC | 07/15/2025 | 702403 | 01-0805-0- - -9510- - | EP250180 | 986.43 |
| ODP Business Solutions LLC | 07/15/2025 | 702403 | 01-9302-0- - -9510- - | EP250142 | 235.33 |
| ODP Business Solutions LLC | 07/17/2025 | 702763 | 01-0000-0- - -9510- - | EP250181 | 17.69 |
| ODP Business Solutions LLC | 07/17/2025 | 702781 | 01-0000-0- - -9510- - | EP250221 | 290.95 |
| ODP Business Solutions LLC | 07/17/2025 | 702781 | 01-0000-0- - -9510- - | EP250222 | 181.43 |
| **ODP Business Solutions LLC Total** | | | | | 3,588.79 |
| OLDS, BARBARA F | 07/29/2025 | 704829 | 01-0000-0-0000-7600-3701-090-810 | CERTIFICATED RETIREE C | 1,703.31 |
| **OLDS, BARBARA F Total** | | | | | 1,703.31 |
| OLIVA, CATHERINE | 07/21/2025 | 703347 | 01-6500-0- - -9510- - | EP#250261 | 13.72 |
| **OLIVA, CATHERINE Total** | | | | | 13.72 |
| Otis Elevator Company | 07/24/2025 | 704000 | 01-0000-0-0000-8200-5600-090-760 | maintenance svc. | 1,935.65 |
| Otis Elevator Company | 07/29/2025 | 704834 | 01-0000-0-0000-8200-5600-090-760 | MAINTENANCE SVC | 1,935.65 |
| **Otis Elevator Company Total** | | | | | 3,871.30 |
| Outdoor Supply Hardware | 07/15/2025 | 702428 | 01-8150-0- - -9510- - | ep250234 | 28.56 |
| **Outdoor Supply Hardware Total** | | | | | 28.56 |
| PENA, ROGER | 07/21/2025 | 703348 | 01-6500-0- - -9510- - | EP#250262 | 53.20 |
| **PENA, ROGER Total** | | | | | 53.20 |
| PEREZ, MARIA DE JESUS | 07/29/2025 | 704809 | 01-0000-0- - -9589- - | reissue lost check | 375.26 |
| **PEREZ, MARIA DE JESUS Total** | | | | | 375.26 |
| PRECIADO RODRIGUEZ, ROSA M | 07/15/2025 | 702407 | 01-9010-0- - -9510- - | EP#250200 | 250.00 |
| PRECIADO RODRIGUEZ, ROSA M | 07/15/2025 | 702407 | 01-9010-0- - -9510- - | EP#250201 | 225.00 |
| **PRECIADO RODRIGUEZ, ROSA M Total** | | | | | 475.00 |
| PRIMO BRANDS BLUE TRITON BRANDS, INC | 07/15/2025 | 702429 | 01-9107-0- - -9510- - | ep250240 | 53.98 |
| PRIMO BRANDS BLUE TRITON BRANDS, INC | 07/17/2025 | 702775 | 01-0000-0- - -9510- - | ep250241 | 21.96 |
| **PRIMO BRANDS BLUE TRITON BRANDS, INC Total** | | | | | 75.94 |
| Procare Therapy | 07/30/2025 | 705593 | 01-6500-0- - -9510- - | ep250399 | 1,950.00 |
| **Procare Therapy Total** | | | | | 1,950.00 |
| Protech | 07/08/2025 | 700998 | 01-8150-0- - -9510- - | EP250010 | 2,820.00 |
| Protech | 07/08/2025 | 700998 | 01-8150-0- - -9510- - | EP250011 | 1,195.00 |
| Protech | 07/08/2025 | 700998 | 01-8150-0- - -9510- - | EP250012 | 3,315.00 |
| Protech | 07/08/2025 | 700998 | 01-8150-0- - -9510- - | EP250013 | 1,980.00 |
| Protech | 07/08/2025 | 700998 | 01-8150-0- - -9510- - | ep250014 | 3,210.00 |
| **Protech Total** | | | | | 12,520.00 |
| QBS LLC | 07/15/2025 | 702392 | 01-6500-0- - -9510- - | EP250230 | 379.40 |
| QBS LLC | 07/17/2025 | 702754 | 01-6500-0- - -9510- - | EP250230 | 66.00 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| **QBS LLC Total** | | | | | 445.40 |
| Quadient Leasing USA Inc | 07/08/2025 | 700992 | 01-0000-0-0000-7550-5600-090-718 | Postage Machine Maintenanc | 1,836.59 |
| **Quadient Leasing USA Inc Total** | | | | | 1,836.59 |
| R & H Wholesale Supply Inc | 07/03/2025 | 700727 | 01-8150-0- - -9510- - | ep250027 | 1,879.71 |
| R & H Wholesale Supply Inc | 07/17/2025 | 702776 | 01-8150-0- - -9510- - | ep250253 | 72.71 |
| R & H Wholesale Supply Inc | 07/24/2025 | 704001 | 01-8150-0-0000-8110-4320-090-741 | supplies | 180.42 |
| R & H Wholesale Supply Inc | 07/29/2025 | 704855 | 01-8150-0-0000-8110-4320-090-741 | supplies | 3,659.50 |
| **R & H Wholesale Supply Inc Total** | | | | | 5,792.34 |
| REFIOGLU, ALEXANDRIA M | 07/15/2025 | 702408 | 01-9010-0- - -9510- - | EP#250172 | 225.00 |
| **REFIOGLU, ALEXANDRIA M Total** | | | | | 225.00 |
| RENAUD, ELIZABETH A | 07/21/2025 | 703349 | 01-9010-0- - -9510- - | EP#250277 | 225.00 |
| **RENAUD, ELIZABETH A Total** | | | | | 225.00 |
| RESIDEO LLC ADEMCO INC | 07/24/2025 | 704002 | 01-8150-0-0000-8110-4320-090-741 | supplies | 82.35 |
| **RESIDEO LLC ADEMCO INC Total** | | | | | 82.35 |
| Riddell All American Sports | 07/15/2025 | 702417 | 01-9237-0- - -9510- - | EP#250143 | 2,479.70 |
| Riddell All American Sports | 07/17/2025 | 702777 | 01-0000-0- - -9510- - | ep250184 | 1,865.26 |
| **Riddell All American Sports Total** | | | | | 4,344.96 |
| RIGG, RICHARD J | 07/29/2025 | 704830 | 01-0000-0-0000-7600-3701-090-810 | CERTIFICATED RETIREE C | 433.59 |
| **RIGG, RICHARD J Total** | | | | | 433.59 |
| Ro Health | 07/08/2025 | 700995 | 01-0000-0- - -9510- - | EP250033 | 4,691.25 |
| Ro Health | 07/08/2025 | 700995 | 01-6500-0- - -9510- - | EP250033 | 6,091.44 |
| Ro Health | 07/14/2025 | 702036 | 01-0000-0- - -9510- - | ep250123 | 4,387.50 |
| Ro Health | 07/14/2025 | 702036 | 01-6500-0- - -9510- - | ep250123 | 3,121.88 |
| **Ro Health Total** | | | | | 18,292.07 |
| Robert Half | 07/03/2025 | 700728 | 01-0000-0- - -9510- - | ep250055 | 1,240.88 |
| Robert Half | 07/15/2025 | 702399 | 01-0000-0- - -9510- - | ep250186 | 5,626.84 |
| Robert Half | 07/17/2025 | 702778 | 01-0000-0- - -9510- - | ep250150 | 2,068.13 |
| Robert Half | 07/29/2025 | 704857 | 01-0000-0- - -9510- - | ep250389 | 1,544.40 |
| Robert Half | 07/29/2025 | 704858 | 01-0000-0- - -9510- - | temp agency | 8,690.45 |
| **Robert Half Total** | | | | | 19,170.70 |
| Safety-Kleen Systems Inc. | 07/29/2025 | 704835 | 01-0000-0-0000-8200-5860-090-760 | SUPPLIES | 422.99 |
| **Safety-Kleen Systems Inc. Total** | | | | | 422.99 |
| SALUMBIDES, VINCENT C | 07/03/2025 | 700716 | 01-0000-0- - -9510- - | EP#250058 | 1,549.79 |
| **SALUMBIDES, VINCENT C Total** | | | | | 1,549.79 |
| San Mateo County Behavioral Health & Recovery S | 07/15/2025 | 702384 | 01-3327-0- - -9510- - | ep250124 | 47,831.00 |
| **San Mateo County Behavioral Health & Recovery S Total** | | | | | 47,831.00 |
| San Mateo County Schools Insurance Group-(smcsig) | 07/29/2025 | 704802 | 01-0000-0-0000-7602-5888-090-726 | legal services | 15,000.00 |
| San Mateo County Schools Insurance Group-(smcsig) | 07/29/2025 | 704823 | 01-0000-0-0000-7602-5888-090-726 | Legal Services | 10,000.00 |
| **San Mateo County Schools Insurance Group-(smcsig) Total** | | | | | 25,000.00 |
| Santa Clara County Off. Of Edu | 07/03/2025 | 700729 | 01-6500-0- - -9510- - | ep250054 | 110,632.00 |
| **Santa Clara County Off. Of Edu Total** | | | | | 110,632.00 |
| Scoot Education Inc. | 07/08/2025 | 700989 | 01-0000-0- - -9510- - | ep250046 | 1,509.00 |
| **Scoot Education Inc. Total** | | | | | 1,509.00 |
| SHAW, COURTNEY | 07/03/2025 | 700717 | 01-0000-0- - -9510- - | EP#250039 | 238.01 |
| **SHAW, COURTNEY Total** | | | | | 238.01 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| SHEPARD, ROBERT JOHN | 07/24/2025 | 703994 | 01-0000-0-1202-1000-4320-032-322 | iron plates weights | 2,500.00 |
| **SHEPARD, ROBERT JOHN Total** | | | | | 2,500.00 |
| SHIHADEH, SAHAR R | 07/29/2025 | 704831 | 01-0000-0-0000-7600-3702-090-810 | CLASSIFED RETIREE CONT | 156.00 |
| **SHIHADEH, SAHAR R Total** | | | | | 156.00 |
| South City Fire Protection | 07/29/2025 | 704826 | 01-8150-0-0000-8110-5899-090-741 | annual maintence | 6,796.15 |
| **South City Fire Protection Total** | | | | | 6,796.15 |
| South City Lumber & Supply | 07/17/2025 | 702770 | 01-8150-0- - -9510- - | EP250192 | 921.63 |
| **South City Lumber & Supply Total** | | | | | 921.63 |
| South San Francisco Scavenger | 07/17/2025 | 702789 | 01-0000-0- - -9510- - | ep250219 | 8,221.32 |
| **South San Francisco Scavenger Total** | | | | | 8,221.32 |
| SPECIALTY'S CAFE & BAKERY | 07/21/2025 | 703340 | 01-0000-0- - -9510- - | ep250285 | 1,627.95 |
| SPECIALTY'S CAFE & BAKERY | 07/24/2025 | 703974 | 01-0000-0- - -9510- - | ep250285 | 80.66 |
| **SPECIALTY'S CAFE & BAKERY Total** | | | | | 1,708.61 |
| Spectrum Center Inc. | 07/30/2025 | 705594 | 01-6500-0- - -9510- - | ep250402 | 3,622.80 |
| **Spectrum Center Inc. Total** | | | | | 3,622.80 |
| SSFUSD/REVOLVING CASH FUND | 07/29/2025 | 704803 | 01-9010-0- - -9510- - | ep250289 | 350.00 |
| **SSFUSD/REVOLVING CASH FUND Total** | | | | | 350.00 |
| Standard Plumbing Supply Co. | 07/15/2025 | 702400 | 01-8150-0- - -9510- - | ep250183 | 630.38 |
| Standard Plumbing Supply Co. | 07/17/2025 | 702779 | 01-8150-0- - -9510- - | ep250256 | 347.21 |
| Standard Plumbing Supply Co. | 07/24/2025 | 704003 | 01-8150-0-0000-8110-4320-090-741 | supplies | 140.25 |
| **Standard Plumbing Supply Co. Total** | | | | | 1,117.84 |
| Staples Advantage | 07/09/2025 | 701378 | 01-0000-0- - -9510- - | ep250028 | 15.01 |
| **Staples Advantage Total** | | | | | 15.01 |
| STEINBORN, MATTHEW | 07/15/2025 | 702418 | 01-6500-0- - -9510- - | EP#250175 | 47.95 |
| **STEINBORN, MATTHEW Total** | | | | | 47.95 |
| STEPPING STONES GROUP LLC, THE | 07/08/2025 | 700996 | 01-3310-0- - -9510- - | EP0036 | 16,876.27 |
| STEPPING STONES GROUP LLC, THE | 07/09/2025 | 701381 | 01-3310-0- - -9510- - | EP250048 | 43,465.83 |
| STEPPING STONES GROUP LLC, THE | 07/14/2025 | 702037 | 01-6500-0- - -9510- - | ep250125 | 1,100.00 |
| STEPPING STONES GROUP LLC, THE | 07/15/2025 | 702393 | 01-3310-0- - -9510- - | EP250231 | 11,156.50 |
| STEPPING STONES GROUP LLC, THE | 07/17/2025 | 702755 | 01-6500-0- - -9510- - | EP250231 | 10,705.00 |
| STEPPING STONES GROUP LLC, THE | 07/30/2025 | 705595 | 01-3310-0- - -9510- - | ep0404 | 13,324.73 |
| STEPPING STONES GROUP LLC, THE | 07/30/2025 | 705595 | 01-6500-0- - -9510- - | ep250403 | 3,500.00 |
| **STEPPING STONES GROUP LLC, THE Total** | | | | | 100,128.33 |
| Stewart Chevrolet | 07/17/2025 | 702780 | 01-8150-0- - -9510- - | ep250269 | 68.63 |
| **Stewart Chevrolet Total** | | | | | 68.63 |
| Stewart Signs | 07/17/2025 | 702797 | 01-0000-0- - -9510- - | ep250255 | 2,150.54 |
| **Stewart Signs Total** | | | | | 2,150.54 |
| SUNDARAM, RANGANATHAN M | 07/15/2025 | 702419 | 01-0000-0- - -9510- - | EP#250139 | 248.24 |
| SUNDARAM, RANGANATHAN M | 07/15/2025 | 702419 | 01-0000-0- - -9510- - | EP#250140 | 106.53 |
| SUNDARAM, RANGANATHAN M | 07/15/2025 | 702419 | 01-0000-0- - -9510- - | EP#250141 | 50.52 |
| SUNDARAM, RANGANATHAN M | 07/17/2025 | 702767 | 01-0000-0- - -9510- - | EP#250138 | 16.47 |
| SUNDARAM, RANGANATHAN M | 07/21/2025 | 703350 | 01-0000-0- - -9510- - | EP#250271 | 80.29 |
| SUNDARAM, RANGANATHAN M | 07/21/2025 | 703350 | 01-0000-0- - -9510- - | EP#250281 | 113.06 |
| **SUNDARAM, RANGANATHAN M Total** | | | | | 615.11 |
| Swing Education Inc. | 07/15/2025 | 702379 | 01-0000-0- - -9510- - | ep250098 | 100,000.00 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| **Swing Education Inc. Total** | | | | | 100,000.00 |
| TAM, HELEN | 07/03/2025 | 700718 | 01-0000-0- - -9510- - | EP#250042 | 775.00 |
| **TAM, HELEN Total** | | | | | 775.00 |
| The Adam-hill Company | 07/03/2025 | 700737 | 01-8150-0- - -9510- - | EP#250081 | 480.28 |
| **The Adam-hill Company Total** | | | | | 480.28 |
| The Avalon Academy | 07/15/2025 | 702394 | 01-6500-0- - -9510- - | ep250226 | 19,614.37 |
| The Avalon Academy | 07/17/2025 | 702756 | 01-6500-0- - -9510- - | ep250226 | 15,479.00 |
| The Avalon Academy | 07/30/2025 | 705596 | 01-6500-0- - -9510- - | ep250394 | 14,771.00 |
| The Avalon Academy | 07/30/2025 | 705596 | 01-6500-0- - -9510- - | ep250395 | 13,018.00 |
| **The Avalon Academy Total** | | | | | 62,882.37 |
| TIRAPELLE, LUCA | 07/15/2025 | 702409 | 01-6266-0- - -9510- - | EP#250250 | 482.23 |
| **TIRAPELLE, LUCA Total** | | | | | 482.23 |
| T-mobile | 07/17/2025 | 702793 | 01-0000-0- - -9510- - | ep250197 | 2,206.25 |
| T-mobile | 07/17/2025 | 702793 | 01-0000-0- - -9510- - | ep250207 | 61.70 |
| T-mobile | 07/17/2025 | 702793 | 01-0000-0- - -9510- - | ep250209 | 25.80 |
| T-mobile | 07/17/2025 | 702793 | 01-0000-0- - -9510- - | ep250210 | 179.50 |
| T-mobile | 07/17/2025 | 702793 | 01-0000-0- - -9510- - | ep250213 | 61.70 |
| T-mobile | 07/17/2025 | 702793 | 01-0000-0- - -9510- - | ep250214 | 71.80 |
| T-mobile | 07/17/2025 | 702793 | 01-6500-0- - -9510- - | rp250212 | 35.90 |
| **T-mobile Total** | | | | | 2,642.65 |
| Uline | 07/09/2025 | 701383 | 01-0000-0- - -9510- - | ep250018 | 438.89 |
| Uline | 07/17/2025 | 702795 | 01-8150-0- - -9510- - | ep250279 | 158.22 |
| Uline | 07/17/2025 | 702795 | 01-8150-0- - -9510- - | ep250280 | 196.15 |
| **Uline Total** | | | | | 793.26 |
| United Coach Tours | 07/14/2025 | 702017 | 01-0000-0- - -9510- - | EP#250133 | 3,845.25 |
| **United Coach Tours Total** | | | | | 3,845.25 |
| United Rentals (north America) Inc | 07/17/2025 | 702798 | 01-8150-0- - -9510- - | ep250255 | 1,856.53 |
| **United Rentals (north America) Inc Total** | | | | | 1,856.53 |
| United Site Services | 07/14/2025 | 702026 | 01-0000-0- - -9510- - | ep250110 | 1,745.74 |
| United Site Services | 07/24/2025 | 704004 | 01-0000-0-0000-8200-5600-090-760 | portable toilets | 1,615.44 |
| United Site Services | 07/29/2025 | 704836 | 01-0000-0-0000-8200-5600-090-760 | RENTAL | 105.15 |
| **United Site Services Total** | | | | | 3,466.33 |
| UNIVERSAL SERVICE ADMINISTRATIVE COMPANY | 07/17/2025 | 702766 | 01-0000-0- - -9510- - | Bill#RIDFECF219002220700 | 377,062.03 |
| **UNIVERSAL SERVICE ADMINISTRATIVE COMPANY Total** | | | | | 377,062.03 |
| VEAUDRY, KATELYN M | 07/29/2025 | 704850 | 01-0000-0-1110-1000-5210-090-197 | AVID SUMMER INSTITUTE | 262.60 |
| **VEAUDRY, KATELYN M Total** | | | | | 262.60 |
| Verizon | 07/15/2025 | 702401 | 01-8150-0- - -9510- - | ep250109 | 871.70 |
| **Verizon Total** | | | | | 871.70 |
| VERSA PRODUCTS | 07/17/2025 | 702790 | 01-0000-0- - -9510- - | ep250216 | 591.35 |
| **VERSA PRODUCTS Total** | | | | | 591.35 |
| Via Heart Project | 07/29/2025 | 704824 | 01-8150-0-0000-8110-5899-090-741 | Renewal of Via Annual Maint | 17,150.00 |
| **Via Heart Project Total** | | | | | 17,150.00 |
| VIEYRA, DELIA | 07/29/2025 | 704832 | 01-0000-0-0000-7600-3702-090-810 | CLASSIFED RETIREE CONT | 156.00 |
| **VIEYRA, DELIA Total** | | | | | 156.00 |
| VWR International | 07/29/2025 | 704837 | 01-9010-0-1110-1000-4320-090-360 | REISSUE STALE CHK | 41.07 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| **VWR International Total** | | | | | 41.07 |
| WANG, BETTY W | 07/21/2025 | 703351 | 01-6500-0- - -9510- - | EP#250258 | 79.38 |
| **WANG, BETTY W Total** | | | | | 79.38 |
| WARD'S SCIENCE | 07/15/2025 | 702402 | 01-7370-0- - -9510- - | ep250185 | 959.77 |
| **WARD'S SCIENCE Total** | | | | | 959.77 |
| Welldom Inc | 07/15/2025 | 702385 | 01-6500-0- - -9510- - | ep250126 | 15,876.00 |
| Welldom Inc | 07/29/2025 | 704856 | 01-6500-0- - -9510- - | ep 250405 | 32,742.20 |
| **Welldom Inc Total** | | | | | 48,618.20 |
| Wells Fargo Elite Card Payment Center | 07/24/2025 | 704008 | 01-0000-0- - -9510- - | ep250284 | 3,032.38 |
| Wells Fargo Elite Card Payment Center | 07/24/2025 | 704008 | 01-7412-0- - -9510- - | ep250284 | 675.00 |
| Wells Fargo Elite Card Payment Center | 07/24/2025 | 704008 | 01-8150-0- - -9510- - | ep250284 | 2,278.67 |
| Wells Fargo Elite Card Payment Center | 07/24/2025 | 704008 | 01-9026- - - -9510- - | ep250284 | 582.61 |
| **Wells Fargo Elite Card Payment Center Total** | | | | | 6,568.66 |
| West Coast Netting Inc. | 07/29/2025 | 704810 | 01-8150-0- - -9510- - | ep250385 | 17,000.00 |
| **West Coast Netting Inc. Total** | | | | | 17,000.00 |
| Westborough Water District | 07/22/2025 | 703585 | 01-0000-0- - -9510- - | ep250287 | 3,305.54 |
| **Westborough Water District Total** | | | | | 3,305.54 |
| Wings Learning Center | 07/14/2025 | 702038 | 01-6500-0- - -9510- - | ep250127 | 667.55 |
| **Wings Learning Center Total** | | | | | 667.55 |
| YACOUB, SABRINA | 07/15/2025 | 702420 | 01-6500-0- - -9510- - | EP#250179 | 639.50 |
| **YACOUB, SABRINA Total** | | | | | 639.50 |
| Young Audiences Of Northern California | 07/17/2025 | 702800 | 01-9024-0- - -9510- - | ep250275 | 107,000.00 |
| **Young Audiences Of Northern California Total** | | | | | 107,000.00 |
| ZARAGOZA, NAOMI A | 07/03/2025 | 700719 | 01-9010-0- - -9510- - | EP#250034 | 221.00 |
| **ZARAGOZA, NAOMI A Total** | | | | | 221.00 |
| Zoom Communications Inc | 07/29/2025 | 704805 | 01-0000-0-0000-2424-5899-090-735 | Zoom Renewal | 40,597.00 |
| **Zoom Communications Inc Total** | | | | | 40,597.00 |
| | | | **Fund 01** | **Subtotal** | **$ 3,430,066.86** |
| AT&T | 07/03/2025 | 700722 | 11-0000-0- - -9510- - | EP250002 | 61.61 |
| **AT&T Total** | | | | | 61.61 |
| California Water Service | 07/29/2025 | 704801 | 11-0000-0- - -9510- - | EP#250148 | 3,194.46 |
| **California Water Service Total** | | | | | 3,194.46 |
| HERFF JONES LLC | 07/17/2025 | 702787 | 11-6391-0- - -9510- - | ep250025 | 270.51 |
| **HERFF JONES LLC Total** | | | | | 270.51 |
| IXL Learning | 07/29/2025 | 704807 | 11-6391-0- - -9510- - | ep250311 | 198.00 |
| **IXL Learning Total** | | | | | 198.00 |
| | | | **Fund 11** | **Subtotal** | **$ 3,724.58** |
| AT&T | 07/03/2025 | 700722 | 12-6105-0- - -9510- - | EP250002 | 61.63 |
| **AT&T Total** | | | | | 61.63 |
| California Department Of Tax And Fee Administration | 07/30/2025 | 705587 | 12-0000-0- - -9580- - | USE TAX - 04/01 - 06/30/25 | 242.84 |
| **California Department Of Tax And Fee Administration Total** | | | | | 242.84 |
| California Water Service | 07/29/2025 | 704801 | 12-6105-0- - -9510- - | EP#250148 | 262.25 |
| California Water Service | 07/29/2025 | 704801 | 12-9010-0- - -9510- - | EP#250148 | 151.85 |
| **California Water Service Total** | | | | | 414.10 |
| Charter Up LLC | 07/17/2025 | 702772 | 12-6105-0- - -9510- - | ep250204 | 1,887.33 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| **Charter Up LLC Total** | | | | | 1,887.33 |
| Childcare Careers | 07/03/2025 | 700707 | 12-6105-0- - -9510- - | EP#250037 | 1,596.97 |
| Childcare Careers | 07/03/2025 | 700707 | 12-9010-0- - -9510- - | EP#250037 | 1,596.97 |
| Childcare Careers | 07/03/2025 | 700732 | 12-6105-0- - -9510- - | EP#250082 | 824.07 |
| Childcare Careers | 07/03/2025 | 700732 | 12-6105-0- - -9510- - | EP#250085 | 1,606.70 |
| Childcare Careers | 07/03/2025 | 700732 | 12-9010-0- - -9510- - | EP#250082 | 824.08 |
| Childcare Careers | 07/03/2025 | 700732 | 12-9010-0- - -9510- - | EP#250083 | 1,685.65 |
| Childcare Careers | 07/03/2025 | 700732 | 12-9010-0- - -9510- - | EP#250084 | 1,161.25 |
| Childcare Careers | 07/03/2025 | 700732 | 12-9010-0- - -9510- - | EP#250085 | 1,606.71 |
| Childcare Careers | 07/14/2025 | 702014 | 12-9010-0- - -9510- - | EP#250147 | 1,184.48 |
| Childcare Careers | 07/14/2025 | 702015 | 12-6105-0- - -9510- - | EP#250145 | 2,253.89 |
| Childcare Careers | 07/14/2025 | 702015 | 12-9010-0- - -9510- - | EP#250145 | 2,253.89 |
| Childcare Careers | 07/14/2025 | 702016 | 12-6105-0- - -9510- - | EP#250130 | 670.24 |
| Childcare Careers | 07/14/2025 | 702016 | 12-6105-0- - -9510- - | EP#250132 | 1,652.30 |
| Childcare Careers | 07/14/2025 | 702016 | 12-9010-0- - -9510- - | EP#250130 | 670.25 |
| Childcare Careers | 07/14/2025 | 702016 | 12-9010-0- - -9510- - | EP#250131 | 929.00 |
| Childcare Careers | 07/14/2025 | 702016 | 12-9010-0- - -9510- - | EP#250132 | 1,652.30 |
| Childcare Careers | 07/14/2025 | 702027 | 12-6105-0- - -9510- - | EP#250146 | 1,131.73 |
| Childcare Careers | 07/14/2025 | 702027 | 12-9010-0- - -9510- - | EP#250146 | 1,131.73 |
| Childcare Careers | 07/15/2025 | 702395 | 12-6105-0- - -9510- - | EP#250243 | 470.00 |
| Childcare Careers | 07/15/2025 | 702395 | 12-6105-0- - -9510- - | EP#250244 | 172.50 |
| Childcare Careers | 07/15/2025 | 702395 | 12-9010-0- - -9510- - | EP#250243 | 470.00 |
| Childcare Careers | 07/15/2025 | 702395 | 12-9010-0- - -9510- - | EP#250244 | 172.50 |
| Childcare Careers | 07/17/2025 | 702757 | 12-9010-0- - -9510- - | EP#250242 | 245.00 |
| Childcare Careers | 07/29/2025 | 704848 | 12-6105-0-8535-1000-5899-045-835 | Substitute Staffing for Childre | 2,394.21 |
| Childcare Careers | 07/29/2025 | 704848 | 12-9010-0-8533-1000-5899-045-833 | Substitute Staffing for Childre | 3,129.21 |
| **Childcare Careers Total** | | | | | 31,485.63 |
| FLEXGROUND LLC | 07/17/2025 | 702759 | 12-6105-0- - -9510- - | EP250149 | 23,804.76 |
| FLEXGROUND LLC | 07/17/2025 | 702759 | 12-9010-0- - -9510- - | EP250149 | 23,804.76 |
| **FLEXGROUND LLC Total** | | | | | 47,609.52 |
| Hillyard | 07/24/2025 | 703991 | 12-6105-0-8510-8200-4320-045-830 | bathroom supplies | 711.29 |
| Hillyard | 07/24/2025 | 703991 | 12-6105-0-8535-8200-4320-045-835 | bathroom supplies | 711.30 |
| Hillyard | 07/24/2025 | 703991 | 12-9010-0-8533-8200-4320-045-833 | bathroom supplies | 711.30 |
| **Hillyard Total** | | | | | 2,133.89 |
| Lakeshore Learning Materials, Llc | 07/15/2025 | 702397 | 12-9010-0- - -9510- - | EP250135 | 1,081.39 |
| Lakeshore Learning Materials, Llc | 07/15/2025 | 702397 | 12-9010-0- - -9510- - | EP250136 | 416.48 |
| Lakeshore Learning Materials, Llc | 07/17/2025 | 702760 | 12-9010-0- - -9510- - | EP250135 | 81.40 |
| **Lakeshore Learning Materials, Llc Total** | | | | | 1,579.27 |
| ODP Business Solutions LLC | 07/17/2025 | 702781 | 12-9010-0- - -9510- - | EP250137 | 410.59 |
| **ODP Business Solutions LLC Total** | | | | | 410.59 |
| OPENING TECHNOLOGIES INC. | 07/17/2025 | 702788 | 12-6105-0- - -9510- - | ep250205 | 2,033.61 |
| OPENING TECHNOLOGIES INC. | 07/17/2025 | 702788 | 12-9010-0- - -9510- - | ep250205 | 1,016.80 |
| **OPENING TECHNOLOGIES INC. Total** | | | | | 3,050.41 |
| StarVista | 07/17/2025 | 702761 | 12-6105-0- - -9510- - | ep250158 | 3,333.33 |
| StarVista | 07/17/2025 | 702761 | 12-9010-0- - -9510- - | ep250158 | 6,666.67 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| **StarVista Total** | | | | | 10,000.00 |
| WU, JIRAYU JERRY | 07/17/2025 | 702799 | 12-6105-0- - -9510- - | ep250206 | 5,600.00 |
| WU, JIRAYU JERRY | 07/17/2025 | 702799 | 12-9010-0- - -9510- - | ep250206 | 5,600.00 |
| **WU, JIRAYU JERRY Total** | | | | | 11,200.00 |
| | | | **Fund 12** | **Subtotal** | **$ 110,075.21** |
| Advanced Integrated Pest Mgmt | 07/15/2025 | 702421 | 13-5310-0- - -9510- - | ep250237 | 166.00 |
| Advanced Integrated Pest Mgmt | 07/24/2025 | 704005 | 13-5310-0-0000-3700-5807-090-820 | Pest Control & Related Servic | 166.00 |
| **Advanced Integrated Pest Mgmt Total** | | | | | 332.00 |
| Amazon Capital Services | 07/24/2025 | 704006 | 13-5310-0-0000-3700-4340-090-820 | Cleaner for SSFHS | 18.87 |
| **Amazon Capital Services Total** | | | | | 18.87 |
| AT&T | 07/03/2025 | 700722 | 13-5310-0- - -9510- - | EP250003 | 51.12 |
| **AT&T Total** | | | | | 51.12 |
| Bay Area News Group | 07/15/2025 | 702422 | 13-5310-0- - -9510- - | ep250024 | 153.40 |
| **Bay Area News Group Total** | | | | | 153.40 |
| California Department Of Tax And Fee Administration | 07/30/2025 | 705587 | 13-0000-0- - -9580- - | USE TAX - 04/01 - 06/30/25 | 136.79 |
| **California Department Of Tax And Fee Administration Total** | | | | | 136.79 |
| California Dept. Of Tax And Fee Administration | 07/30/2025 | 705586 | 13-5310-0-0000-0000-8638-090-820 | USE TAX 04/01 - 06/30/25 | 28.00 |
| **California Dept. Of Tax And Fee Administration Total** | | | | | 28.00 |
| Danielsen Company | 07/09/2025 | 701385 | 13-5310-0- - -9510- - | ep250104 | 1,562.84 |
| Danielsen Company | 07/29/2025 | 704838 | 13-5310-0-0000-3700-4700-090-820 | food | 1,809.95 |
| **Danielsen Company Total** | | | | | 3,372.79 |
| Daylight Foods Inc | 07/09/2025 | 701386 | 13-5310-0- - -9510- - | ep250100 | 1,628.41 |
| Daylight Foods Inc | 07/14/2025 | 702012 | 13-5310-0- - -9510- - | ep250100 | 240.66 |
| Daylight Foods Inc | 07/14/2025 | 702031 | 13-5310-0- - -9510- - | ep250165 | 239.55 |
| Daylight Foods Inc | 07/24/2025 | 704007 | 13-5310-0-0000-3700-4700-090-820 | Food Products | 2,426.86 |
| Daylight Foods Inc | 07/29/2025 | 704839 | 13-5310-0-0000-3700-4700-090-820 | food | 877.39 |
| **Daylight Foods Inc Total** | | | | | 5,412.87 |
| EMS LINQ INC | 07/29/2025 | 704840 | 13-5310-0-0000-3700-5813-090-820 | food service program | 31,981.84 |
| **EMS LINQ INC Total** | | | | | 31,981.84 |
| Gold Star Foods | 07/09/2025 | 701387 | 13-5310-0- - -9510- - | ep250101 | 4,818.89 |
| Gold Star Foods | 07/29/2025 | 704841 | 13-5310-0-0000-3700-4700-090-820 | food | 2,623.53 |
| **Gold Star Foods Total** | | | | | 7,442.42 |
| IdentiSys Incorporated | 07/29/2025 | 704842 | 13-5310-0-0000-3700-5899-090-820 | maintenance | 191.00 |
| **IdentiSys Incorporated Total** | | | | | 191.00 |
| Image One Corporation | 07/29/2025 | 704843 | 13-5310-0-0000-3700-5813-090-820 | hardware & software mainten | 294.53 |
| Image One Corporation | 07/29/2025 | 704843 | 13-5310-0-0000-3700-5813-090-820 | hardware & software mainten | 1,839.06 |
| **Image One Corporation Total** | | | | | 2,133.59 |
| Individual FoodService | 07/09/2025 | 701388 | 13-5310-0- - -9510- - | ep250102 | 1,984.00 |
| **Individual FoodService Total** | | | | | 1,984.00 |
| MOONCHEF LLC | 07/29/2025 | 704844 | 13-5310-0-0000-3700-5801-090-820 | meals | 59,121.45 |
| **MOONCHEF LLC Total** | | | | | 59,121.45 |
| ODP Business Solutions LLC | 07/14/2025 | 702035 | 13-5310-0- - -9510- - | ep250170 | 537.75 |
| ODP Business Solutions LLC | 07/15/2025 | 702383 | 13-5310-0- - -9510- - | ep250170 | 68.76 |
| ODP Business Solutions LLC | 07/29/2025 | 704820 | 13-5310-0-0000-3700-4320-090-820 | Office Supplies for Food Serv | 15.79 |
| **ODP Business Solutions LLC Total** | | | | | 622.30 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| Producers Dairy Foods Inc. | 07/09/2025 | 701389 | 13-5310-0- - -9510- - | ep250103 | 1,107.86 |
| Producers Dairy Foods Inc. | 07/29/2025 | 704845 | 13-5310-0-0000-3700-4700-090-820 | milk | 2,296.56 |
| **Producers Dairy Foods Inc. Total** | | | | | 3,404.42 |
| SNA | 07/29/2025 | 704846 | 13-5310-0-0000-3700-5300-090-820 | membership | 158.00 |
| **SNA Total** | | | | | 158.00 |
| T-mobile | 07/17/2025 | 702793 | 13-5310-0- - -9510- - | ep250211 | 61.70 |
| **T-mobile Total** | | | | | 61.70 |
| Protech | 07/08/2025 | 700998 | 14-0000-0- - -9510- - | ep250015 | 5,745.00 |
| **Protech Total** | | | | | 5,745.00 |
| | | | **Fund 14** | **Subtotal** | **$ 5,745.00** |
| ALLIED STORAGE CONTAINERS INC | 07/14/2025 | 702039 | 21-9010-0- - -9510- - | EP 250060_Storage Contain | 2,593.06 |
| **ALLIED STORAGE CONTAINERS INC Total** | | | | | 2,593.06 |
| Anchor Relocation Services Inc | 07/14/2025 | 702010 | 21-0000-0- - -9510- - | EP 250096_Moving Services | 1,492.35 |
| **Anchor Relocation Services Inc Total** | | | | | 1,492.35 |
| Atlas Technical Consultants Llc | 07/14/2025 | 702011 | 21-0000-0- - -9510- - | EP 250095_Geotechnical Se | 832.50 |
| Atlas Technical Consultants Llc | 07/21/2025 | 703339 | 21-9010-0-0000-8500-6255-025-960 | EP250304_Geotechnical serv | 1,337.50 |
| Atlas Technical Consultants Llc | 07/21/2025 | 703339 | 21-9010-0-0000-8500-6255-025-960 | EP250305_Geotechnical serv | 3,687.50 |
| **Atlas Technical Consultants Llc Total** | | | | | 5,857.50 |
| Cody Anderson Wasney Architects Inc | 07/14/2025 | 702008 | 21-0000-0- - -9510- - | EP 250093_Assesment servi | 79,426.25 |
| **Cody Anderson Wasney Architects Inc Total** | | | | | 79,426.25 |
| Dannis Woliver Kelley | 07/08/2025 | 700987 | 21-9010-0- - -9510- - | ep250017 | 108.00 |
| **Dannis Woliver Kelley Total** | | | | | 108.00 |
| Department Of General Services office Of Fiscal Services | 07/14/2025 | 702040 | 21-9010-0-0000-8500-6230-032-945 | DSA fee for ECHS HVAC upg | 3,801.81 |
| **Department Of General Services office Of Fiscal Services Total** | | | | | 3,801.81 |
| Harley Ellis Devereaux Corporation | 07/30/2025 | 705585 | 21-0000-0- - -9510- - | EP 250391_PO 250718 | 9,257.64 |
| **Harley Ellis Devereaux Corporation Total** | | | | | 9,257.64 |
| ISI Inspection Services Inc. | 07/14/2025 | 702006 | 21-9010-0- - -9510- - | EP250061_Special Inspectio | 385.00 |
| ISI Inspection Services Inc. | 07/14/2025 | 702006 | 21-9010-0- - -9510- - | EP250062_Special Inspectio | 192.50 |
| ISI Inspection Services Inc. | 07/14/2025 | 702006 | 21-9010-0- - -9510- - | EP250063_Special Inspectio | 385.00 |
| ISI Inspection Services Inc. | 07/14/2025 | 702041 | 21-0000-0- - -9510- - | EP250151_Special Inspectio | 2,228.60 |
| **ISI Inspection Services Inc. Total** | | | | | 3,191.10 |
| KITCHELL CORPORATION DBA Kitchell/CEM Inc. | 07/15/2025 | 702386 | 21-0000-0- - -9510- - | EP250152_Project managem | 162,019.39 |
| KITCHELL CORPORATION DBA Kitchell/CEM Inc. | 07/15/2025 | 702386 | 21-0000-0- - -9510- - | EP250189_Project Managem | 218,713.00 |
| **KITCHELL CORPORATION DBA Kitchell/CEM Inc. Total** | | | | | 380,732.39 |
| MULTISTUDIO INC. | 07/14/2025 | 702042 | 21-0000-0- - -9510- - | EP250154_Project assessme | 27,183.40 |
| MULTISTUDIO INC. | 07/15/2025 | 702387 | 21-0000-0- - -9510- - | EP250153_Project assessme | 51,921.00 |
| **MULTISTUDIO INC. Total** | | | | | 79,104.40 |
| PINELLI CONSTRUCTION INSPECTION INC. | 07/24/2025 | 703989 | 21-9010-0-0000-8500-6290-025-960 | EP 250388_PO 252962 | 5,460.00 |
| PINELLI CONSTRUCTION INSPECTION INC. | 07/24/2025 | 703989 | 21-9010-0-0000-8500-6290-032-926 | EP 250386_PO 252962 | 4,680.00 |
| PINELLI CONSTRUCTION INSPECTION INC. | 07/24/2025 | 703989 | 21-9010-0-0000-8500-6290-098-926 | EP 250387_PO 252962 | 6,760.00 |
| **PINELLI CONSTRUCTION INSPECTION INC. Total** | | | | | 16,900.00 |
| Rozzi's Reproduction & Supply | 07/21/2025 | 703338 | 21-9010-0-0000-8500-6260-014-743 | Document for Sunshine Gard | 816.87 |
| Rozzi's Reproduction & Supply | 07/24/2025 | 703976 | 21-9010-0-0000-8500-6260-032-926 | Documents for ECHS Cafete | 2,567.45 |
| **Rozzi's Reproduction & Supply Total** | | | | | 3,384.32 |
| SIM ARCHITECTS INC | 07/14/2025 | 702009 | 21-0000-0- - -9510- - | EP 250094_Assesment servi | 72,818.00 |

| Description/ Vendor Name | Effective Date | Warrant # | Fu-Rs-Y-Goal-Func-Obj-Sch-Mgmt | Invoice Comment | Amount |
|---|---|---|---|---|---|
| **SIM ARCHITECTS INC Total** | | | | | 72,818.00 |
| T-mobile | 07/17/2025 | 702793 | 21-9010-0- - -9510- - | ep250208 | 51.60 |
| **T-mobile Total** | | | | | 51.60 |
| Verde Design Inc. | 07/14/2025 | 702043 | 21-0000-0- - -9510- - | EP250155_Landscape servic | 6,400.00 |
| Verde Design Inc. | 07/14/2025 | 702043 | 21-0000-0- - -9510- - | EP250156_Landscape servic | 9,200.00 |
| **Verde Design Inc. Total** | | | | | 15,600.00 |
| Wells Fargo Vendor Fin Serv | 07/14/2025 | 702007 | 21-9010-0- - -9510- - | EP250064_Lease for Bond C | 122.32 |
| **Wells Fargo Vendor Fin Serv Total** | | | | | 122.32 |
| | | | **Fund 21** | **Subtotal** | **$ 674,440.74** |
| 19six Architects | 07/14/2025 | 702018 | 40-9010-0- - -9510- - | ep250128 | 1,777.50 |
| **19six Architects Total** | | | | | 1,777.50 |
| Bsn Sports Llc | 07/14/2025 | 702021 | 40-9010-0- - -9510- - | ep250106 | 6,954.45 |
| **Bsn Sports Llc Total** | | | | | 6,954.45 |
| CAW Architects Inc | 07/14/2025 | 702022 | 40-9010-0- - -9510- - | ep250111 | 3,762.50 |
| **CAW Architects Inc Total** | | | | | 3,762.50 |
| Johnson Controls Fire Protection Lp | 07/03/2025 | 700726 | 40-9010-0- - -9510- - | EP250020 | 59,665.15 |
| **Johnson Controls Fire Protection Lp Total** | | | | | 59,665.15 |
| LEA & BRAZE ENGINEERING INC | 07/29/2025 | 704808 | 40-9010-0- - -9510- - | ep250310 | 6,027.00 |
| **LEA & BRAZE ENGINEERING INC Total** | | | | | 6,027.00 |
| WICKMAN DEVELOPMENT AND CONSTRUCTION | 07/17/2025 | 702762 | 40-9010-0- - -9510- - | ep250158 | 218,940.33 |
| **WICKMAN DEVELOPMENT AND CONSTRUCTION Total** | | | | | 218,940.33 |
| ZONE 4 CONSTRUCTION INC. | 07/17/2025 | 702791 | 40-9010-0- - -9510- - | EP250213 | 43,353.25 |
| **ZONE 4 CONSTRUCTION INC. Total** | | | | | 43,353.25 |
| | | | **Fund 40** | **Subtotal** | **$ 340,480.18** |
| **Grand Total** | | | | | **$ 4,681,139.13** |
| | | | | | |
| | | | | | |
| | | **WARRANTS BY FUND SUMMARY** | | | |
| | | 01 | GENERAL FUND | | 3,430,066.86 |
| | | 11 | ADULT EDUCATION FUND | | 3,724.58 |
| | | 12 | CHILD DEVELOPMENT FUND | | 110,075.21 |
| | | 13 | NUTRITION SERVICES FUND | | 116,606.56 |
| | | 14 | DEFERRED MAINTENANCE | | 5,745.00 |
| | | 21 | BUILIDING FUND (BOND) | | 674,440.74 |
| | | 25 | CAPITAL FACILITES FUND | | - |
| | | 40 | SPECIAL RESERVE FUND | | 340,480.18 |
| | | 73 | FOUNDATION TRUST FUND | | - |
| | | **TOTAL WARRANT REGISTER** | | | **$ 4,681,139.13** |

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**THRU:** Ted O, Assistant Superintendent - Business Services

**DATE:** September 25, 2025

**RE:** Cash Receipts Summary – July 1 to July 31, 2025

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## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

The attached list is a Cash Receipts Summary Report for the period of July 1 to July 31, 2025. The report is shown by Fund.

## FISCAL IMPLICATIONS:

The Cash Receipts Summary Report represents revenues received by the District for the period of July 1 to July 31, 2025.

## RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the attached Cash Receipts Summary Report.

**SAN MATEO COUNTY OFFICE OF EDUCATION**
**40 - South San Francisco Unified School District**
**Budget Summary Report - Summary (From: 7/1/2025 To: 7/31/2025)**
**Board Cash Receipts Monthly Report**

| Object | Object Description | Revised Budget | Current Activity | Account Balance | % Remaining |
|---|---|---|---|---|---|
| **Fund 01 GENERAL FUND** | | | | | |
| **Revenue** | | | | | |
| 8011 | REV LIMIT ST AID CURR YR | 3,356,626.00 | 469,927.00 | 2,886,699.00 | 0.9 |
| 8012 | EPA ENTITLEMENT | 1,476,100.00 | - | 1,476,100.00 | 1.0 |
| 8019 | REV LIMIT ST AID PRI YRS | - | - | - | 1.0 |
| 8021 | HOMEOWNERS' EXEMPTION | 385,678.65 | - | 385,678.65 | 1.0 |
| 8029 | OTHR SUBVENT/IN-LIEU TAX | 5,500.00 | 5,594.30 | (94.30) | - |
| 8041 | SECURED ROLLS TAX | 103,337,839.50 | - | 103,337,839.50 | 1.0 |
| 8042 | UNSECURED ROLL TAXES | 1,398,224.84 | - | 1,398,224.84 | 1.0 |
| 8043 | PRIOR YEARS' TAXES | 519,744.80 | - | 519,744.80 | 1.0 |
| 8047 | COMM REDEVLPMNT FUNDS | 39,833,303.14 | - | 39,833,303.14 | 1.0 |
| 8091 | REVENUE LIMIT TRANSFERS | (2,342,944.00) | - | (2,342,944.00) | 1.0 |
| 8096 | TRSF-CHARTER SCH/LIEU-PROP TAX | (83,672.00) | - | (83,672.00) | 1.0 |
| 8097 | PROPERTY TAXES TRANSFERS | 6,223,687.10 | - | 6,223,687.10 | 1.0 |
| 8181 | SP ED ENTITL PER UDC | 1,844,998.37 | - | 1,844,998.37 | 1.0 |
| 8182 | SP ED DISCRETNARY GRANTS | 142,958.85 | - | 142,958.85 | 1.0 |
| 8285 | INTAGENCY CONTR BETW LEAS | 19,224.00 | - | 19,224.00 | 1.0 |
| 8290 | ALL OTHER FEDERAL REVENUE | 2,236,267.28 | - | 2,236,267.28 | 1.0 |
| 8319 | OTHER ST APPORTNMNT-PR YR | 21,734.00 | - | 21,734.00 | 1.0 |
| 8550 | MANDATED COST REIMBURSE | 361,734.44 | - | 361,734.44 | 1.0 |
| 8560 | STATE LOTTERY REVENUE | 2,104,475.00 | - | 2,104,475.00 | 1.0 |
| 8590 | ALL OTHER STATE REVENUES | 12,356,649.25 | 1,684,210.00 | 10,672,439.25 | 0.9 |
| 8625 | COM REDEVEL FUND NOT SUBJ | 4,736,395.72 | - | 4,736,395.72 | 1.0 |
| 8631 | SALE OF EQUIP & SUPPLIES | 11,600.00 | - | 11,600.00 | 1.0 |
| 8650 | LEASES AND RENTALS | 824,041.00 | - | 824,041.00 | 1.0 |
| 8660 | INTEREST/FY21 INTEREST INCOME | 2,614,075.60 | - | 2,614,075.60 | 1.0 |
| 8662 | GAINS/LOSSES ON INVSTMNTS | - | - | - | 1.0 |
| 8699 | ALL OTHER LOCAL REVENUE | 1,382,938.13 | 794.82 | 1,382,143.31 | 1.0 |
| 8919 | OTH AUTH INTRFND XFERS IN | 13,301.00 | - | 13,301.00 | 1.0 |
| 8980 | CONTRIB FROM UNRESTR REV | - | - | - | 1.0 |
| **Total Revenue** | | 182,780,480.67 | 2,160,526.12 | 180,619,954.55 | |
| **Total Fund 01 GENERAL FUND** | | 182,780,480.67 | 2,160,526.12 | 180,619,954.55 | |

**SAN MATEO COUNTY OFFICE OF EDUCATION**
**40 - South San Francisco Unified School District**
**Budget Summary Report - Summary (From: 7/1/2025 To: 7/31/2025)**
**Board Cash Receipts Monthly Report**

| Object | Object Description | Revised Budget | Current Activity | Account Balance | % Remaining |
|---|---|---|---|---|---|
| **Fund 08 STUDENT ACTIVITY SPEC REV FUND** | | | | | |
| **Revenue** | | | | | |
| 8699 | ALL OTHER LOCAL REVENUE | 1,301,995.00 | - | 1,301,995.00 | 1.0 |
| **Total Revenue** | | 1,301,995.00 | - | 1,301,995.00 | |
| **Total Fund 08 STUDENT ACTIVITY SPEC REV FUN** | | 1,301,995.00 | - | 1,301,995.00 | |

**SAN MATEO COUNTY OFFICE OF EDUCATION**
**40 - South San Francisco Unified School District**
**Budget Summary Report - Summary (From: 7/1/2025 To: 7/31/2025)**
**Board Cash Receipts Monthly Report**

| Object | Object Description | Revised Budget | Current Activity | Account Balance | % Remaining |
|---|---|---|---|---|---|
| **Fund 11 ADULT EDUCATION FUND** | | | | | |
| **Revenue** | | | | | |
| 8290 | ALL OTHER FEDERAL REVENUE | 160,952.00 | - | 160,952.00 | 1.0 |
| 8590 | ALL OTHER STATE REVENUES | 1,357,721.00 | - | 1,357,721.00 | 1.0 |
| 8631 | SALE OF EQUIP & SUPPLIES | 300.00 | - | 300.00 | 1.0 |
| 8660 | INTEREST/FY21 INTEREST INCOME | 58,889.25 | - | 58,889.25 | 1.0 |
| 8662 | GAINS/LOSSES ON INVSTMNTS | - | - | - | 1.0 |
| 8671 | ADULT EDUCATION FEES | 2,940.00 | - | 2,940.00 | 1.0 |
| **Total Revenue** | | 1,580,802.25 | - | 1,580,802.25 | |
| **Total Fund 11 ADULT EDUCATION FUND** | | 1,580,802.25 | - | 1,580,802.25 | |

**SAN MATEO COUNTY OFFICE OF EDUCATION**
**40 - South San Francisco Unified School District**
**Budget Summary Report - Summary (From: 7/1/2025 To: 7/31/2025)**
**Board Cash Receipts Monthly Report**

| Object | Object Description | Revised Budget | Current Activity | Account Balance | % Remaining |
|---|---|---|---|---|---|
| **Fund 12 CHILD DEVELOPMENT FUND** | | | | | |
| **Revenue** | | | | | |
| 8290 | ALL OTHER FEDERAL REVENUE | 315,096.46 | - | 315,096.46 | 1.0 |
| 8590 | ALL OTHER STATE REVENUES | 2,094,224.68 | - | 2,094,224.68 | 1.0 |
| 8660 | INTEREST/FY21 INTEREST INCOME | 39,450.00 | - | 39,450.00 | 1.0 |
| 8662 | GAINS/LOSSES ON INVSTMNTS | - | - | - | 1.0 |
| 8673 | CHILDREN'S CENTERS FEES | 1,086.26 | - | 1,086.26 | 1.0 |
| 8689 | ALL OTHR FEES & CONTRACTS | 461,050.00 | - | 461,050.00 | 1.0 |
| 8699 | ALL OTHER LOCAL REVENUE | 1,495,916.15 | - | 1,495,916.15 | 1.0 |
| 8911 | FROM GENERAL TO CHILD DEV | 112,296.29 | - | 112,296.29 | 1.0 |
| 8990 | CONTRIB FROM RESTR REV | - | - | - | 1.0 |
| **Total Revenue** | | 4,519,119.84 | - | 4,519,119.84 | |
| **Total Fund 12 CHILD DEVELOPMENT FUND** | | 4,519,119.84 | - | 4,519,119.84 | |

**SAN MATEO COUNTY OFFICE OF EDUCATION**
**40 - South San Francisco Unified School District**
**Budget Summary Report - Summary (From: 7/1/2025 To: 7/31/2025)**
**Board Cash Receipts Monthly Report**

| Object | Object Description | Revised Budget | Current Activity | Account Balance | % Remaining |
|---|---|---|---|---|---|
| **Fund 13 CAFETERIA FUND** | | | | | |
| **Revenue** | | | | | |
| 8222 | CHILD NUTRITION-FEDERAL REIMB | 2,048,880.96 | - | 2,048,880.96 | 1.0 |
| 8227 | FED.REIMB.-CHILD CARE | 85,448.80 | - | 85,448.80 | 1.0 |
| 8522 | CHILD NUTRITION-STATE REIMB | 2,913,256.00 | - | 2,913,256.00 | 1.0 |
| 8523 | STATE REIMB.-CHILD CARE | 14,000.00 | - | 14,000.00 | 1.0 |
| 8634 | CHILD NUTRITION-DAILY SALES | 81,667.00 | - | 81,667.00 | 1.0 |
| 8637 | CHILD NUTRITION-STDNT CATERING | 160,000.00 | - | 160,000.00 | 1.0 |
| 8638 | CHILD NUTRITION-ADULT CATERING | 297.00 | (28.00) | 325.00 | 1.1 |
| 8660 | INTEREST/FY21 INTEREST INCOME | 60,000.00 | - | 60,000.00 | 1.0 |
| 8662 | GAINS/LOSSES ON INVSTMNTS | - | - | - | 1.0 |
| **Total Revenue** | | 5,363,549.76 | (28.00) | 5,363,577.76 | |
| **Total Fund 13 CAFETERIA FUND** | | 5,363,549.76 | (28.00) | 5,363,577.76 | |

**SAN MATEO COUNTY OFFICE OF EDUCATION**
**40 - South San Francisco Unified School District**
**Budget Summary Report - Summary (From: 7/1/2025 To: 7/31/2025)**
**Board Cash Receipts Monthly Report**

| Object | Object Description | Revised Budget | Current Activity | Account Balance | % Remaining |
|---|---|---|---|---|---|
| **Fund 14 DEFERRED MAINTENANCE FUND** | | | | | |
| **Revenue** | | | | | |
| 8091 | REVENUE LIMIT TRANSFERS | 2,342,944.00 | - | 2,342,944.00 | 1.0 |
| 8660 | INTEREST/FY21 INTEREST INCOME | 424,000.00 | - | 424,000.00 | 1.0 |
| 8662 | GAINS/LOSSES ON INVSTMNTS | - | - | - | 1.0 |
| **Total Revenue** | | 2,766,944.00 | - | 2,766,944.00 | |
| **Total Fund 14 DEFERRED MAINTENANCE FUND** | | 2,766,944.00 | - | 2,766,944.00 | |

**SAN MATEO COUNTY OFFICE OF EDUCATION**
**40 - South San Francisco Unified School District**
**Budget Summary Report - Summary (From: 7/1/2025 To: 7/31/2025)**
**Board Cash Receipts Monthly Report**

| Object | Object Description | Revised Budget | Current Activity | Account Balance | % Remaining |
|---|---|---|---|---|---|
| **Fund 17 SP RESRV FD(OT CPTL OTLY PROJ)** | | | | | |
| **Revenue** | | | | | |
| 8660 | INTEREST/FY21 INTEREST INCOME | 670,000.00 | - | 670,000.00 | 1.0 |
| 8662 | GAINS/LOSSES ON INVSTMNTS | - | - | - | 1.0 |
| **Total Revenue** | | 670,000.00 | - | 670,000.00 | |
| **Total Fund 17 SP RESRV FD(OT CPTL OTLY PROJ** | | 670,000.00 | - | 670,000.00 | |

**SAN MATEO COUNTY OFFICE OF EDUCATION**
**40 - South San Francisco Unified School District**
**Budget Summary Report - Summary (From: 7/1/2025 To: 7/31/2025)**
**Board Cash Receipts Monthly Report**

| Object | Object Description | Revised Budget | Current Activity | Account Balance | % Remaining |
|---|---|---|---|---|---|
| **Fund 21 BUILDING FUND** | | | | | |
| **Revenue** | | | | | |
| 8660 | INTEREST/FY21 INTEREST INCOME | 4,350,000.00 | - | 4,350,000.00 | 1.0 |
| 8662 | GAINS/LOSSES ON INVSTMNTS | - | - | - | 1.0 |
| 8951 | PROCEEDS FRM SALE OF BOND | - | - | - | 1.0 |
| **Total Revenue** | | 4,350,000.00 | - | 4,350,000.00 | |
| **Total Fund 21 BUILDING FUND** | | 4,350,000.00 | - | 4,350,000.00 | |

**SAN MATEO COUNTY OFFICE OF EDUCATION**
**40 - South San Francisco Unified School District**
**Budget Summary Report - Summary (From: 7/1/2025 To: 7/31/2025)**
**Board Cash Receipts Monthly Report**

| Object | Object Description | Revised Budget | Current Activity | Account Balance | % Remaining |
|---|---|---|---|---|---|
| **Fund 25 CAPITAL FACILITIES FUND** | | | | | |
| **Revenue** | | | | | |
| 8660 | INTEREST/FY21 INTEREST INCOME | 350,000.00 | - | 350,000.00 | 1.0 |
| 8662 | GAINS/LOSSES ON INVSTMNTS | - | - | - | 1.0 |
| 8681 | MITIGATION/DEVELOPER FEES | 500,000.00 | - | 500,000.00 | 1.0 |
| **Total Revenue** | | 850,000.00 | - | 850,000.00 | |
| **Total Fund 25 CAPITAL FACILITIES FUND** | | 850,000.00 | - | 850,000.00 | |

**SAN MATEO COUNTY OFFICE OF EDUCATION**
**40 - South San Francisco Unified School District**
**Budget Summary Report - Summary (From: 7/1/2025 To: 7/31/2025)**
**Board Cash Receipts Monthly Report**

| Object | Object Description | Revised Budget | Current Activity | Account Balance | % Remaining |
|---|---|---|---|---|---|
| **Fund 35 CO SCHOOL FACILITIES FUND** | | | | | |
| **Revenue** | | | | | |
| 8660 | INTEREST/FY21 INTEREST INCOME | 2.00 | - | 2.00 | 1.0 |
| 8662 | GAINS/LOSSES ON INVSTMNTS | - | - | - | 1.0 |
| **Total Revenue** | | 2.00 | - | 2.00 | |
| **Total Fund 35 CO SCHOOL FACILITIES FUND** | | 2.00 | - | 2.00 | |

**SAN MATEO COUNTY OFFICE OF EDUCATION**
**40 - South San Francisco Unified School District**
**Budget Summary Report - Summary (From: 7/1/2025 To: 7/31/2025)**
**Board Cash Receipts Monthly Report**

| Object | Object Description | Revised Budget | Current Activity | Account Balance | % Remaining |
|---|---|---|---|---|---|
| **Fund 40 SPECIAL RESERVE FUND CAP** | | | | | |
| **Revenue** | | | | | |
| 8660 | INTEREST/FY21 INTEREST INCOME | 100,000.00 | - | 100,000.00 | 1.0 |
| 8662 | GAINS/LOSSES ON INVSTMNTS | - | - | - | 1.0 |
| 8912 | BTW GENERAL & SP RESERVE | 4,500,000.00 | - | 4,500,000.00 | 1.0 |
| **Total Revenue** | | 4,600,000.00 | - | 4,600,000.00 | |
| **Total Fund 40 SPECIAL RESERVE FUND CAP** | | 4,600,000.00 | - | 4,600,000.00 | |

**SAN MATEO COUNTY OFFICE OF EDUCATION**
**40 - South San Francisco Unified School District**
**Budget Summary Report - Summary (From: 7/1/2025 To: 7/31/2025)**
**Board Cash Receipts Monthly Report**

| Object | Object Description | Revised Budget | Current Activity | Account Balance | % Remaining |
|---|---|---|---|---|---|
| **Fund 73 FOUNDATION TRUST FUND** | | | | | |
| **Revenue** | | | | | |
| 8660 | INTEREST/FY21 INTEREST INCOME | 14,000.00 | - | 14,000.00 | 1.0 |
| 8662 | GAINS/LOSSES ON INVSTMNTS | - | - | - | 1.0 |
| 8699 | ALL OTHER LOCAL REVENUE | 150.00 | - | 150.00 | 1.0 |
| **Total Revenue** | | 14,150.00 | - | 14,150.00 | |
| **Total Fund 73 FOUNDATION TRUST FUND** | | 14,150.00 | - | 14,150.00 | |

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**THRU:** Ted O, Assistant Superintendent – Business Services

**DATE:** September 25, 2025

**RE:** Acceptance of Gifts

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## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

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

## FISCAL IMPLICATIONS:

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

## RECOMMENDATION:

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

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

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

$100 from Deanna and Darren Wong to El Camino High School in support of academic excellence, for use under the principal's discretion.

$1,100 from Mr. and Mrs. Thuan Thieu to El Camino High School in support of academic excellence, for use under the principal's discretion.

$200 from Mr. and Mrs. Henry Dao to El Camino High School in support of academic excellence, for use under the principal's discretion.

$100 from Mr. and Mrs. Marcos Laris to El Camino High School in support of academic excellence, for use under the principal's discretion.

$1,520 from various benefactors to El Camino High School in support of academic excellence, for use under the principal's discretion.

$4,636.91 from American Online Giving Foundation to SSFUSD in support of student and school needs.

$250 from Fidelity Charitable to SSFUSD in support of student and school needs.

$3,000 from SSF Rotary Foundation to Baden High School in support of academic excellence.

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**THRU:** Ted O, Assistant Superintendent – Business Services

**DATE:** September 25, 2025

**RE:** Acceptance of 2025-26 Fundraisers

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## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

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**

| | |
|---|---|
| 5th Grade | Boba Fundraiser – Selling boba to help raise funds for Outdoor Ed. Commencing October 2025 through March 2026. |

## FISCAL IMPLICATIONS:

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

## RECOMMENDATION:

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

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**THRU:** Ted O, Assistant Superintendent – Business Services

**DATE:** September 25, 2025

**RE:** Professional Services Agreements Under $25,000

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## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

The following Professional Service Agreements are being submitted for approval:

### District Office – Business Services

| | |
|---|---|
| $13,352.46 | Rose Brand - Providing services for the main valance drape with vertical seams, the main stage-left drape with vertical seams, and the main stage-right drape with vertical seams. Services include installation, on-site support, and applicable sales tax. Commencing September 2025. |
| $3,500 | All American Inspection, Inc. - The Division of the State Architect (DSA) requires the district to retain a certified In-Plant Inspector. The inspector will provide quality assurance and quality control services to verify that the modular building is constructed in full compliance with the approved design and engineering specifications. Commencing October 2025 through February 2026. |

**District Office – Human Resources**

| | |
|---|---|
| $1,000 | Frontline ERP – Implementation of single sign-on to streamline access and management across existing Frontline modules, including Absence Management, Time and Attendance, Professional Growth, and others. Commencing September 2025. |

**District Office – Student & Family Services**

| | |
|---|---|
| Not to Exceed $10,000 | Rosina Keren - Clinical social work services to support school counselors completing their required clinical hours toward licensure, including supervision and guidance in practice. Commencing throughout the remainder of the 2025-26 school year. |

**District Office – Teaching & Learning**

| | |
|---|---|
| $16,556 | Allison Parks/All Souls Catholic School – A professional development coordinator supports instructional growth among faculty by leading initiatives that align with the school's academic goals and accreditation standards, while also providing critical mentoring for new teachers. Commencing July 1, 2025 through June 30, 2026. |
| $17,770 | Allison Parks/All Souls Catholic School – A Reading Intervention Coordinator & Teacher (Grades 1–8) provides targeted, student-focused support in English Language Arts (ELA) for students who require additional instructional assistance. Commencing July 1, 2025 through June 30, 2026. |
| $20,025 | Aperture Media + Design LLC - Video production projects showcasing SSFUSD's Computer Science and Health Science programs, along with the development of a CTE branding logo. Commencing throughout the remainder of the 2025-26 school year. |
| $4,950 | Michael Ringseis - To support district communications and CTE program promotion, including professional photography, graphic design, and brand guidelines development. Deliverables include high-resolution images, brochure content, and a districtwide brand standards document, along |

| | |
|---|---|
| | with on-site press check services for print quality assurance. Commencing September 2025. |

**El Camino High School**

| | |
|---|---|
| $600 | Pixalshot – Providing photobooth services for the upcoming ECHS Homecoming Dance. Commencing September 27, 2025. |
| $2,500 | Jaymee Gutierrez - A disc-jockey (DJ) who will be introducing and playing recorded popular music for the ECHS Homecoming Dance. Commencing September 27, 2025. |

**Martin Elementary School**

| | |
|---|---|
| $5,416 | Young Audiences - Providing multiple in-person school assemblies with various guest performers/speakers. Commencing throughout the 2025-26 school year. |

## 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**

**Resolution #25-56**

**FILIPINO AMERICAN HISTORY MONTH**
**OCTOBER 1 – OCTOBER 31, 2025**

***WHEREAS**, October was formally designated as **Filipino American History Month** in 2009 by the California State Assembly and by the United States Congress in November 2009; and*

***WHEREAS**, October was chosen to commemorate the arrival of the first Filipinos in the United States at Morro Bay, California, in 1587, making them the earliest documented Asians to visit North America; and*

***WHEREAS**, Filipino Americans have, for many generations, contributed economically, culturally, and socially to the development of United States history and specifically to the 1960's United Farm Workers Movement in California; and*

***WHEREAS**, it is important for Filipino American youth to celebrate their rich ethnicity and valuable legacy and to instill in them the importance of education; and*

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

***WHEREAS**, the Filipino American community is the largest Asian-American group in the United States with approximately 4.4 million residents as of 2020, including the largest state population of roughly 1.7 million in California, and represents a significant portion of the District's student population;*

***NOW, THEREFORE, BE IT RESOLVED** that the South San Francisco Unified School District Board of Trustees hereby recognizes and honors Filipino Americans during Filipino American History Month.*

***REGULARLY PASSED AND ADOPTED** this 25th day of September 2025.*

AYES in Favor of Said Resolution

_____ ATTEST:

_____ _____
Secretary/Clerk of the Board

_____

_____ _____
Superintendent of Schools

_____

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Resolution #25-57**

**Recognizing October 2025 as National Dyslexia Awareness Month**

**WHEREAS**, dyslexia is a neurobiological, language-based learning disability that primarily affects phonological processing, leading to difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities;

**WHEREAS**, estimates suggest that approximately 15–20% of individuals may exhibit symptoms consistent with dyslexia, though formal diagnosis rates are lower;

**WHEREAS**, children who develop proficient reading skills are more likely to perform better academically, attain higher levels of education, experience better health outcomes, and have increased employment opportunities;

**WHEREAS**, students with dyslexia are at an elevated risk for anxiety, depression, and other mental health conditions, with some studies indicating prevalence rates two to five times higher than their peers;

**WHEREAS**, research indicates that nearly 85% of youth involved in the juvenile justice system struggle with reading, underscoring the critical need for early literacy intervention;

**WHEREAS**, California's Dyslexia Guidelines (2017) highlight that a significant factor contributing to lower reading achievement is the lack of early and accurate identification of students with dyslexia;

**WHEREAS**, scientific evidence demonstrates that early identification and intervention can significantly improve literacy outcomes for students, particularly those with dyslexia;

**WHEREAS**, effective instruction for students with dyslexia is grounded in a structured literacy approach, encompassing evidence-based practices such as explicit instruction in decoding skills;

**WHEREAS**, students at risk for reading disabilities who receive intervention in the first and second grades make gains at nearly twice the rate of those who begin intervention in the third grade;

**WHEREAS**, as of the 2025–2026 academic year, California law mandates that all students in kindergarten through second grade be annually screened for risk of reading difficulties, including dyslexia, using approved screening instruments by the California Department of Education;

**WHEREAS**, California law requires that parents and guardians receive information about the screening process, including results and proposed supports and services for students identified as at risk;

**WHEREAS**, ensuring high-quality education and effective reading instruction for all children, including those with disabilities, is a fundamental responsibility of schools;

**WHEREAS**, the South San Francisco Unified School District recognizes that all children are our most valuable resource, and we must provide opportunities for all students to learn and grow;

**WHEREAS**, the South San Francisco Unified School District acknowledges the unique strengths and talents associated with dyslexia, including creativity, problem-solving, and resilience;

**NOW, THEREFORE, BE IT RESOLVED** that the South San Francisco Unified School District Board of Trustees hereby recognizes October 2025 as **National Dyslexia Awareness Month.**

**REGULARLY PASSED AND ADOPTED** this 25th day of September 2025.

AYES in Favor of Said Resolution

_____ ATTEST:

_____ _____
Secretary/Clerk of the Board

_____

_____ _____
Superintendent of Schools

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## SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

### Resolution #25-58

### Recognizing October 2025 as NATIONAL BULLYING PREVENTION MONTH

**WHEREAS**, the South San Francisco Unified School District affirms the rights of all students and staff to attend schools that are safe and free from violence, harassment, bullying, and discrimination; and

**WHEREAS**, providing a safe school environment that supports both the physical and emotional well-being of students and staff creates the conditions necessary to foster academic achievement; and

**WHEREAS**, bullying, harassment, discrimination, and violence, and even the fear of harm can create barriers to learning and contribute to low self-esteem, depression, anger, and, in extreme cases, school violence or suicide; and

**WHEREAS**, a safe school is one in which teaching and learning are not disrupted, drugs and violence are absent, bullying and fear are not present, students are not subject to discrimination, expectations for behavior are clearly communicated, and consequences for infractions are applied consistently and fairly; and

**WHEREAS**, school districts and county offices of education have a responsibility under California law to ensure a safe school environment that is free of intimidation and harassment; and

**WHEREAS**, the most effective approach to building safe school environments requires a comprehensive, coordinated effort including school-wide, district-wide, and community-wide strategies, in which all institutions, organizations, and individuals accept responsibility for their roles and collaborate to establish a positive climate for teaching and learning; and

**WHEREAS**, the month of October is recognized nationally as Bullying Prevention Month, a campaign that raises awareness of bullying and provides schools and communities with an opportunity to educate students, families, and the public about their role in bullying prevention;

**NOW, THEREFORE, BE IT RESOLVED** that the South San Francisco Unified School District Board of Trustees hereby recognizes October 2025 as National Bullying Prevention Month.

**REGULARLY PASSED AND ADOPTED** this 25th day of September 2025.

AYES in Favor of Said Resolution

_____ ATTEST:

_____ _____
Secretary/Clerk of the Board

_____

_____ _____
Superintendent of Schools

_____

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Resolution #25-59**

**RECOGNITION OF OCTOBER AS ITALIAN AMERICAN HERITAGE MONTH**

**WHEREAS**, Italian American Heritage Month is celebrated every year in October to honor and recognize the centuries of achievements, successes, and valuable contributions of Italian immigrants and Italian Americans; and

**WHEREAS**, from the early explorers to the 5.5 million working-class immigrants who arrived in the United States around the beginning of the twentieth century, Italian Americans have helped shape and develop our nation; and

**WHEREAS**, today there are more than 17 million Americans of Italian descent, making Italian Americans one of the largest ancestry groups in the United States; and

**WHEREAS**, bound by enduring values of faith and family, Italian Americans have flourished in all areas of our public and economic life while preserving their proud Italian traditions; and

**WHEREAS**, upon arrival in the United States, the Italian American community faced racial, social, and religious discrimination, yet Italian Americans persevered with hope and hard work to reach for the American dream and helped build our great country; and

**WHEREAS**, as proud service members, Italian Americans have defended the liberty and integrity of the United States since the Revolutionary War; and

**WHEREAS**, all Americans take great pride in the accomplishments of individuals such as Enrico Fermi, who won the 1938 Nobel Prize in Physics; Paolo Soleri, the celebrated architect; and baseball hero Joe DiMaggio. They, along with countless other Italian Americans throughout the United States, have made extraordinary contributions to our life as a Nation; and

**WHEREAS**, Italian Americans contribute across all fields, including business, education, government, the arts, sciences, and public service;

**NOW, THEREFORE, BE IT RESOLVED** that the South San Francisco Unified School District Board of Trustees hereby recognize the month of October as **Italian American Heritage Month.**

**REGULARLY PASSED AND ADOPTED** this 25th day of September 2025.

AYES in Favor of Said Resolution

_____ ATTEST:

_____ _____

Secretary/Clerk of the Board

_____

_____ _____

Superintendent of Schools

_____

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**DATE:** September 25, 2025

**RE:** Approval of the 2025-2026 Board Governance Calendar

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**ALIGNMENT WITH STRATEGIC PLAN:**

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

**BACKGROUND:**

In an effort to outline the foci for the year for the Board Governance Team, a calendar has been developed which highlights when certain items will come before the Board, categorized by department and month. As you are aware, it is a guide and items may be adjusted as we move through the calendar year. The calendar is comprised of legally mandated items, various District events that traditionally occur during certain periods of the year, and annual items/presentations that the Board has requested in the past and/or need to approve.

There are also items included that are staff-specific but are included so that the Board and community are informed as to when we engage in certain actions that support the goals and vision of the District.

Please note that every topic/item the Board discusses is not part of this calendar, nor should it be. This document is designed to give the Board and community a high-level view of ideas and recommendations to be covered in the coming year, with the understanding that things may need to be shifted or adjusted.

**FISCAL IMPLICATIONS:**

None

**RECOMMENDATION:**

It is recommended that the South San Francisco Unified School District Board of Trustees approve the 2025-2026 Board Governance Calendar.

**SSFUSD 2025-2026 GOVERNANCE CALENDAR**

**Bold items are legal timelines**

| Job Area | July | August | September | October | November | December | January | February | March | April | May | June |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Superintendent** | Share Board priorities for the year | 8/11 Welcome Back mtg.<br>8/14 first day of school<br>Back to School Nights | Back to school nights<br>Approval of Board Governance Calendar 9/25 | Orientation for Board candidates (as needed)<br>Community Forum 10/23/25 | Election of Board Members (by district area in election years) | CSBA Annual Conference 12/2 - 12/5 (Sacramento, CA)<br>Board reorganization 12/16 | Annual study sessions<br>* Review governance team norms & protocols (if applicable)<br>* Update governance handbook/calendar (if applicable) | District Priority Progress Update | | Conduct Board self-evaluation and develop action plan<br>Superintendent's evaluation<br>Annual Form 700 due for all designated District filers | Board self-evaluation workshop<br>Approval of Board Meetings Calendar for next year<br>Review progress and set priorities for the next school year<br>Retirement/Golden Apple ceremony<br>Graduation/Promotions | 5/29 last day of school<br>Board salary increase |
| | Involvement and/or attendance at school and community events ----------> | | | | | | | | | | | |
| **Teaching & Learning** | **Deadline for adoption of budget and LCAP (July 1)**<br>CA Dashboard & CCI Board Presentation | Public hearing, resolution/ adoption of sufficient materials<br>Summer Programs Board Presentation | Approval of SMCOE MOU for Professional Development Services<br>Middle College Presentation | Approval of ESSER III Plan<br>Approval of Local Indicators (LCAP)<br>Assessment and accountability reports - SMART Balanced (California Assessment of Student Performance and Progress [CAASPP]) | Approval of Summer Programs Plan<br>Report on District allocations for State and Federal funds<br>Assessment CAASPP, CAST, and AP Board Presentation | LCAP Public budget forum<br>~~CTE Board Presentation~~ | LCAP report to Board (CA Dashboard)<br>Approval of Migrant Ed MOU<br>Every Student Succeeds (ESSA) Update<br>New Accountability System Update (LCFF Rubrics)<br>Children's Center Board Presentation | Site plans for student achievement SPSA<br>CELDT Test Results<br>ELPAC Update Review<br>CalPads enrollment data<br>EL Board Presentation<br>Process update re: Math pilot<br>SpEd Board Presentation | Presentation Counseling?<br>Literacy Board Presentation<br>Present new "South City Way" instructional vision (with LCC)<br>Induction Board Presentation | Instructional materials adoption recommendations<br>LCAP update to Board<br>NGSS/Genentech Board Presentation (4/10)<br>Scorecard update (metrics dashboard work with LCC)<br>Math Adoption Board Presentation | Presentation of English Learner Master Plan | **LCAP Public Hearing**<br>**LCAP Adoption**<br>***LCAP Adoption must be a separate meeting from Public Hearing***<br>Approval of consolidated application and local education agency plan<br>Approval of English Learner Master Plan<br>PoG showcase |
| **Human Resources** | **DEADLINE:**<br>**Williams Report Q4:**<br>**April 1 - June 30**<br>SMCOE UCP Report | **DEADLINE:**<br>**Layoff Notice: August 15**<br>CA Educ. Code §44955.5<br>NOTICE:<br>Annual Employee Notifications and Mandated Training | RESOLUTION:<br>National Hispanic Heritage Month | **DEADLINE:**<br>**Williams Report Q1:**<br>**July 1 - September 30**<br>SMCOE UCP Report<br>RESOLUTION:<br>Filipino American History Month<br>EMPLOYEE RECOGNITION:<br>October 12–18, 2025<br>Week of the School Administrator | RESOLUTION:<br>National Native American and Alaska Native Heritage Month | | **DEADLINE:**<br>**Williams Report Q2:**<br>**October 1 - December 31**<br>SMCOE UCP Report | **DEADLINE:**<br>**Probationary Release**<br>CA Educ. Code §44929.21<br>CA Educ. Code §44951<br>**Temporary Release**<br>CA Educ. Code §44954<br>RESOLUTION:<br>Black History Month | **DEADLINE:**<br>**Layoff Notice: March 15**<br>CA Educ. Code §44949<br>CA Educ. Code §45117<br>RESOLUTION:<br>Women's History Month | **DEADLINE:**<br>**Williams Report Q3:**<br>**January 1 - March 31**<br>SMCOE UCP Report<br>RESOLUTION:<br>National Arab American Heritage Month<br>EMPLOYEE RECOGNITION:<br>April 22, 2026<br>National Administrative Professionals Day | **DEADLINE:**<br>**Layoff Notice: May 15**<br>CA Educ. Code §44949<br>CA Educ. Code §45117<br>RESOLUTION:<br>Asian American and Pacific Islander Heritage Month<br>EMPLOYEE RECOGNITION:<br>May 4-8, 2026<br>National Teacher Appreciation Week<br>EMPLOYEE RECOGNITION:<br>May 18-22, 2026<br>Classified School Employees Appreciation Week | **DEADLINE:**<br>**Declaration of Need: June 30**<br>CA Code Regs. §80026<br>Local Assignment Options<br>RESOLUTION:<br>LGBTQ+ Pride Month |
| **Student & Family Services** | | | | Family Engagement Playbook 10/1 | Safe School Plans 11/13/25 | Attendance update<br>ML Master Plan | | ELOP Report 2.12.25 | | | | 2025-26 Law Enforcement Contacts Data and SSFPD-SSFUSD MOU Renewal |
| **Business Services** | **Year- End Close**<br>**CSI LEA Reporting Deadline**<br>4th Qtr Expenditure Reports<br>Sales Tax 2nd Qtr Reporting<br>Citizens' Bond Oversight Meeting<br>SUI 2nd Quarter Reporting<br>P-A Attendance ADA Report | Letter from COE: regarding budget and LCAP<br>Prepare AB1200 Report for Each Bargaining Unit After Negoations are Settled<br>**Mandated Block Grant Application Submission**<br>**Con App (CARS) Reporting**<br>CACFP Application Due<br>Facilities Sub-Committee Meeting | **Unaudited Actuals due to the Board by September 15th**<br>**J-90 Salary & Benefits Reporting Deadline**<br>**GANN Limit Resolution**<br>National School Lunch Program Review in 2025-26 (Every 4 years)<br>Citizens' Bond Oversight Meeting<br>Educator Effectivenes Grant Reporting<br>Open Enrollment for CalPERS Health 9/15 - 10/10 | **Medi-Cal Administrative Activities Consortia Report**<br>Citizens' Bond Oversight Comm. Annual Report Presentation<br>1st Qtr Expenditure Reports<br>Sales Tax 3rd Qtr Reporting<br>SUI 3rd Quarter Reporting | Facilities Sub-Committee Meeting | **1st Interim Financial Report due to the Board for approval**<br>**FIT Inspections for all Schools per Williams Act Settlement**<br>**Annual Audit Report Deadline**<br>Citizens' Bond Oversight Meeting<br>Open Enrollment for American Fidelity Flex Plan | Governor releases proposed State Budget for next year (Update to Board)<br>Annual Audit Report presented to the Board<br>**State deadline for all 1099-MISC to be mailed out**<br>**State deadline for W-2s to be given to employees**<br>**State deadline for 1095-C for Affordable Care Act**<br>2nd Qtr Expenditure Reports<br>Sales Tax 4th Qtr Reporting<br>SUI 4th Quarter Reporting<br>P-1 Attendance ADA Report<br>SARC in Document Tracking<br>Expenditures per Pupil | Cost & Reimb. Comparision Schedule (CRCS) Report<br>**ConApp (CARS) deadline Fiscal Portion (Winter)**<br>LCAP Mid Year Updates<br>Facilities Sub-Committee Meeting | **2nd Interim Financial Report due to the Board for approval**<br>Nutrition Services RFP and IFB bidding process<br>**Budget Development for Next Fiscal Year**<br>Every Student Succeeds Act Per-Pupil Expenditure Report<br>**Update Transporation Plan**<br>Citizens' Bond Oversight Meeting | 3rd Qtr Expenditure Reports<br>Sales Tax 1st Qtr Reporting<br>Facilities Sub-Committee Meeting<br>SUI 1st Quarter Reporting<br>P-2 Attendance ADA Report | Governor releases May Revision of State Budget for next year (Update to Board)<br>Resolution for Fund 11 and 14 for Board Approval<br>Seamless Summer Application<br>Facility Use-Fees Increase<br>Property Lease Amount Increase<br>Resolution - Reappointment of CBOC members to another Term<br>Citizens' Bond Oversight Meeting<br>Bond program updates | **Budget Public Hearing**<br>**Budget Adoption**<br>***Budget Adoption must be a separate meeting from Public Hearing***<br>**LCAP Annual Updates**<br>LCAP and budget due to COE<br>**ConApp (CARS) deadline Fiscal Portion (Spring)**<br>Budget Transfer Resolution to Board<br>Education Protection Acct Resolution to Board<br>CACFP Annual Training Due |

* Equity Network Sessions timing is dependent on Consultants' schedules.

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**DATE:** September 25, 2025

**RE:** Authorization to Respond to Grand Jury Report: "'Who You Gonna Call?" Is Career Technical Education Preparing High School Students to Fill the Skilled Trade Gap?"

---

## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

The 2024-25 Grand Jury filed a report, entitled "'Who You Gonna Call?' Is Career Technical Education Preparing High School Students to Fill the Skilled Trade Gap?" released July 8, 2025. The report poses the question: How can Career Technical Education (CTE) be improved to better expose high school students to various occupations, prepare them for careers after graduation, and provide specialized coursework for post-secondary education?

The Grand Jury report includes findings and recommendations directed to school districts and other agencies within the County. South San Francisco Unified School District's responses to these findings and the recommendations are being presented to the Board of Trustees for review and approval. The District's response is due to the Grand Jury by October 6, 2025.

## FISCAL IMPLICATIONS:

Not applicable at this time.

## RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the SSFUSD response to the Grand Jury regarding "'Who You Gonna Call?' Is Career Technical Education Preparing High School Students to Fill the Skilled Trade Gap?" and authorizes staff to submit the response to the Grand Jury commission.

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

398 B St. South San Francisco, CA 94080
(650) 877-8700
www.ssfusd.org

*Dr. Shawnterra Moore, Superintendent*

September 25, 2025

*Via Email (grandjury@sanmateocourt.org)*
The Honorable Donald J. Ayoob
Judge of the Superior Court
c/o Jenarda Dubois
Hall of Justice
400 County Center; 8th Floor
Redwood City, CA 94063-1655

***Re: Response to the 2024-2025 Grand Jury Report entitled "'Who You Gonna Call?' Is Career Technical Education Preparing High School Students to Fill the Skilled Trade Gap?"***

Dear Judge Ayoob:

South San Francisco Unified School District (hereinafter "District") has received and reviewed the 2024-2025 Grand Jury Report entitled "'*Who You Gonna Call?' Is Career Technical Education Preparing High School Students to Fill the Skilled Trade Gap?*" We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds as follows, pursuant to California Penal Code § 933.05:

## ***FINDINGS***

1. *Students do not have sufficient opportunity to begin a CTE pathway before 11th or 12th grade due to District graduation requirements beyond State standards and a focus on preparing students for college admissions based on the UC and CSU A-G course requirements.*

**The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this report. However, the district accepts the Grand Jury's Finding for the purposes of this response.**

**Board of Trustees**
Amanda Anthony · Patricia A. Murray · Mina A. Richardson · Chialin Hsieh · Amy Lam

2. *Pathway completion rates within the County are only 15% on average. Factors include a lack of pathways with depth, a mismatch of pathways to student interest, and barriers to entry into pathways, resulting in lost opportunities for students and funding for districts.*

**The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this report. However, the district accepts the Grand Jury's Finding for the purposes of this response.**

3. *The high school district stated it has challenges with hiring qualified individuals with industry experience for CTE positions due to lower pay in education. Superintendents have the ability to negotiate salary schedules and offer CTE candidates compensation based upon years of industry experience (and not years of teaching).*

**The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District agrees that it has experienced challenges in hiring qualified individuals with industry experience for CTE positions.**

4. *The district is not fully aware of new legislation impacting CTE programs, such as notifying parents or guardians of 11th and 12th graders about local pre-apprenticeship and apprenticeship programs, the loosening of internship rules and regulations for businesses hosting students, etc.*

**The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.**

5. *The systems used by the district to follow up on graduating seniors have not been successful in gathering enough participation to provide useful data, with return rate percentages between single digits to low twenties.*

**The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the district accepts the Grand Jury's Finding for the purposes of this response.**

## ***RECOMMENDATIONS***

1. *By January 1, 2026, each school district should ensure all pathways include a capstone course, add classes with dual enrollment credit, and those with certifications/credentials.*

**Generally speaking, the District supports this Recommendation; however, it requires further analysis given State graduation requirements, funding sources, and the hiring of available CTE instructors. SSFUSD CTE pathway courses typically include a capstone; however, new pathways introduced to the district may not have a capstone course initially. Each CTE pathway begins with a concentrator course, and a capstone course is added in the following year. Regarding dual enrollment credits and certifications, SSFUSD offers**

**dual enrollment credit courses aligned with CTE pathways, and some courses also provide certifications.**

**The expectation that all pathways will include a capstone course, dual enrollment credit classes, and certifications or credentials by January 1, 2026, is unrealistic. This is due to the complexities involved in establishing agreements and collaborations with educational institutions, which operate under different policies and procedures, creating challenges in implementing dual credit and certification programs.**

2. *By April 30, 2026, the district school board should determine if, and where, students' schedules can be opened up for more CTE and dual enrollment opportunities earlier in their high school careers by evaluating district graduation requirements versus state-mandated requirements.*

**While the District is generally supportive of this recommendation, a more comprehensive analysis is necessary prior to implementation. The following areas require careful consideration:**

- **Compare Graduation Requirements**
  **Evaluate SSFUSD's local graduation requirements (credits required by subject).**
  **Compare them to California's state-mandated minimum requirements.**
  **Identify areas where SSFUSD exceeds the state minimums to determine where scheduling flexibility may be possible.**
- **Analyze Course Scheduling Patterns**
- **Engage Educational Influencers**
- **Evaluate the Impact of Changes**
- **Align with College and Career Goals**
  **Ensure any scheduling adjustments continue to support A-G requirements, career pathways, and postsecondary admissions standards.**
- **Pilot and Monitor a Revised Master Schedule**

**To implement this work effectively and intentionally, the District will require more time than the proposed April 30, 2026, deadline.**

**Generally speaking, the District supports this Recommendation; however, it requires further analysis given State graduation requirements, funding sources, and the hiring of available CTE instructors and whether students complete the pathway during their time here.**

3. *By August 1, 2026, the district should work with the union(s) to negotiate mutually agreeable salaries for CTE teachers based on pay commensurate with CTE experience, to incentivize talented and experienced candidates to apply.*

**Generally speaking, the District supports this Recommendation; however, it requires further analysis given State graduation requirements, funding sources, the hiring of available CTE instructors, and the progress and priorities of union negotiations.**

4. *By March 31, 2026, each school district should develop a more effective means or system for capturing post-graduate information, specifically if graduates are working or studying in the field of their completed pathway.*

**The district will implement this recommendation; however, the proposed timeframe of March 31, 2026, is unrealistic. SSFUSD is actively recruiting personnel to improve the efficiency, accuracy, and dissemination of district-wide data, including postsecondary information. Additional time will be required to evaluate our data collection systems to ensure we adopt the most effective strategies for capturing relevant data.**

Both the Grand Jury Report and these responses were presented to and approved by the District's Board of Trustees on September 25, 2025.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,

Shawnterra Moore Thomas, Ed.D.
Superintendent
South San Francisco Unified School District

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**DATE:** September 25, 2025

**RE:** Approval of a Strategic Support Grant MOU with Bay Ed Fund for 2025-2028

---

## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

In February 2024, the Governing Board unanimously adopted SSFUSD's strategic plan and budget aligned to the community's co-created vision for students. This plan reflects the District's Portrait of a Graduate and sets ambitious goals for improving student outcomes and experiences.

Both SSFUSD and Bay Ed Fund (BEF) staff acknowledge that the successful implementation of the initiatives and objectives of this partnership is contingent upon the leadership of District staff. The District is committed to continuing to empower its staff to direct, lead, and demonstrate progress and we appreciate the support of our partners. The District also recognizes that periods of organizational transition and heightened demand, such as those driven by the ambitious goals of the strategic plan, it may necessistate the provision of additional capacity. In these moments, BEF provides support to help align services with the District's established vision and direction, without directing District leadership.

The partnership with BEF is distinct and collaborative. BEF has engaged with SSFUSD to identify opportunities for support, including:

- Supporting educator and family learning fellowships.
- Facilitating learning opportunities with other innovative school districts.

- Collaborating on efforts to support educator appreciation initiatives.

These are only some of many contributions designed to enhance the District's capacity and help realize the shared vision for students, while maintaining District leadership and ownership of the work.

The overarching goal of this grant is to support SSFUSD and its community to demonstrate:

1. Meaningful progress towards the goals outlined in SSFUSD's strategic plan over the next three school years; and
2. A shared commitment to work in new ways, learn, and adjust together in service of realizing the community's co-created vision for all students, as defined by SSFUSD's Portrait of a Graduate.

To support these bold efforts, the goals of this grant include:

1. **Create clarity and excitement across all SSFUSD team members and community partners** as they contribute to and see the positive impact of implementing the goals in SSFUSD's strategic plan.

2. **Ensure the District has the capacity to successfully implement key priorities from the strategic plan** both through investment in internal leadership roles as well as access to external partners as needed. Any investment in external partnerships will be with the intent of building long-term internal capacity and/or supporting one-time necessary projects.

3. **Invest in SSFUSD leaders at all levels of the organization to co-lead transformational change**.

4. **Improve student experiences and outcomes**, in alignment with SSFUSD's co-created vision for students and the District's priorities for SY24-25.

5. **Continue building an inclusive and enduring coalition** that will help the entire community come together to (1) better organize our resources and efforts in service of our co-created vision for students, and (2) collaboratively assess our progress towards our shared goals, learn together, and adjust our efforts together.

## FISCAL IMPLICATIONS:

There is no direct cost to the District's General Fund associated with this MOU. The Bay Ed Fund will provide:

- Up to $1.3 million in 2025–26, and
- Up to $1 million annually in 2026–27 and 2027–28,

to support implementation of the District's strategic plan, internal leadership capacity, and community engagement initiatives.

## RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Strategic Support Grant Memorandum of Understanding with the Bay Ed Fund. This three-year partnership provides financial resources and collaborative support to strengthen the District's internal leadership capacity, advance implementation of the strategic plan, and sustain community-wide engagement while preserving District leadership and direction.

BAY ED FUND

## Terms of Grant with Bay Ed Fund

***South San Francisco Unified School District - Strategic Support Grant***

**1. Purpose.** This Grant shall be used solely to provide towards the goals outlined below and the work outlined in the Appendix.

**2. Goals.** South San Francisco Unified School District ("Grantee," "SSFUSD," or "District") understands and agrees that Bay Education Fund ("Bay Ed Fund") is making this Grant and providing additional supports in order for SSFUSD to accomplish the following goals[1]:

The overarching goal of this grant is to support SSFUSD and its community to demonstrate (1) meaningful progress towards the goals outlined in SSFUSD's strategic plan over the next three school years, and (2) a shared commitment to work in new ways, learn, and adjust together in service of realizing the community's co-created vision for all students, as defined by SSFUSD's Portrait of a Graduate. To support these bold efforts, the goals of this grant include:

1. **Create clarity and excitement across all SSFUSD team members and community partners** as they contribute to and see the positive impact of implementing the goals in SSFUSD's strategic plan.
2. **Ensure the District has the capacity to successfully implement key priorities from the strategic plan** both through investment in internal leadership roles as well as access to external partners as needed. Any investment in external partnerships will be with the intent of building long-term internal capacity and/or supporting one-time necessary projects.
3. **Invest in SSFUSD leaders at all levels of the organization to co-lead transformational change**.
4. **Improve student experiences and outcomes**, in alignment with SSFUSD's co-created vision for students and the District's priorities for SY24-25.
5. **Continue building an inclusive and enduring coalition** that will help the entire community come together to (1) better organize our resources and efforts in service of our co-created vision for students, and (2) collaboratively assess our progress towards our shared goals, learn together, and adjust our efforts together.

In February 2024, the District's Governing Board unanimously adopted a strategic plan and budget aligned to the vision SSFUSD co-designed with the community. With this grant, the Bay Ed Fund commits to a three-year implementation grant contingent on continued progress and partnership. Should the above goals be met, as measured by metrics in the District's own goals and implementation dashboard, the Bay Ed Fund and District will work together to sustain a long-term partnership. This three-year

[1] Additional details related to these goals, as well as the roles and responsibilities of SSFUSD and the Bay Ed Fund, can be found in Appendix A.

grant commitment includes:

- Up to $1.3M in SY25-26 and up to $1M per year in SY26-27 and SY27-28 to the District to support key initiatives, internal capacity building, and access to local, regional and/or national external partners to support the District's initial implementation of the plan.
- Up to $1M per year in supplemental Bay Ed Fund grant making to support local family and community organizations and coalition building efforts to support ongoing partnership with the District and participation in a coalition for thriving SSFUSD students.

After this initial 3-year implementation grant and based on progress made and the District's and community's sustained commitment to the co-designed vision, the Bay Ed Fund will aim to make subsequent 3-5 year "continuous improvement and sustainability" grants to SSFUSD and community partners.

**3. Grant Term.** The term of this Agreement will commence upon execution of this agreement and terminate on June 30, 2028.

**4. Appropriate Grant Uses.** Use the non-conditional grant to support the goals above and work outlined in the Appendix for SY25-26. Similar work outlines will be drafted prior to each subsequent school year, outlining refreshed appropriate uses. Only use the grant funds for purposes that are consistent with the federal and state rules for tax exempt status and not for purposes other than those specified in the District's proposal, unless the District receives specific instructions otherwise from Bay Ed Fund staff.

**5. Grant Amount**. The Grant shall not exceed a grand total of $1,300,000.00 U.S. dollars for the 2025-26 school year ending on June 30th, 2026, inclusive of all payments by Bay Ed Fund to the District or to any third party-service providers as described in Section 6 of this Agreement. That Grant shall not exceed $1,000,000.00 U.S. dollars for the 2026-27 or 2027-28 school years.

**6. Payment.** Grantee understands and agrees that Bay Ed Fund will pay the Grant in three installments, as described in the table below. Bay Ed Fund may pay all or a portion of the Grant directly to the District. Alternatively, Bay Ed Fund may pay all or a portion of the Grant to third-party service providers that (1) share the mission and values of the Bay Ed Fund and the District; and (2) agree, in advance and in writing, to solely use Grant funds to advance the specified goals of the Bay Ed Fund and the District. Any payments to third-party service providers shall be first mutually agreed upon in writing between the District and Bay Ed Fund. Payments to third-party providers made pursuant to this Agreement shall be credited against the total Grant amount described in Section 5. The timing of Grant payments shall occur as follows:

| Payment Dates | | |
|---|---|---|
| **SY25-26** | **SY26-27** | **SY27-28** |
| 12/30/25 | 12/30/26 | 12/30/27 |
| 3/30/26 | 3/30/27 | 3/30/28 |
| 6/30/26 | 6/30/27 | 6/30/28 |

The amount of each installment will be mutually determined and agreed upon in writing between Bay Ed Fund and the District, based on outstanding grant-related expenses incurred between the prior installment payment the current installment payment date, by the District or any third-party service providers chosen pursuant to this Section 6.

**7. Termination.** This Agreement and the affiliated grant(s) may be terminated as follows:

I. At any time by mutual agreement of the parties;
II. By either party at any time, without a requirement of good cause, upon thirty (30) days' prior written notice to the other Party;
III. By either party upon written notice to the other in the event of a material breach of this Agreement that is not cured within thirty (30) days following the receipt by the breaching party of written notice from the non-breaching party.

BAY ED FUND

**8. Signatures.**

| **South San Francisco Unified School District** |
| --- |
| **Executive Board Representative** |
| Signature: |
| Name: |
| Title: |
| Date: |

| **Bay Ed Fund** |
| --- |
| Signature: |
| Name: Ash Solar |
| Title: Partner |
| Date: |

BAY ED FUND

## APPENDIX A: SY25-26 Additional Details on Goals & Work Plan

**Goal 1: Support SSFUSD by helping to create clarity and excitement across all SSFUSD team members and community partners** as they begin to contribute to and see the positive impact of implementing the goals in SSFUSD's strategic plan.

**Additional Details**

In early 2024, SSFUSD adopted a new vision and five-year strategic plan to bring the community's Portrait of a Graduate to life. For this plan to succeed, everyone—students, families, educators, and community partners—needs to understand and embrace our shared goals. With this clarity, we can work together more effectively, track progress, and celebrate shared impact across SSFUSD.

To move this work forward, the Bay Ed Fund will support SSFUSD to:

- **Continue defining the SSFUSD "South City Way "** with students, families, and staff, with a focus on this year's priorities in math, academic discourse, and student belonging.
- **Align key district gatherings** (All-Staff Welcome Back events, CAT meetings, quarterly stepbacks, etc) with the long-term vision and annual priorities.
- **Support SSFUSD to strengthen two-way communication** to share important updates and stories, and to hear feedback that helps improve the short- and long-term work.
- **Build systems for transparency and shared ownership,** including a data dashboard and more inclusive quarterly stepbacks, so community members and partners can monitor progress and take action together.

BAY ED FUND

**Goal 2: Ensure the District has the capacity to successfully implement key strategic priorities for SY24-25 from the strategic plan** both through investment in internal leadership roles as well as access to external partners as needed.

**Additional Details**

SSFUSD's new strategic plan is bold and ambitious, and delivering on it will require both strong internal capacity and, at times, support from external partners. A key priority of this grant and partnership is ensuring that students, families, and staff believe the District has the capacity to deliver on its promises.

To move this work forward, the Bay Ed Fund will support SSFUSD to:

- **Clarify connections** so every staff member better understands how their work ties to the strategic plan and annual priorities.
- **Support school leaders and ILTs** to grow their leadership skills and continuously improve school performance, with a focus around district priorities.
- **Engage external partners** for priority projects such as improving two-way communications and annual planning, and continuing to make SSFUSD a great place to work.
- **Maximize the impact of any external partnerships** so they not only meet immediate needs but also build lasting internal capacity.

BAY ED FUND

**Goal 3: Invest in SSFUSD leaders at all levels of the organization** to co-lead transformational and enduring change towards the community's co-created vision for all students.

**Additional Details**

Strong, empowered leaders—at both the district and school level—are key to achieving SSFUSD's new strategic initiatives and realizing the Portrait of a Graduate. By investing in leadership development, professional growth, and ongoing support, SSFUSD can foster a culture of improvement and accountability that better serves students.

To move this work forward, the Bay Ed Fund will support SSFUSD to:

- **Create cornerstone learning experiences** for district and community leaders, such as visits to other innovative districts.
- **Launch a new Family Fellowship** to strengthen family-school partnerships and improve student experiences and outcomes.
- **Support the desire and request to provide executive coaching and professional development** for all Cabinet members (particularly given the new team).
- **Support an Educator Fellowship** that builds collective leadership, drives positive student impact aligned with the district's priorities, towards SSFUSD empowering more educators to lead and partner with district leaders on shared goals.
- **Participate in a regional fellowship** that builds a community of practice for SSFUSD district and school leaders with peers across the Bay Area.

BAY ED FUND

**Goal 4: Improve student experiences and outcomes**, in alignment with SSFUSD's co-created vision for students and the District's priorities for SY24-25.

**Additional Details**

Students are at the heart of SSFUSD's work. Improving their daily experiences is key to academic success, well-being, and future opportunities. By creating supportive, engaging environments and strengthening family and leader partnerships, we can ensure all students are on track to achieve the Portrait of a Graduate.

To advance this work, the Bay Ed Fund will help SSFUSD:

- **Deliver on district priorities** in math, academic discourse, and student belonging, aligned with the goals and metrics adopted by the District.
- **Build tools and routines** (like learning walks, instructional rounds, and data dashboards) to collaboratively monitor and improve progress real-time throughout the school year.
- **Provide discretionary funds** to Title I principals—especially those new to the district—for community-building efforts.
- **Deepen support for Title I schools** as they pursue site-based strategies to improve student experiences and outcomes.

BAY ED FUND

**Goal 5: Continue building an inclusive and enduring coalition** that will help the entire community come together to (1) better organize our resources and efforts in service of our co-created vision for students, and (2) collaboratively assess our progress towards our shared goals, learn together, and adjust our efforts together.

**Additional Details**

In recent years, thousands of SSFUSD community members have helped shape a shared vision for students and a bold new strategic plan—through surveys, meetings, and dedicated planning teams. As the district continues to put this plan into action, it will be essential to continue to deepen trust, strengthen partnerships, and sustain community leadership. Delivering on our promise to students will take many people and organizations working together for years to come.

To advance this work, the Bay Ed Fund will help SSFUSD:

- **Co-create collaborative spaces** with community partners where we can align on priorities, track progress, and take action together toward our shared goals.
- **Continue to strengthen the diverse and inclusive coalition of partners** to guide implementation and continuous improvement.
- **Expand educator appreciation efforts** in partnership with the Chamber of Commerce and other local organizations.

# SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

## MEMORANDUM

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**THRU:** Nia Campbell, Ed.D., Assistant Superintendent of Teaching & Learning

**DATE:** September 25, 2025

**RE:** Approval of Cal-PASS "PLUS" K12 Strong Workforce Program Data Sharing Memorandum of Understanding (MOU)

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**ALIGNMENT WITH STRATEGIC PLAN:**

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

**BACKGROUND:**

Cal-PASS Plus, the statewide data-sharing partnership supported by the California Community Colleges Chancellor's Office (CCCCO) and San Joaquin Delta College (SJDC), is transitioning to the direct stewardship of the Chancellor's Office following the exit of Educational Results Partnership (ERP). The program will continue to be housed at the SJDC data center, with public dashboards and tools available to districts and colleges, although some services may experience brief interruptions during the transition.

As part of this transition, the Chancellor's Office has established a new Memorandum of Understanding (MOU) with local education agencies (LEAs) to support the K12 Strong Workforce Program. This "K12 Strong Workforce Program Data Sharing MOU" outlines the terms and conditions under which the LEA agrees to share confidential student data with the Chancellor's Office.

The purpose of this agreement is to ensure that student data is used to:

1. Support the implementation and advancement of the California Strong Workforce Program (Education Code section 88821 et seq.);
2. Fulfill data reporting obligations required under Strong Workforce Program legislation, including Education Code section 88828;
3. Comply with the terms of Strong Workforce Program grant awards; and
4. Facilitate the collection, maintenance, and reporting of data to strengthen program coordination and alignment across workforce training, education, and employment services, consistent with the California Strategic Workforce Development Plan and the federal Workforce Innovation and Opportunity Act.

Through this data-sharing agreement, the Chancellor's Office and LEAs can ensure compliance, accountability, and alignment of resources in support of student success and workforce readiness.

The Cal-PASS "PLUS" K12 Strong Workforce Program Data Sharing Memorandum of Understanding (MOU) requires Board approval to move forward. Approval of this item will allow the District to:

- Participate in statewide data-sharing efforts with the Chancellor's Office;
- Ensure compliance with legislative and grant reporting requirements;
- Support the coordination of education and workforce development programs; and
- Advance the District's role in strengthening pathways that prepare students for college and career success.

The deadline for the MOU submission is October 1, 2025.

**FISCAL IMPLICATIONS:**

None

**RECOMMENDATION:**

It is recommended that the South San Francisco Unified School District Board of Trustees Board of Trustees approve the Cal-PASS "PLUS" K12 Strong Workforce Program Data Sharing Memorandum of Understanding (MOU) between the District and the California Community Colleges Chancellor's Office.

# K12 Strong Workforce Program

# Data Sharing

# Memorandum of Understanding

This data sharing Memorandum of Understanding ("MOU") is entered into by the California Community Colleges Chancellor's Office ("Chancellor's Office") and

South San Francisco Unified School District

(referred to below as the "Entity"). This MOU shall be referred to as the "K12 Strong Workforce Program Data Sharing MOU."

## I. PURPOSE

The purpose of this MOU is to document the terms and conditions under which the ENTITY agrees to release confidential student data to the Chancellor's Office for the purposes of:

1. Carrying out the responsibilities and advancing the purposes set forth in the California Strong Workforce Program ("SWP"), Education Code section 88821 et. seq.;

2. Fulfilling data reporting obligations set forth in SWP legislation, including without limitation Education Code section 88828;

3. Complying with the terms of SWP grant award(s);

4. Collecting, maintaining, and reporting data to facilitate program coordination and alignment with other workforce training, education, and employment services and operate in compliance with the California Strategic Workforce Development Plan and the federal Workforce Innovation and Opportunity Act, including audits and evaluations of such state and federally funded education programs.

## II. FERPA COMPLIANCE

Chancellor's Office is authorized to receive the data elements listed in this MOU under the following the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99) ("FERPA") exceptions:

A. Chancellor's Office is considered a Contractor by Entity in collecting, maintaining and reporting Entity's data pursuant to 34 CFR §§ 99.31(a)(1) and 99.7(a)(3)(iii).]

B. Chancellor's Office is designated as the "Authorized Representative" of Entity for purposes of collecting, maintaining and reporting Entity's data audit or evaluate a Federal or State supported education program or comply with federal requirements of such programs. 34 CFR §§ 99.31(a)(3) and 99.35

## III. SCOPE OF WORK

A. The state allocates funds to the Chancellor's Office to administer the Request for Applications (RFA) and related awards to local education agencies for the K12 Strong Workforce Program (SWP) to create, support, and/or expand high-quality CTE at the K–12 level (Education Code, Section 88827). The Chancellor's Office collects data as a Contractor of the local education agencies relating to the SWP to advance the objectives of SWP, including without limitation, supporting collaboration across education systems and supporting the development and implementation of high-quality, equity driven K-14 career technical education course sequences, programs, and pathways.

B. The Scope of Data Sharing is detailed in the table below.

| File Name | Description |
|---|---|
| SENR | Student Enrollment |
| SINF | Student Information (demographics, etc.) |
| STAS | Student Absence Summary |
| SPRG | Student Programs |
| CRSC | Course Completion |
| SCSC | Student Course Completion |
| SCTE | Student Career Technical Education |
| SELA | Student English Language Acquisition |
| SDIS | Student Discipline File |
| SINC | Student Incident |
| SIRS | Student Incident |
| SOFF | Student Offense |
| PSTS | Post-Secondary Status |

## IV. DEFINITIONS

The following definitions apply for the purposes of this MOU:

C. **"Project(s)"** means the collection of Data by the Chancellor's Office as a contractor of Entity to comply with the SWP legislation or related grant(s) and/or as the authorized representative of Entity to maintain datasets for an audit or evaluation of a federal or state supported education programs or to enforce or comply with federal legal requirements that relate to those programs as described in sections I through III.

D. **"Authorized Personnel"** means those persons employed by the Chancellor's Office and Chancellor's Office contractors who have a legitimate educational interest and must have access to the Entity's data in order to perform their official duties in connection with the use of data authorized by this MOU in sections I through III.

E. **"Confidential Data"** means information maintained by state agencies that is exempt from disclosure under the provisions of the California Public Records Act (Government Code Section 7920.100 et seq.) or other applicable state or federal laws, whether or not marked "confidential," "proprietary," "privileged" or with similar markings. Confidential Data includes Personally Identifiable Information as defined in subsection (E) and any derivation, aggregation, alteration, modification, or compilation thereof except for De-identified data.

F. **"Contractor"** For the purposes of this DPA and pursuant to FERPA 34 CFR § 99.31(b), a Contractor is authorized by the Entity to (1) Perform an institutional service or function for which the agency or institution would otherwise use employees, including without limitation maintaining and reporting Entity data; (2) Is under the direct control of Entity with respect to the use and maintenance of the SWP data elements as exercised through this MOU, the SWP legislation and the Entity's election to participate in the SWP grant; and (3) Is subject to FERPA 34 CFR § 99.33(a) governing the use and re-disclosure of personally identifiable information from educational records.

G. **"Data"** or "**data"** is a representation of information, facts, concepts, or instructions in a formalized manner suitable for communication, interpretation, or processing by humans or by automated means, whether confidential or publicly available.

H. **"Personally Identifiable Information (PII)"** is any information or data about an individual maintained by an agency that identifies or describes an individual, including but not limited to (1) any information that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's maiden name or biometric records; and (2) any other information that is linked or linkable to an individual, such as medical, educational, financial and employment information.

I. **"De-identified"** means information or data that is no longer personally identifiable; personal information has been removed.

J. **"Breach"** means the acquisition, access, use, or disclosure of Confidential Data, including PII, in a manner not permitted under this MOU, FERPA, California Education Code, California Information Practices Act, or other applicable federal or state law which compromises the security or privacy of PII.

K. **"Contact Person"** means the person(s) designated in section IV.

## V. CHANCELLOR'S OFFICE RESPONSIBILITIES

A. *Data Security.* The Chancellor's Office shall use, disclose, manage and protect the Confidential Data, including PII, received in accordance with the MOU, the Chancellor's Office Data Security Policies, and all applicable federal and state laws. The Confidential Data shall not be used for personal or private gain or profit and may only be used for the Project(s) identified in sections I through III of this MOU.

B. *Indemnification.* Each Party shall defend, indemnify, and hold the other Party harmless from any and all claims arising out of or in connection with their respective actions or inactions under this MOU, including without limitation, acts or omission in the receipt, transfer, disclosure, re-disclosure, security, use or handling of Confidential Data, including PII.

C. *Redisclosure of Received Data.* Chancellor's Office may redisclose Data or Confidential Data, including PII, received under this MOU as long as the redisclosure is for the Project purpose and is subject to a written agreement with confidentiality terms applicable federal and state laws.

D. *Publications.* The Chancellor's Office shall not include in any final report data that may lead to the disclosure of Confidential Data, including PII, when combined with other available data sets. In cases where the Chancellor's Office believes the release of data may lead to the disclosure of Confidential Data, including PII, it shall merge the data into a larger data set.

E. The Chancellor's Office shall comply with this MOU and the Scope of Data Sharing for the use, transmission, destruction, and the security of any data received under this MOU.

F. The Chancellor's Office will not, under any circumstances, identify any person, household or family, nor contact any individuals reflected in the data, unless otherwise required by law.

G. The Chancellor's Office will designate a contact person to be responsible for oversight and supervision of the security and confidentiality of the data. The Chancellor's Office will immediately notify the Entity in writing of any change to this designation. The Chancellor's Office contact person is:

**Tadeh Houspian**
Information Security Officer
Digital Innovation and Infrastructure Division
1102 Q Street, 6th Floor
Sacramento, CA 95811
(916) 324-8902
Email: thouspian@cccco.edu with cc to: iso@cccco.edu

The Chancellor's Office liaison for this MOU is:

**John Hetts**
Executive Vice Chancellor
California Community Colleges Chancellor's Office
1102 Q Street, 6th Floor Sacramento, CA 95811
jhetts@cccco.edu

H. All Chancellor's Office staff, authorized personnel, or its designees handling or having access to the data must sign a non-disclosure agreement before having access to any Confidential Data.

## VI. ENTITY RESPONSIBILITIES

A. The Entity will securely transfer a data set using a Chancellor's Office provided secure tool to the Chancellor's Office solely for the purposes identified, and as authorized, by the terms of this MOU.

B. The Entity will designate a contact person to be responsible to act in a liaison capacity throughout the term of this MOU.

The Entity will immediately notify all parties in writing of a change in designation. The contact person is:

NAME:

PHONE:

EMAIL:

C. Entity will designate a contact person to be responsible for oversight and supervision of the security and confidentiality of the data throughout the term of this MOU. The Entity will immediately notify all parties in writing of a change in designation. The contact person is:

NAME:

PHONE:

EMAIL:

D. Entity shall comply with this MOU and the Scope of Data Sharing for the transmission and the security of any data transmitted under this MOU.

E. Entity shall include the Chancellor's Office and/or this MOU as within Entity's criteria for determining who constitutes a School Official or Contractor and what constitutes a legitimate educational interest in its annual notification of rights.

## VII. TERM

This MOU is effective when signed by all parties and remains in effect while the Entity remains a grantee under the K12 SWP, unless terminated by either party pursuant to Section VIII of this MOU.

## VIII. OWNERSHIP

At all times, the Entity's data that has been provided to the Chancellor's Office pursuant to this MOU, is the property of the Entity. The Chancellor's Office has no property interest or ownership claim in the Entity data.

## IX. GENERAL PROVISIONS

A. **Amendment and Assignment:** This MOU may be amended at any time by mutual agreement of the Chancellor's Office and the Entity in writing and signed by each party. The appointment of Entity as the Chancellor's Office authorized representative may not be assigned or otherwise transferred to another entity.

B. **Termination:** This MOU may be terminated by either party without cause by written notice. All data released as part of this MOU will be immediately destroyed once all statutory requirements of the K12 SWP have been met or are no longer in force. In the event of a written notice of termination of this MOU, both Parties shall abide by all legal obligations stated in this MOU or as required by federal and state law for the protection of confidentiality.

C. **Dispute Resolution Process:** If a genuine dispute arises between the parties, the resolution process outlined below must be followed.

1. If the dispute cannot be resolved informally, the dissatisfied party may request dispute resolution by directing the dispute, in writing, to the other party's supervisor. The grievance must state the disputed issues and the relative positions of the parties. The supervisor shall render a written decision within ten (10) working days after receipt of the written grievance from the dissatisfied party. Should the dissatisfied party disagree with the written response that party may appeal in writing to the appropriate superior of the supervisor making the initial determination. The decision on the appeal shall be in writing and shall be final.

2. For disputes regarding the disclosure by the Chancellor's Office of Confidential Data, including PII, provided by the Entity under this MOU, a written request by the Entity's Contact Person to halt or change the use of the data shall be sufficient to halt or change the use of the data as identified in the request.

3. During the dispute process, the Entity will comply with the written request of the Chancellor's Office regarding the use of the data.

## X. ENTIRE AGREEMENT

This MOU, including its Attachments, constitutes the entire agreement between the Chancellor's Office and the Entity regarding this matter. Any prior agreements or any oral representations between the parties concerning the subject matter of this MOU shall be of no force or effect.

The invalidity in whole or in part of any provisions of this MOU shall not void or affect the validity of any other provisions of this MOU.

## XI. GOVERNING LAW AND VENUE

This MOU is made and entered into in the County of Sacramento, State of California. The rights and obligations of the parties and the interpretation and performance of this MOU shall be governed by the laws of the State of California, excluding any statute that directs application of the laws of another jurisdiction. Each party hereby agrees that any action which, in whole or in part, in any way arises under this MOU shall be brought in the State of California, Sacramento County Superior Court, or the United States District Court, Eastern District of California.

## XII. EXECUTION

Each of the persons signing this MOU represents that he or she has authority to sign on behalf of and to bind such party.

In witness whereof, the California Community Colleges Chancellor's Office and the Entity have executed this MOU as of the date of the signatures below.

ENTITY NAME

Signature: _____ Date: _____

NAME:

TITLE:

EMAIL:

California Community Colleges Chancellor's Office

Signature: _____ Date: _____

John Hetts
Executive Vice Chancellor
Email: jhetts@cccco.edu

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**
**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**THRU:** Nia Campbell, Ed.D., Assistant Superintendent of Teaching and Learning

**DATE:** September 25, 2025

**RE:** UnboundEd Observational Study Data Sharing Agreement

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## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

We are excited to continue our partnership with UnboundEd as part of our curriculum implementation efforts. This year, UnboundEd has invited the South San Francisco Unified School District to participate in an observational study designed to deepen understanding of how professional learning tied to high-quality instructional materials (HQIM) influences leaders, teachers, and student outcomes.

The shared goals of the study are to:

- Provide the district with valuable, evidence-based insights into the progress of our implementation and its effects on educators and students.
- Support UnboundEd in refining and strengthening its services to better meet the needs of districts like ours.

The study will take place during the 2025–26 school year and will involve:

- A beginning-of-year calibration walk using UnboundEd's observation tool (1–2 additional service days at no cost).
- Collection of existing district data for SY 2024–25 and SY 2025–26, including:

    - Student administrative records (e.g., race, ethnicity, gender, age, attendance, discipline).
    - Teacher administrative records (e.g., race, ethnicity, gender, years of experience, age, education, qualifications, employment type, subject/grade).
    - Any existing educator/student surveys the district already collects (e.g., Panorama).
- Classroom observation data from each scheduled Integrity Walk.
- Educator satisfaction surveys following each professional learning offering.
- Beginning and end-of-year leader, teacher, and student surveys to capture shifts in mindset, knowledge, and practice.

To protect privacy, the study does not require any personally identifiable data. Instead, the district and UnboundEd will collaborate to create de-identified IDs to allow linking across leaders, teachers, and students for analysis.

**FISCAL IMPLICATIONS:**

There is no cost to the district for participation in this study. The additional calibration walk will be provided as an extension of UnboundEd's services at no cost.

**RECOMMENDATION:**

It is recommended that the South San Francisco Unified School District Board of Trustees approve participation in the UnboundEd Observational Study Data Sharing Agreement for the 2025–26 school year.

# UnboundEd Data Sharing Agreement

This Data Sharing and Protection Agreement (Agreement) dated as of August 12, 2025, is by and between UnboundEd Learning, Inc. (UnboundEd) and South San Francisco Unified School District and is being entered into between the parties pursuant to which UnboundEd will provide services under the Curriculum Implementation project (henceforth referred to as “project”.

1. **Provision of Data to UnboundEd.**

District agrees to provide to UnboundEd the data set forth on Appendix A (“District Data”) within the timelines included therein in order for UnboundEd to provide the services pursuant to the [project.

2. **Rights and License in and to District Data**

District owns all rights, title, and interest in and to District Data and any and all now known or hereafter existing intellectual property rights associated therewith, and any derivative works thereof or modifications thereto. The District hereby grants to UnboundEd a limited, nonexclusive license to use District Data solely for the purpose of performing its services to the District. This Agreement does not give UnboundEd any rights, title, or interest implied or otherwise, to District Data except as expressly stated in this Agreement.

3. **Data Privacy**

3.1 Use of District Data. UnboundEd shall use District Data only as described on Attachment A hereto for the purpose of performing the services and fulfilling its duties to the District.

3.2 Prohibited Uses of District Data. UnboundEd shall not:

3.2.1 Use, sell, rent, transfer, distribute, alter, mine, or disclose District Data (including metadata) to any third party without the prior written consent of the District, except as required by law;

3.2.2 Use District Data for its own commercial benefit, including but not limited to, advertising or marketing of any kind directed toward children, parents, guardians, or District employees, unless such use is specifically authorized by this Agreement or otherwise authorized in writing by the District;

3.2.3 Use District Data in a manner that is inconsistent with UnboundEd’s privacy policy;

3.2.4 Use District Data to create a Student Profile other than as authorized or required by UnboundEd to perform services for District; and

3.2.5 Store District Data outside the continental United States unless UnboundEd has given the District advance written notice of where and how the servers are housed, managed, and secured, and that the security standards required herein can be achieved.

Notwithstanding anything to the contrary herein, including but not limited to *[section 3.2.1]*, UnboundEd is expressly permitted to share the *District Data* with Brown University for the purposes of professional learning research.

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The Research Partnership for Professional Learning (RPPL) is a collective of professional learning organizations, researchers, and states and districts ("The Parties") that recognize there is an urgent need to improve teacher professional learning at scale, and that there is currently insufficient empirical research and data regarding the optimal content and delivery methods for such professional learning. The Parties believe that such work should be specifically addressed to professional learning that attends in particular to the needs of students in poverty, of color, with disabilities, and who are English language learners. The Parties believe that together through the RPPL, rather than as individual organizations, will have the resources, time, and energy needed to seek solutions to these questions.

The Parties developed a learning agenda and are building a portfolio of research aimed at answering key questions within the learning agenda. As part of this work, RPPL partners with nationally recognized scholars, researchers and data scientists (the "Research Partners") to:

a. design studies, tests and experiments intended to seek evidenced-based, optimal content for K-12 teacher professional learning in a range of subjects, and to seek evidence-based, optimal methodology for conveying that content to teachers;
b. conduct such studies, tests and experiments, and analyze the results thereof;
c. determine tools for measuring the impact of this work;
d. develop programs for the practical, scaled application of this work; and
e. analyze and share the internal research findings of the Parties.

Data held at Brown will be within their Stronghold environment. Details are available on this public page: https://docs.ccv.brown.edu/stronghold.

The Stronghold secure computing and storage environment enables Brown researchers to analyze sensitive data while complying with regulatory or contractual requirements. It has been established by Brown University to be compatible with Federal and Rhode Island Law standards for data privacy and protection. When data is destroyed with the Stronghold environment, the team follows NIST 800-88 Media Sanitization techniques. Stronghold abides by the "clear" method when data is deleted:

- Clear applies logical techniques to sanitize data in all user-addressable storage locations for protection against simple non-invasive data recovery techniques; typically applied through the standard Read and Write commands to the storage device, such as by rewriting with a new value or using a menu option to reset the device to the factory state (where rewriting is not supported).

Additionally, Stronghold abides by the "destroy"; method when an entire disk needs to be replaced:

- Destroy renders Target Data recovery infeasible using state of the art laboratory techniques and results in the subsequent inability to use the media for storage of data.

3.3 Qualified FERPA Exception. If UnboundEd will have access to Education Records, UnboundEd acknowledges that, for the purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g and its implementing regulations, 34 C.F.R. Part 99 ("FERPA"), it will be designated as a "school official" with "legitimate educational interests" in the District Education Records and PII disclosed to UnboundEd in order for UnboundEd to perform its services to District, and

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UnboundEd agrees to abide by the FERPA limitations and requirements imposed on school officials. UnboundEd will use the Education Records only for the purpose of fulfilling its duties to the District, and shall not share District Data with or disclose it to any third party except as provided for in this Agreement, as required by law, or if authorized in writing by the District.

3.4 Subcontractor Use of District Data. To the extent necessary to perform its services to the District, UnboundEd may disclose District Data to Subcontractors pursuant to a written agreement, specifying the purpose of the disclosure and providing that: (a) Subcontractor shall not disclose District Data, in whole or in part, to any other party; (b) Subcontractor shall not use any District Data to advertise or market to students or their parents/guardians; (c) SubUnboundEd shall access, view, collect, generate and use District Data only to the extent necessary to assist UnboundEd in performing its services to the District; (d) at the conclusion of its/their work under its/their subcontract(s) Subcontractor shall, as directed by the District through UnboundEd, Securely Destroy all District Data in its/their possession, custody or control, or return such District Data to the District, at the election of the District; (e) Subcontractor shall indemnify the District in accordance with the terms set forth in Section 10 hereinbelow; and (f) Subcontractor shall utilize appropriate administrative, physical and technical safeguards in accordance with industry standards and best practices to secure District Data from unauthorized disclosure, access and use. UnboundEd shall ensure that its employees who have potential access to District Data have undergone appropriate background screening, as well as recommending the same to its Subcontractors, to the District's satisfaction, and possess all needed qualifications to comply with the terms of this Agreement. UnboundEd shall also ensure that its Subcontractors comply with the insurance requirements specified in Section 12 of this Agreement.

## 4. Data Security

4.1 Security Safeguards. UnboundEd shall store and process District Data in accordance with applicable industry practices, including implementing appropriate administrative, physical, and technical safeguards to secure such data from unauthorized access, disclosure, alteration, and use. UnboundEd shall ensure that all such safeguards, including the manner in which District Data is collected, accessed, used, stored, processed, disposed of and disclosed, comply with all applicable federal and state data protection and privacy laws, regulations and directives, as well as the terms and conditions of this Agreement.

4.2 Audit Trails. UnboundEd shall take reasonable measures, including audit trails, to protect District Data against deterioration or degradation of data quality and authenticity.

4.3 Verification of Safeguards. Upon District's written request, UnboundEd shall provide to the District for review, the following, verifying UnboundEd's administrative, physical and technical safeguards are in compliance with industry standards: (1) a third-party network security audit report, or (2) certification from UnboundEd indicating that an independent vulnerability or risk assessment of the UnboundEd's data security program has occurred.

4.4 Background Checks. UnboundEd and every person, including any subcontractor or agent of the UnboundEd, who has unsupervised access to students, or access to student data, shall be required to have a criminal background check. The costs associated with the background check are solely the UnboundEd's responsibility.

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## 5. Security Incident and Security Breach

5.1 Security Incident Evaluation. In the event of an Incident, UnboundEd shall follow industry practices to fully investigate and resolve the Incident, and take steps to prevent developments that may result in the Incident becoming a Security Breach at UnboundEd's expense in accordance with applicable privacy laws.

5.2 Response. Immediately upon becoming aware of a Security Breach, or a complaint of a Security Breach, UnboundEd shall notify the District in writing as set forth herein, fully investigate the Security Breach, cooperate fully with the District's investigation of and response to the Security Breach, and use best efforts to prevent any further Security Breach at UnboundEd's expense in accordance with applicable privacy laws. Except as otherwise required by law, UnboundEd shall not provide notice of the Security Breach directly to individuals whose Personally Identifiable Information was involved, to regulatory agencies, or to other entities, without first providing written notice to the District.

5.3 Security Breach Report. If the District reasonably determines that UnboundEd has committed a Security Breach, then the District may request UnboundEd to submit, within ten (10) business days from discovery of such breach, a written report, and any supporting documentation, identifying (i) the nature of the Security Breach, (ii) the steps UnboundEd has executed to investigate the Security Breach, (iii) what District Data or PII was used or disclosed, (iv) who or what was the cause of the Security Breach, (v) what UnboundEd has done or shall do to remediate any deleterious effect of the Security Breach, and (vi) what corrective action UnboundEd has taken or shall take to prevent a future Incident or Security Breach.

5.4 Effect of Security Breach. Upon the occurrence of a Security Breach, the District may terminate this Agreement in accordance with District policies. The District may require UnboundEd to suspend all services, pending the investigation and successful resolution of any Security Breach, and UnboundEd may be required to reimburse District all amounts paid for any period during which services were not rendered, as provided herein.

5.5 Liability for Security Breach. In addition to any other remedies available to the District under law or equity, UnboundEd shall reimburse the District in full for all reasonable third party costs, including but not limited to payment of legal fees, audit costs, fines, and other fees imposed that were actually incurred by the District and caused by UnboundEd or UnboundEd's Subcontractors for any Security Breach. UnboundEd shall also provide notification to individuals on behalf of the District, pursuant with Student Data Transparency and Security Act, 22-16-108 (4), whose Personally Identifiable Information was compromised and to regulatory agencies and other entities, and to provide one year's credit monitoring to the affected individuals if the Personally Identifiable Information exposed during any Security Breach could be used to commit financial identity theft.

## 6. Response to Legal Orders, Demands or Requests for Data

6.1 Received by UnboundEd. Except as otherwise expressly prohibited by law, UnboundEd shall promptly notify the District of any subpoenas, warrants, other legal orders, or demands or requests received by UnboundEd seeking District Data; consult with the District regarding its response; cooperate with the District's reasonable requests in connection with efforts by the District to intervene

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and quash or modify the legal order, demand or request; and, upon the District's request, provide the District with a copy of its response.

6.2 Received by District. If the District receives a subpoena, warrant, or other legal order, demand or request seeking District Data maintained by UnboundEd, the District will promptly notify UnboundEd and, UnboundEd shall supply the District with copies of the District Data for the District to respond.

6.3 Access to District Data. District shall have the right to access and retrieve any or all District Data stored by or in possession of UnboundEd upon written notice to UnboundEd's Designated Representative. If another timeline for response is provided herein, then that, more specific, deadline shall control. Otherwise, UnboundEd shall make the District Data available to the District within thirty (30) calendar days from the date of request.

## 7. Compliance with Applicable Laws

7.1. Children's Online Privacy and Protection Act. In performance of the services to the District, if UnboundEd collects personal information (as defined in the Children's Online Privacy and Protection Act of 1998, 5 U.S.C. 6501 to 6505, and its implementing regulations) from children under thirteen (13) years of age, UnboundEd warrants, represents, and covenants that such collection is and shall be for the use and benefit of the District and for no other commercial purpose. UnboundEd has provided District with full notice of its collection, use, and disclosure practices.

7.2 Compliance with Laws. UnboundEd warrants that it will abide by all applicable laws, ordinances, rules, regulations, and orders of all governmental agencies or authorities having jurisdiction over the services provided to District including but not limited to COPPA and FERPA.

## 8. Termination

This Agreement will become effective when both parties have executed this Agreement ("Effective Date"). This Agreement will automatically terminate with the termination or complete delivery of services by UnboundEd to the District.

## 9. Data Transfer Upon Termination or Expiration

9.1 Destruction or Return of District Data. With the exception of any District Data for which UnboundEd has specifically obtained consent from the parent, legal guardian or student to keep, within thirty (30) calendar days after termination or expiration of this Agreement, UnboundEd shall ensure that all District Data and PII that UnboundEd collected or generated by UnboundEd is securely returned (where feasible) or Securely Destroyed, as directed by the District. In the event that the District requests destruction, UnboundEd agrees to Securely Destroy all District Data that is in its possession and cause its Subcontractors to Securely Destroy all District Data that is in the possession of any Subcontractors. If the District requests return, UnboundEd shall securely return all District Data to the authorized person specified by the District, using the methods requested by the District, in its discretion.

9.2 Transfer and Destruction of District Data. If the District elects to have all District Data that is in UnboundEd's possession or in the possession of UnboundEd's Subcontractors transferred to a third

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party designated by the District, such transfer shall occur within a reasonable period of time but no later than thirty (30) calendar days after expiration or termination of this Agreement, and without significant interruption in service or access to such District Data. UnboundEd shall work closely with such third party transferee to ensure that such transfer/migration uses facilities and methods 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 District Data during the transition. District will pay all costs associated with such transfer, unless such transfer is as the result of termination of this Agreement following UnboundEd's breach of the terms of this Agreement. Upon successful transfer of District Data, as confirmed in writing by the District's Designated Representative, UnboundEd shall Securely Destroy all District Data in accordance with Section 9.1.

## 10. Indemnification

UnboundEd shall indemnify, defend and hold District and its elected officials, employees, representatives, and agents harmless, without limitation, from and against any and all losses, damages, liabilities, deficiencies, actions, judgments, interest, awards, penalties, fines, costs or expenses, including reasonable attorneys' fees, the costs of enforcing any right to indemnification hereunder, and the cost of pursuing any insurance providers, arising out of or resulting from UnboundEd's performance of services under this Agreement, any third-party claim against any Indemnified party arising out of or resulting from UnboundEd's failure to comply with any of its obligations under Sections 3, 4, 5, and 9 of this Agreement, and any breach of UnboundEd's obligations under this Agreement. These indemnification duties shall survive termination or expiration of this Agreement.

## 11. Definitions

11.2 "District Data" means any Personally Identifiable Information, Record, Education Record and all Personally Identifiable Information included therein or derived therefrom that is not intentionally made generally available by the District on public websites or publications but is made available directly or indirectly by the District to Contractor or that is otherwise collected or generated by Contractor in connection with the performance of services to the District including all student data inputted into MyANet, Contractor's technology assessment platform.

11.4 "Education Records" means records, files, documents and other materials that: (a) contain information directly related to a student; and (b) are maintained by the District, or by a party acting for the District such as Contractor.

11.5 "Incident" means a suspected, attempted, or imminent threat of unauthorized access, use, disclosure, breach, modification, disruption or destruction to or of District Data.

11.6 No "Personally Identifiable Information" or "PII" data will be collected. PII data means information and metadata that, alone or in combination, is linked or linkable to a specific student so as to allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Student demographic attributes, such as race, socioeconomic information, and gender will be collected but these will not be identifiable markers of individual students.

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11.7 “Record” means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

11.8 “Securely Destroy” means to remove District Data from Contractor’s systems, paper files, records, databases, and any other media regardless of format, in accordance with the standard detailed in National Institute of Standards and Technology (“NIST”) SP 800-88 r1 (2014) so that District Data is permanently irretrievable in Contractor’s and its Subcontractors’ normal course of business.

11.9 “Security Breach” means an event in which District Data is exposed to unauthorized disclosure, access, alteration or use or a system configuration that results in a documented unsecured disclosure, access, alteration or use, in a manner not permitted in this Agreement, which poses a significant risk of financial, reputational or other harm to the affected person or the District.

11.11 “Subcontractor” means Contractor’s employees, subcontractors or agents who Contractor has engaged to enable Contractor to perform services to the District.

11.12 “Student Profile” means a collection of PII data elements relating to a student of the District.

## 12. Miscellaneous

12.1 Survival. The UnboundEd’s obligations under Sections 3, 4, 5, 6, 9, and 10, and any other obligations or restrictions that expressly or by their nature are to continue after termination, shall survive termination of this Agreement for any reason until all District Data has been returned or Securely Destroyed.

12.2 Governing Law. This Agreement shall be governed and construed in accordance with the laws of Massachusetts excluding its choice of law rules. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the federal court located in New York or the state court located in New York County, New York.

12.3 No Assignment. UnboundEd shall not assign or subcontract any of its rights or obligations hereunder without the express written consent of District.

12.4 No Third Party Beneficiaries. Nothing in this Agreement shall be construed to give any rights or benefits to anyone other than District.

12.5 Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

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IN WITNESS WHEREOF, the parties have executed this Agreement as of the date set forth below each party's signature.

UNBOUNDED LEARNING, INC.

By:

Proof As to Form:

By:

Title:

Date:

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## Appendix A to Data Sharing and Protection Agreement- Data Sharing Requirements

This Appendix describes the data requirements to support the project evaluation. We organize these data requirements by primary and secondary needs.

*Primary* needs include the collection of new data.

*Secondary* needs include data that already exist at the school or district level, such as student, teacher, principal, and school demographic and achievement data linking information between students, teachers, and schools; and serving as statistical controls in our analysis models.

*Data:*

- Who: All participating schools
- School years: 2023-2024 - 2026-2027
- Format: Any delimited format (e.g., comma, tab, space), Excel file for all participating schools *(Though we request aggregate data, if easier for the district, they can provide separate school-level files with these data and UnboundEd can aggregate.)*

***Data Fields**:*

*School-level characteristics*

- School Name
- School ID
    - o NCES School ID
    - o State School ID
- District Name
- District ID
    - o NCES District ID
    - o State District ID
- Total student enrollment
- Total student enrollment by grade
- Lowest grade offered

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- Highest grade offered
- Total number of teachers

Urbanicity of school

  - City
  - Suburban
  - Town
  - Rural

- School Title 1 status

School-level: aggregated by student

- School-level achievement
  - Average scale score by grade
  - Percent proficient in each grade
- School-level student race data: Percent students in each category
  - American Indian or Alaskan Native
  - Asian
  - Black or African American
  - Native Hawaiian or Other Pacific Islander
  - White
  - Two or more races
- School-level ethnicity data: Percent students in each category
  - Hispanic or Latino
  - Not Hispanic or Latino
- School-level percent students Male or Female
- School-level percent students participating in free or reduced lunch (FRL) program

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- School-level percent students classified as Limited English Proficient (LEP)
- School-level percent students classified as English language learner (ELL)
- School-level percent students with IEP/504 plans

- Teacher Rosters
    - Teacher Name
    - Teacher ID (if possible)
    - School Name
    - State School ID
    - District Name
    - Grade(s) taught
    - Content area
    - # years experience
    - # years at current school
    - Degree/ license data
    - Teacher gender
    - Teacher race/ethnicity

- All teacher race data: Percent teachers in each category
    - American Indian or Alaskan Native
    - Asian
    - Black or African American
    - Native Hawaiian or Other Pacific Islander
    - White
    - Two or more races

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- All teacher ethnicity data: Percent teachers in each category
    - Hispanic or Latino
    - Not Hispanic or Latino
- Teacher turnover rate

Teacher gender

Teacher years of experience

Years teaching in this school

Total number of years teaching in any school

Teacher licensure / degree data

*Principal: individual principal data*

- Principal name
- School Name
- State School ID
- District Name
- Principal race
    - American Indian or Alaskan Native
    - Asian
    - Black or African American
    - Native Hawaiian or Other Pacific Islander
    - White
    - Two or more races
- Principal ethnicity
    - Hispanic or Latino
    - Not Hispanic or Latino

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- Principal gender
    - Male
    - Female
- Principal tenure
    - Total number of years serving as a principal in any school
    - Total number of years serving as principal at that school

**III: Priority 2- Primary Data derived from program research activities**

Participation will also require providing data that will be collected throughout the project.

IV: In addition to the aforementioned data, UnboundEd will collect the following:

- Educator satisfaction surveys after PL offerings
- Classroom observation data collected during the four planned Integrity Walks
- Beginning of year and end of year educator surveys, including measures of self-efficacy, and reported changes in mindsets, skills, knowledge, and practices
- Student surveys that will be administered at the beginning and end of the year

V. Finally we request the following:

- Student achievement data, including math and ELA state and district assessment data, DIBELS, MAP
- Student behavior and attendance data
- Any teacher and student survey data that the district already collects (such as the Panorama)
- Any school climate and culture data that the district already collects

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**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**
**RESOLUTION NO. 25-60**
**WEEK OF THE SCHOOL ADMINISTRATOR – OCTOBER 12–18, 2025**

WHEREAS, Leadership Matters for California's public education system and the more than 6 million students it serves;

WHEREAS, School administrators are passionate, lifelong learners who believe in the value of quality public education, and

WHEREAS, The title "school administrator" is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other school district employees are considered administrators; and

WHEREAS, providing quality service for student success is paramount for the profession; and

WHEREAS, Most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California's superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement; and

WHEREAS, School leaders depend on a network of support from school communities – fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources – to promote ongoing student achievement and school success; and

WHEREAS, Research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, the State of California has declared the second full week of October as the "Week of the School Administrator" in Education Code 44015.1; and

WHEREAS, The future of California's public education system depends upon the quality of its leadership; now therefore

BE IT RESOLVED, by the Governing Board of the South San Francisco Unified School District that all school leaders in the South San Francisco Unified School District be commended for the contributions they make to successful student achievement.

Regularly passed and adopted this 25th day of September 2025.

Ayes and in favor of said Resolution: Board of Trustees:

ATTEST: _____

_____

_____ _____

Clerk of the Board

_____

_____ _____

Superintendent of Schools

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**THRU:** J. Marwan Hannon, Assistant Superintendent of Human Resources

**DATE:** September 25, 2025

**RE:** Adoption of Tentative Agreement between the South San Francisco Unified School District and the Classified School Employees Association Chapter 197 for the 2025-2028 Term and Approval of the Corresponding Public Disclosure AB 1200

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## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

Representatives of the South San Francisco Unified School District (District) and the Classified School Employees Association (CSEA) Chapter 197 negotiated a Tentative Agreement regarding all open Articles specified in the original Initial (Sunshine) Proposals that were presented at the public hearings during the March 13, 2025, May 8, 2025, and June 12, 2025, 2025 regular Board meetings. Attached to this memorandum is the signed Tentative Agreement dated September 15, 2025. This agreement shall resolve all reopener negotiation obligations for the 2025-2026 contract year and shall conclude negotiations for a successor contract covering the 2026-2027 and 2027-2028 contract years (successor contract term of July 1, 2026 through June 30, 2028) except that each party may reopen up to two (2) articles for the final (2027-2028) contract year only. Any proposed changes shall not have any economic impact.

## FISCAL IMPLICATIONS:

Pursuant to Assembly Bill (AB) 1200, Government Code (GC) 3547.5, and California Code of Regulations (CCR), Title V, Section 15449, please refer to the enclosed corresponding Public Disclosure AB 1200.

## RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees adopt the Tentative Agreement between the South San Francisco Unified School District and the Classified School Employees Association Chapter 197 for the 2025-2028 term, and approve the corresponding Public Disclosure AB 1200, contingent on the ratification vote of CSEA Chapter 197.

# SAN MATEO COUNTY
# PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

**in Accordance with AB 1200 (Chapter 1213/1991), AB 2756 (Statutes of 2004), GC 3547.5, and CCR, Title V, Section 15449**

| | |
|---|---|
| Name of School District: | **South San Francisco Unified School District** |
| Name of Bargaining Unit: | **Unrepresented Certificated & Classified Members** |
| Certificated, Classified, Other: | **Certificated and Classified** |

The proposed agreement covers the period beginning: **July 1, 2025** (date) and ending: **June 30, 2028** (date)

The Governing Board will act upon this agreement at its meeting on: **9/25/2025** (date)

***(Note: This form, along with a copy of the proposed agreement, must be submitted to the county office at least ten (10) working days prior to the date the governing board will take action.)***

## A. Proposed Change in Compensation

| | Compensation | Annual Cost Prior to Proposed Agreement FY 2024-25 | Fiscal Impact of Proposed Agreement: Year 1 Increase/(Decrease) FY 2025-26 | Year 2 Increase/(Decrease) FY 2026 -27 | Year 3 Increase/(Decrease) FY 2027 - 28 |
|---|---|---|---|---|---|
| 1 | **Salary Schedule** Increase (Decrease) | $ 10,498,775 | $ 472,445 | $ 383,993 | $ 454,209 |
| | | | 4.5000% | 3.5000% | 4.0000% |
| 2 | **Step and Column -** Increase (Decrease) Due to movement plus any changes due to settlement | $ - | $ - | $ - | $ - |
| | | | % | % | % |
| 3 | **Other Compensation -** Increase (Decrease) (**One-time Stipends**, Bonuses, Longevity, overtime, etc.) | $ - | $ - | $ - | $ - |
| | | | % | % | % |
| | **Description of other compensation:** | $ - | $ - | $ - | $ - |
| 4 | **Statutory Benefits -** STRS, PERS, FICA, WC, UI, Medicate etc. | $ 2,919,328 | $ 131,370 | $ 106,774 | $ 126,299 |
| | | | 4.5000% | 3.5000% | 4.0000% |
| 5 | **Health/Welfare Plans:** | $ - | $ - | $ - | $ - |
| | | | % | % | % |
| | **Description of health & welfare plans:** | | | | |
| 6 | **Total Compensation -** Increase (Decrease) (Total Lines 1-5) | $ 13,418,103 | $ 603,815 | $ 490,767 | $ 580,508 |
| 7 | **Total Number of Represented Employees** (Use FTEs if appropriate) | **59.70** | | | |
| 8 | **Total Compensation Average Cost per Employee** | 224,758.85 | 10114.1541 | 8220.559966 | 9723.752094 |
| | | | 4.50% | 3.50% | 4.00% |

9. Please provide summary of negotiated agreement. For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

**Three-year agreement with salary compensation increase as follows: 4.5% in 2025-26 (retro to July 1, 2025), 3.5% in 2026-27 and 4% in 2027-28.**

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

**No**

11. Does this bargaining unit have any recipients of life time benefits? If so, please indicate number of FTEs and health & welfare amounts.

**No**

12. A. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes [X] No [ ]
If yes, please describe the cap amount.

**Kaiser + Dental + Vision + Life for Single (Approximately $1,234 a month)**

B. Describe any negotiated changes in non-compensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

**N/A**

Does the negotiated changes in non-compensation items impact the TK-3rd grade average class size requirements for Grade Span Adjustment (GSA) Yes [ ] No [X]
If yes, please describe the affects and if there's an alternative agreement for the TK-3rd grade average class size in the contract.

C. Are reduction to budget or program necessary to accommodate the settlement?
Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

**Possibility in the 2nd out-year (2026-27). Amount of cut will depend on the amount of additional revenue received and the Federal cuts. The District will be evaluating its staffing and programs in 2025-26 and reduce or eliminate those that are not working well to support our students.**

D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

**No reopeners.**

E. Will this agreement create, increase or decrease deficit spending in the current or subsequent year(s)? "Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

**This agreement will result in deficit spending in the current and subsequent years. The District will use its Unrestricted General Fund and Fund 17 reserves to cover the deficit spending. Staff will be reviewing the budget in 2025-26 to determine the one-time and on-going reductions in staffing and programs needed starting in 2026-27, should additional revenue not materialize.**

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

**None**

G. Source of Funding for Proposed Agreement

1. Current Year

**Funding from the Unrestricted General Fund and Fund 17 will be used to cover this proposed agreement.**

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e. LCFF, COLA, property taxes, staffing reductions, staffing ratio changes, one-time sources, etc.?

**Funding from the Unrestricted General Fund and Fund 17 will be used to cover this proposed agreement should additional revenue not materialize in the future. Staff will be monitoring the budget to determine the one-time and/or on-going reductions in staffing and programs in 2025-26 to reduce the deficit spending if additional revenue does not come in.**

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

**Funding from the Unrestricted General Fund and Fund 17 will be used to cover this proposed multi-year agreement should additonal revenue not materalize in the future years.**

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

**Unrestricted General Fund**

Enter Bargaining Unit: _____**South San Francisco Unrepresented Members**_____

| | Column 1 | Column 2 | Column 3 | Column 4 |
|---|---|---|---|---|
| | Latest Board-Approved Budget Before Settlement (As of 6/26/25) | Adjustments as a Result of Settlement | Other Revisions | Total Estimated 2025-26 Budget (Columns 1+2+3) |
| REVENUES | | | | |
| Revenue Limit Sources (8010-8099) | $ 147,886,401 | $ - | $ - | $ 147,886,401 |
| Remaining Revenues (8100-8799) | $ 6,445,415 | $ - | $ - | $ 6,445,415 |
| **TOTAL REVENUES** | $ 154,331,816 | $ - | $ - | $ 154,331,816 |
| EXPENDITURES | | | | |
| Certificated Salaries (1000-1999) | $ 52,736,353 | $ 357,593 | $ - | $ 53,093,946 |
| Classified Salaries (2000-2999) | $ 17,297,267 | $ 53,434 | $ 568,508 | $ 17,919,208 |
| Employee Benefits (3000-3999) | $ 28,481,107 | $ 114,292 | $ 211,940 | $ 28,807,338 |
| Books and Supplies (4000-4999) | $ 4,188,251 | $ - | $ - | $ 4,188,251 |
| Services, Other Operating Expenses (5000-5999) | $ 13,529,699 | $ - | $ - | $ 13,529,699 |
| Capital Outlay (6000-6599) | $ 238,000 | $ - | $ - | $ 238,000 |
| Other Outgo (7100-7299) (7400-7499) | $ 275,000 | $ - | $ - | $ 275,000 |
| Direct Support/Indirect Cost (7300-7399) | $ (635,754) | $ - | $ - | $ (635,754) |
| Other Adjustments | | | | |
| **TOTAL EXPENDITURES** | $ 116,109,923 | $ 525,319 | $ 780,447 | $ 117,415,689 |
| OPERATING SURPLUS (DEFICIT) | $ 38,221,893 | $ (525,319) | $ (780,447) | $ 36,916,127 |
| TRANSFERS IN & OTHER SOURCES (8910-8979) | $ 13,301 | $ - | $ - | $ 13,301 |
| TRANSFERS OUT & OTHER USES (7610-7699) | $ 112,296 | $ - | $ - | $ 112,296 |
| CONTRIBUTIONS (8980-8999) | $ (39,768,228) | $ (78,496) | $ (458,358) | $ (40,305,082) |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | $ (1,645,330) | $ (603,815) | $ (1,238,805) | $ (3,487,950) |
| | | | | |
| BEGINNING BALANCE | $ 36,711,979 | | | $ 36,711,979 |
| Prior-Year Adjustments/Restatements (9793/9795) | $ - | | | $ - |
| CURRENT-YEAR ENDING BALANCE | $ 35,066,649 | $ (603,815) | $ - | $ 33,224,029 |
| **COMPONENTS OF ENDING BALANCE:** | | | | |
| Nonspendable (9711-9719) | $ 250,100 | $ - | $ - | $ 250,100 |
| Restricted (9730-9749) | $ - | $ - | $ - | $ - |
| Committed (9750-9769) | $ - | $ - | $ - | $ - |
| Stabilization Arrangements (9750) | $ - | $ - | $ - | $ - |
| Assigned (9770-9788) | $ 11,533,389 | $ (603,815) | $ (1,238,805) | $ 9,690,769 |
| Unassigned (9789-9790) | $ 23,283,160 | $ (0) | $ - | $ 23,283,160 |

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

**Restricted General Fund**

Enter Bargaining Unit: _____**South San Francisco Unrepresented Members**_____

| | Column 1 | Column 2 | Column 3 | Column 4 |
|---|---|---|---|---|
| | Latest Board-Approved Budget Before Settlement (As of 6/26/25) | Adjustments as a Result of Settlement | Other Revisions | Total Current Budget (Columns 1+2+3) |
| REVENUES | | | | |
| Revenue Limit Sources (8010-8099) | $ 6,223,687 | $ - | $ - | $ 6,223,687 |
| Remaining Revenues (8100-8799) | $ 22,211,677 | $ - | $ - | $ 22,211,677 |
| **TOTAL REVENUES** | $ 28,435,364 | $ - | $ - | $ 28,435,364 |
| EXPENDITURES | | | | |
| Certificated Salaries (1000-1999) | $ 17,351,155 | $ 53,434 | $ - | $ 17,404,589 |
| Classified Salaries (2000-2999) | $ 12,041,011 | $ 7,984 | $ 333,885 | $ 12,382,881 |
| Employee Benefits (3000-3999) | $ 18,824,116 | $ 17,078 | $ 124,472 | $ 18,965,667 |
| Books and Supplies (4000-4999) | $ 6,847,633 | | $ - | $ 6,847,633 |
| Services, Other Operating Expenses (5000-5999) | $ 6,781,266 | $ - | $ - | $ 6,781,266 |
| Capital Outlay (6000-6599) | $ 267,300 | $ - | $ - | $ 267,300 |
| Other Outgo (7100-7299) (7400-7499) | $ 1,008,000 | $ - | $ - | $ 1,008,000 |
| Direct Support/Indirect Cost (7300-7399) | $ 346,715 | $ - | $ - | $ 346,715 |
| Other Adjustments | | | | |
| **TOTAL EXPENDITURES** | $ 63,467,196 | $ 78,496 | $ 458,358 | $ 64,004,050 |
| OPERATING SURPLUS (DEFICIT) | $ (35,031,832) | $ (78,496) | $ (458,358) | $ (35,568,686) |
| TRANSFERS IN & OTHER SOURCES (8910-8979) | $ - | $ - | $ - | $ - |
| TRANSFERS OUT & OTHER USES (7610-7699) | $ 4,500,000 | $ - | $ - | $ 4,500,000 |
| CONTRIBUTIONS (8980-8999) | $ 39,768,228 | $ 78,496 | $ 458,358 | $ 40,305,082 |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | $ 236,396 | $ 0 | $ 0 | $ 236,396 |
| | | | | |
| BEGINNING BALANCE | $ 7,833,851 | | | $ 7,833,851 |
| Prior-Year Adjustments/Restatements (9793/9795) | $ - | | | $ - |
| CURRENT-YEAR ENDING BALANCE | $ 8,070,247 | $ 0 | $ - | $ 8,070,247 |
| **COMPONENTS OF ENDING BALANCE:** | | | | |
| Nonspendable (9711-9719) | $ - | $ - | $ - | $ - |
| Restricted (9730-9749) | $ 8,070,247 | $ - | $ - | $ 8,070,247 |
| Committed (9750-9769) | $ - | $ - | $ - | $ - |
| Stabilization Arrangements (9750) | $ - | $ - | $ - | $ - |
| Assigned (9770-9788) | $ - | $ - | $ - | $ - |
| Unassigned (9789-9790) | $ - | $ 0 | $ - | $ 0 |

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

**Combined General Fund**

Enter Bargaining Unit: _____South San Francisco Unrepresented Members_____

| | Column 1 | Column 2 | Column 3 | Column 4 |
|---|---|---|---|---|
| | Latest Board-Approved Budget Before Settlement (As of 6/26/25) | Adjustments as a Result of Settlement | Other Revisions | Total Current Budget (Columns 1+2+3) |
| REVENUES | | | | |
| Revenue Limit Sources (8010-8099) | $ 154,110,088 | $ - | $ - | $ 154,110,088 |
| Remaining Revenues (8100-8799) | $ 28,657,092 | $ - | $ - | $ 28,657,092 |
| **TOTAL REVENUES** | $ 182,767,180 | $ - | $ - | $ 182,767,180 |
| EXPENDITURES | | | | |
| Certificated Salaries (1000-1999) | $ 70,087,508 | $ 411,027 | $ - | $ 70,498,535 |
| Classified Salaries (2000-2999) | $ 29,338,278 | $ 61,418 | $ 902,393 | $ 30,302,089 |
| Employee Benefits (3000-3999) | $ 47,305,223 | $ 131,370 | $ 336,412 | $ 47,773,005 |
| Books and Supplies (4000-4999) | $ 11,035,884 | $ - | $ - | $ 11,035,884 |
| Services, Other Operating Expenses (5000-5999) | $ 20,310,965 | $ - | $ - | $ 20,310,965 |
| Capital Outlay (6000-6599) | $ 505,300 | $ - | $ - | $ 505,300 |
| Other Outgo (7100-7299) (7400-7499) | $ 1,283,000 | $ - | $ - | $ 1,283,000 |
| Direct Support/Indirect Cost (7300-7399) | $ (289,039) | $ - | $ - | $ (289,039) |
| Other Adjustments | | | | |
| **TOTAL EXPENDITURES** | $ 179,577,119 | $ 603,815 | $ 1,238,805 | $ 181,419,739 |
| OPERATING SURPLUS (DEFICIT) | $ 3,190,061 | $ (603,815) | $ (1,238,805) | $ 1,347,441 |
| TRANSFERS IN & OTHER SOURCES (8910-8979) | $ 13,301 | $ - | $ - | $ 13,301 |
| TRANSFERS OUT & OTHER USES (7610-7699) | $ 4,612,296 | $ - | $ - | $ 4,612,296 |
| CONTRIBUTIONS (8980-8999) | $ - | $ - | $ - | $ - |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | $ (1,408,934) | $ (603,815) | $ (1,238,805) | $ (3,251,554) |
| | | | | |
| BEGINNING BALANCE | $ 44,545,830 | | | $ 44,545,830 |
| Prior-Year Adjustments/Restatements (9793/9795) | $ - | | | $ - |
| CURRENT-YEAR ENDING BALANCE | $ 43,136,896 | $ (603,815) | $ - | $ 41,294,276 |
| **COMPONENTS OF ENDING BALANCE:** | | | | |
| Nonspendable (9711-9719) | $ 250,100 | $ - | $ - | $ 250,100 |
| Restricted (9730-9749) | $ 8,070,247 | $ - | $ - | $ 8,070,247 |
| Committed (9750-9769) | $ - | $ - | $ - | $ - |
| Stabilization Arrangements (9750) | $ - | $ - | $ - | $ - |
| Assigned (9770-9788) | $ 11,533,389 | $ (603,815) | $ (1,238,805) | $ 9,690,769 |
| Unassigned (9789-9790) | $ 23,283,160 | $ 0 | $ - | $ 23,283,160 |

*** If the total amount of the Adjustment in Col. 2 does not agree with the amount of the Total Compensation Increase (Decrease) in Section A, Line 6, Page 1, explain the variance below:** _____

## I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT FISCAL YEARS

**Multiyear Projection - Combined General Fund**

Enter Bargaining Unit: _____South San Francisco Unrepresented Members_____

| | FY 2025 - 26<br>Total Current Budget After Settlement | FY 2026 - 27<br>First Subsequent Year After Settlement | FY 2027 - 28<br>Second Subsequent Year After Settlement |
|---|---|---|---|
| REVENUES | | | |
| Revenue Limit Sources (8010-8099) | $ 154,110,088 | $ 158,769,439 | $ 163,693,579 |
| Remaining Revenues (8100-8799) | $ 28,657,092 | $ 27,899,302 | $ 27,904,281 |
| **TOTAL REVENUES** | $ 182,767,180 | $ 186,668,741 | $ 191,597,860 |
| EXPENDITURES | | | |
| Certificated Salaries (1000-1999) | $ 70,087,508 | $ 73,941,826 | $ 77,531,583 |
| Classified Salaries (2000-2999) | $ 30,240,671 | $ 31,025,757 | $ 32,391,544 |
| Employee Benefits (3000-3999) | $ 47,641,635 | $ 49,826,741 | $ 52,463,115 |
| Books and Supplies (4000-4999) | $ 11,035,884 | $ 10,741,514 | $ 10,368,990 |
| Services, Other Operating Expenses (5000-5999) | $ 20,310,965 | $ 20,619,759 | $ 21,382,413 |
| Capital Outlay (6000-6999) | $ 505,300 | $ 549,562 | $ 549,562 |
| Other Outgo (7100-7299) (7400-7499) | $ 1,283,000 | $ 1,288,663 | $ 1,283,534 |
| Direct Support/Indirect Cost (7300-7399) | $ (289,039) | $ (289,039) | $ (289,039) |
| Other Adjustments | | $ - | $ - |
| **TOTAL EXPENDITURES** | $ 180,815,924 | $ 187,704,783 | $ 195,681,702 |
| OPERATING SURPLUS (DEFICIT) | $ 1,951,256 | $ (1,036,042) | $ (4,083,842) |
| TRANSFERS IN & OTHER SOURCES (8910-8979) | $ 13,301 | $ 13,301 | $ 13,301 |
| TRANSFERS OUT & OTHER USES (7610-7699) | $ 4,612,296 | $ 4,612,296 | $ 4,612,296 |
| CONTRIBUTIONS (8980-8999) | $ - | $ - | $ - |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | $ (2,647,739) | $ (5,635,037) | $ (8,682,837) |
| | | | |
| BEGINNING BALANCE | $ 44,545,830 | $ 41,898,091 | $ 36,263,054 |
| CURRENT-YEAR ENDING BALANCE | $ 41,898,091 | $ 36,263,054 | $ 27,580,217 |
| **COMPONENTS OF ENDING BALANCE:** | | | |
| Nonspendable (9711-9719) | $ 250,100 | $ 250,100 | $ 250,100 |
| Restricted (9730-9749) | $ 8,070,247 | $ 8,070,247 | $ 8,070,247 |
| Committed (9750-9769) | $ - | $ - | $ - |
| Stabilization Arrangements (9750) | $ - | $ - | $ - |
| Assigned (9770-9788) | $ 10,294,584 | $ 18,326,853 | $ 9,245,170 |
| Unassigned (9789-9790) | $ 23,283,160 | $ 9,615,854 | $ 10,014,700 |

## J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

| | | FY 2025 - 26 | FY 2026 - 27 | FY 2027 - 28 |
|---|---|---|---|---|
| a. | Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement) | $ 185,428,220 | $ 192,317,079 | $ 200,293,998 |
| b. | State Standard Minimum Reserve Percentage for this District: **(enter percentage )**: | 3.00% | 3.00% | 3.00% |
| c. | State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR $50,000 | $ 5,562,847 | $ 5,769,512 | $ 6,008,820 |

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

| | | | | |
|---|---|---|---|---|
| a. | General Fund (Fund 01) Stabilization Arrangements, % Unassigned Fund Balance (includes Reserve for Economic Uncertainties) | $ 23,283,160 | $ 9,615,854 | $ 10,014,700 |
| b. | Special Reserve Fund (Fund 17) Unassigned Fund Balance | $ - | $ - | $ - |
| c. | Total Available Reserves | $ 23,283,160 | $ 9,615,854 | $ 10,014,700 |
| d. | Reserve for Economic Uncertainties Percentage | 12.56% | 5.00% | 5.00% |

3. Do unrestricted reserves meet the state minimum reserve amount?

| | Yes | | No | |
|---|---|---|---|---|
| FY 2025 - 26 | Yes | X | No | |
| FY 2026 - 27 | Yes | X | No | |
| FY 2027 - 28 | Yes | X | No | |

4. If no, how do you plan to restore your reserves? Provide comments/explanations below:

## K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

*(The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.)*

**In accordance with the requirements of Government Code Section 3547.5, the Superintendent and the Chief Business Officer of South San Francisco Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the South San Francisco Unrepresented Members, during the term of the agreement from July 1, 2025 to June 30, 2028.**

| Shawnterra Moore | |
|---|---|
| **District Superintendent** (Signature Over Printed Name) | **Date** |
| Ted O | |
| **Chief Business Officer** (Signature Over Printed Name) | **Date** |

## L. CERTIFICATION NO. 2

*(The disclosure document must be signed by the district Superintendent or designee and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.)*

**The information provided in this document summarizes the financial implications of the proposed agreement and submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.**

| Shawnterra Moore | |
|---|---|
| **District Superintendent** (Signature Over Printed Name) | **Date** |
| Ted O | (650) 877-8702 |
| Contact Person | Phone |
| **President or Clerk of the Governing Board** (Signature Over Printed Name) | **Date** |

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# TENTATIVE AGREEMENT
# BETWEEN
# SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
# AND
# CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 197

## Reopener Negotiations for 2025-2026
## and
## Successor Negotiations for for July 1, 2026 through June 30, 2028

**September 15, 2025**

This agreement shall resolve all reopener negotiation obligations for the 2025-2026 contract year and shall conclude negotiations for a successor contract covering the 2026-2027 and 2027-2028 contract years (successor contract term of July 1, 2026 through June 30, 2028) except that each party may reopen up to two (2) articles for the final (2027-2028) contract year only. Any proposed changes shall not have any economic impact.

## ARTICLE VII – COMPENSATION AND BENEFITS

A. Salaries for the ~~2022-2023, 2023-2024, and 2024-2025~~**, and 2025-2026, 2026-2027, and 2027-2028** School Years:

~~Effective July 1, 2022, the District will increase all classified salary schedules for current unit members by five percent (5%).~~

~~Effective July 1, 2023, the District will increase all classified salary schedules for current unit members by five percent (5%).~~

~~Effective July 1, 2024, the District will increase all classified salary schedules for current unit members by three percent (3%).~~

**Effective July 1, 2025, the District shall increase all classified bargaining unit member salary schedules by four and one-half percent (4.5%).**

**Effective July 1, 2026, the District shall increase all classified bargaining unit member salary schedules by three and one-half percent (3.5%).**

**Effective July 1, 2027, the District shall increase all classified bargaining unit member salary schedules by four percent (4%).**

~~Except those former unit members who retired for services under CalPERS after July 1, 2022 only those employed by the District as of the date of this Agreement is ratified by both parties shall be eligible to receive a retroactive salary placement under the terms of this Agreement.~~

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**B. Longevity Increment**

**Longevity increments shall continue to be paid to an eligible unit member on the anniversary date of their ~~his/her~~ District employment in a probationary status, and upon the completion of the prescribed service requirement in the District following said initial employment.**

**After 6 years of service, 4% of annual salary per year.**

**After 8 years of service, 4.5% of annual salary per year.**

**After 10 years of service, 5% of annual salary per year.**

**After 12 years of service, 5.5% of annual salary per year.**

**After 14 years of service, 6% of annual salary per year.**

**After 16 years of service, 6.5% of annual salary per year.**

**After 18 years of service, 7% of annual salary per year.**

**After 20 years of service, 7.5% of annual salary per year.**

**After 22 years of service, 8% of annual salary per year.**

**After 24 years of service, 8.5% of annual salary per year.**

**After 26 years of service, 9% of annual salary per year.**

**After 28 years of service, 10% of annual salary per year.**

**After 30 years of service, 11% of annual salary per year.**

**Payment for longevity to be made monthly to the employee who meets the service requirement for longevity pay.**

[Section C shall remain status quo]

D. Benefits

1. Medical Insurance. ~~Effective January 1, 1994, m~~Medical insurance shall be offered through the PERS Health Benefits Program (PEMH**C**~~E~~A). The District medical insurance contribution per ~~eligible~~ ~~FTE~~ unit member is determined annually by PEMH**C**~~E~~A; this amount shall be the basic District contribution for medical insurance.

   1.1 The per month contribution by the District for medical insurance shall be made on behalf of all unit members working ~~half-time~~ **20**

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**hours per week** or more. Enrollments in dental and life insurances shall be mandatory.

~~1.2 The District shall maintain its current practice regarding insurance contribution for unit members working less than half-time (20 hours per week), except that said employees shall not be eligible for participation in the PERS Health Plan. (see Appendix III).~~

2. Dental, Vision, and Life Insurance. ~~Effective July 1, 2019, the~~ **The** District's monthly contribution to ~~fringe~~ **dental, vision and life insurance** benefits for ~~full-time~~ **all** ~~active~~ unit members ~~(20 hours or more per week)~~ shall be ~~the basic District contribution for medical insurance plus such additional~~ **the** amount necessary to cover the cost of ~~employee-only coverage at the Kaiser HMO rate plus the cost of the~~ employee only vision, dental, and life **insurance** coverage**.** ~~or. All bargaining unit members who work at least 15 hours per week are required to participate in the dental and life insurance programs. The District shall continue its current practice of prorated contributions for unit members working less than full-time.~~

3. Every ~~full-time~~ unit member **working 20 hours per week or more** shall enroll in one of the health insurance plans offered by the District/PERS or provide proof of other health insurance coverage. If the unit member elects not to enroll in one of said plans, the District contribution amount shall be forfeited.

4. Any excess medical insurance premium for a unit member and dependents that is beyond the District contribution level~~s~~ specified in item~~s~~ **1** ~~2 and 3~~ above shall be the sole responsibility of said unit member.

5. The administrative and reserve costs charged to the District by PERS shall not exceed 1% of unit member health insurance premiums. Additional costs, if any, shall be subject to renegotiations between the parties. Failure to reach an agreement (within 90 days) on additional costs shall result in an automatic termination of the PERS Health Benefits Program.

6. Health insurance for retired unit members shall be provided under the following terms and conditions.

   6.1 The District agrees to contribute the lesser amount set by Government Code Section 22857 subdivision (B) of the California Public Employees' Retirement Law per eligible retiree (as defined herein) per month for the life of the employee, which at no time shall exceed the per month contribution amount established by PEMH**C**~~E~~A.

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6.2 If the District and Association agree to terminate participation in the PERS medical insurance plan, the District shall have no further obligation for payment of the basic contribution.

6.3 If the retiree elects not to enroll in the PERS Health Plan, the District premium contribution amount in Item ~~8~~ **6**.1 will be forfeited.

6.4 If the retiree becomes deceased, and **their** ~~his/her~~ surviving spouse continues to receive STRS/PERS pension benefits, the surviving spouse shall continue to receive the basic District contribution for medical insurance for the duration of receipt of the State retirement benefit.

[Sections E and F shall remain status quo]

~~G. Longevity Increment~~

~~Longevity increments shall continue to be paid to an eligible unit member on the anniversary date of his/her District employment in a probationary status, and upon the completion of the prescribed service requirement in the District following said initial employment.~~

[Sections H through N shall remain status quo]

***

## ARTICLE XI – LEAVE OF ABSENCE WITH PAY

[Sections A through G shall remain status quo]

H. Personal Necessity Leave/Pressing Personal Business

1. An employee may be granted leave up to ~~seven (7)~~ **ten (10)** days with full pay within a school year for personal necessity. This leave shall be deducted from accumulated sick leave. Personal necessity is defined to cover situations that require absences over which the employee has no choice or suitable alternative. When possible, permission for such leave should be obtained in advance from the immediate supervisor. ~~Final approval will be made by the Assistant Superintendent - Human Resources.~~

   1.1 Five of the ~~seven~~ **ten** days may be used for other pressing personal business, subject to the following conditions:

      (1) Advance **written** notice to **and permission from** the appropriate administrator.

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~~(a) Employees in the following departments: Children's Center, Custodial, Full Inclusion Paraprofessionals, Nutrition Services and Warehouse, will use the Notification of Pressing Personal Business form as advance notice for PPB.~~

~~(b) All other employees shall notify their supervisors in advance of using PPB days.~~

(2) Verification that the absence is not for engaging in work for pay or profit or participating in any actions adverse to the District.

(3) No such leave shall be granted for purposes of personal convenience or the extension of a holiday or vacation. Advance permission shall not be required of any employee in cases involving the death of a member of the employee's immediate family, an accident involving the employee's person or property or the person or property of a member of his/her immediate family, or the serious illness of a member of his/her immediate family. However, the employee shall notify his/her immediate supervisor of the need for the leave as soon as practicable.

2. Confidentiality - Reasons for personal necessity leave shall remain confidential. Under all circumstances, a unit employee may be required to submit proof to substantiate that this leave was used only for purposes as set forth in Article XI, Section H - 1 and 1.1 above. A unit employee will be subject to appropriate discipline if the leave was used for purposes other than stipulated.

[Sections I through O shall remain status quo]

***

## ARTICLE XIII – EMPLOYEE EXPENSES AND MATERIALS

[Section A shall remain status quo]

B. Reimbursement for Damage of Personal Property

1. The District will establish a funding procedure for the term of this agreement to reimburse a unit employee for damage, theft, or destruction of personal property brought by a unit employee to ~~school~~ **work** for ~~student instruction~~ **performance of duties.** This special program is subject to the following conditions:

   a. Approval from principal's office shall be obtained prior to use.

   b. Each item must be registered at the principal's office.

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c. The maximum value reimbursed shall not exceed ~~One Three~~ **Two** Hundred Dollars (~~$100.00~~ **$200.00**) per item.

2. Any such request for reimbursement under this program must be accompanied by a complete report of loss.

[Sections C through G shall remain status quo]

**H. By July 1, 2025, the District shall determine which classifications are eligible for protective footwear that complies with District safety requirements. For those classifications, the District shall provide protective footwear to unit members in eligible classifications and replace, if requested, annually. Unit members who decline the District-provided protective footwear may wear personal footwear that complies with District safety requirements.**

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Jolene Malfatti 9/15/2025
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Jolene Malfatti, CSEA 197 President

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J. Marwan Hannon 9/15/2025
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J. Marwan Hannon, Asst. Supt of HR

Signed by:
Afsha Khan 9/15/2025
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Afsha Khan, CSEA 197 Secretary

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Jennifer Smith 9/15/2025
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Jennifer Smith, Director of HR

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Deanna Moreno 9/15/2025
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Deanna Moreno, CSEA Bargaining Team

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Lisa Mori 9/15/2025
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Lisa Mori, District Legal Counsel

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Dustin Patenaude 9/15/2025
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Dustin Patenaude, CSEA Labor Rep

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**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**AND**

**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 197**

## CAMPUS SAFETY REFORMS

The South San Francisco Unified School District ("District") and California School Employees Association Chapter 197 ("CSEA") hereby agree to this Memorandum of Understanding ("MOU") to address concerns around student and staff safety on school campuses. This MOU aligns with the District's 2025-2026 priority: *By June 2026, 75% of students will agree they feel safe, welcomed, and like they belong in their school.* The terms of this agreement shall be in place from July 1, 2025 through June 30, 2026 unless extended by mutual agreement of the parties.

The parties agree as follows:

1. Administrators shall share disciplinary history and other student behavioral information pertinent to student and staff safety (subject to state and federal laws with Campus Security and In-School Suspension Assistants on a regular basis;

2. Unit members serving in the following classifications shall be offered **one (1) ~~two (2)~~** additional paid workday**s** for safety-related trainings:

    - Campus Security
    - In-School Suspension Assistant
    - Paraprofessional I – Special Education
    - Paraprofessional II – Special Education

3. Campus Security and In-School Suspension Assistants shall be offered the opportunity to meet with their school administrators on paid time for a total of at least sixty (60) minutes per month to discuss student and staff safety concerns. Administrators shall share with unit members how they addressed specific safety concerns within ten (10) workdays following the meeting;

4. The Safety Committee described in Article XVII of the contract may make recommendations at the conclusion of each meeting. The Superintendent or

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designee shall share with members of the Safety Committee how recommendations were addressed within ten (10) workdays following the meeting. Safety Committee meetings shall occur on paid time for unit members.

5. This MOU shall be subject to the Grievance Procedure as outlined in Article XIV of the Collective Bargaining Agreement.

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Jolene Malfatti 9/15/2025
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Jolene Malfatti, CSEA 197 President

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J. Marwan Hannon 9/15/2025
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J. Marwan Hannon, Asst. Supt of HR

Signed by:
Afsha Kha 9/15/2025
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Afsha Khan, CSEA 197 Secretary

Signed by:
Jennifer Smith 9/15/2025
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Jennifer Smith, Director of HR

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Deanna Moreno 9/15/2025
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Deanna Moreno, CSEA Bargaining Team

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Lisa Mori 9/15/2025
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Lisa Mori, District Legal Counsel

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Dustin Patenaude 9/15/2025
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Dustin Patenaude, CSEA Labor Rep

# 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

**DATE:** September 25, 2025

**RE:** CSU Northridge-SSFUSD Unpaid Internship MOU 2025-2028

---

**ALIGNMENT WITH STRATEGIC PLAN:**

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

**BACKGROUND:**

The District seeks Board-approval to enter into an agreement with California State University, Northridge (CSU Northridge).

The purpose of this Agreement is to address South San Francisco Unified School District's workforce needs and provide unpaid service-learning opportunities for CSU Northridge enrolled students in the Master of Social Work degree program. The unpaid internship program provides CSU Northridge students the opportunity to gain experience in a public-school setting as part of their pursuit of their Master of Social Work degree.

**FISCAL IMPLICATIONS:**

There is no cost to the District associated with this MOU.

**RECOMMENDATION:**

It is recommended that the South San Francisco Unified School District Board of Trustees approve the MOU with CSU Northridge to provide unpaid internship placements to university students for the 2025-2028 school years.

**Memorandum of Understanding and Agreement**
**to Provide Unpaid Internship Placements to University Students**
**Between**
**South San Francisco Unified School District and California State University, Northridge**

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

**TERM OF THE AGREEMENT**

This Agreement shall remain in effect for a term of three years beginning July 1, 2025 and ending June 30, 2028, unless terminated sooner. Either party may terminate this Agreement on thirty (30) days' written notice to the other party; provided, however, that credential candidates shall be allowed to conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

**DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES**

1. The District will provide the Unpaid Interns with supervised internship experience. The District's Designated Supervisor(s) will hold an appropriate degree, credential or license in the specified field, if any is required for that field, and at least five years' experience in that field. The Supervisor will provide the Unpaid Intern with at least two hours of face-to-face supervision per week for the duration of the internship. Supervision may be shared among more than one qualified District staff member.
2. The District will designate a member of its staff to participate with the University's designee in planning, implementing, and coordinating the Internship Program.
3. The District will maintain complete records and reports on each Unpaid Intern's performance and provide an evaluation to the University on forms the University shall provide.
4. The District may, in its sole discretion, refuse to accept as a participant in the Internship Program any University student assigned to participate, and, upon request of the District, University shall withdraw the assignment of any University student participant.
5. After the District accepts assignment of the student, the District may terminate the internship for good cause. "Good cause" may include, but is not limited to failure to perform satisfactorily, refusal to follow District administrative policies, procedures, rules and regulations, or violation of any federal or state law. The District will immediately

notify University in writing if it terminates an assignment. The District reserves the right to ban anyone from District facilities when the District finds, in its sole discretion that the presence of the person poses a threat or disrupts operations. University is responsible for informing its student participants of the provisions of this Section.

6. District shall, on any day when an Unpaid Intern is receiving training at its facilities, arrange for the Unpaid Intern to receive any necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, District shall have no obligation to furnish medical care, surgical care or other health care to any Unpaid Intern.

**UNIVERSITY RESPONSIBILITIES**

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

**UNPAID INTERN RESPONSIBILITIES**

1. Provide the District with the following documentation:
    1. a copy of the letter from the University assigning the student to the District.
    2. a background check/ fingerprint clearance report,
    3. a negative tuberculosis test result, and
2. Comply with all applicable terms and provisions of this Agreement while serving as an Unpaid Intern.
3. Comply with the District's policies and procedures, and applicable state and federal laws and regulations while serving as an Unpaid Intern.
4. Provide services to District pupils only under the direct supervision of District staff.
5. Maintain the confidentiality of pupil information. No Unpaid Intern will have access to or have the right to receive any District pupil records, except to the extent necessary in

the regular course of assisting in providing services to pupils as part of the internship program. The discussion, transmission, or narration in any form by Unpaid Interns of any individually identifiable pupil information, educational, medical or otherwise, which is obtained in the course of the internship program is forbidden except as a necessary part of the practical internship experience. Otherwise, Unpaid Interns shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the internship experience with University, its employees, agents or others.

**STATUS OF UNIVERSITY, DISTRICT, AND UNIVERSITY STUDENTS**

The parties expressly understand and agree that all University students serving as Unpaid Interns in District schools pursuant to this Agreement are doing so for educational purposes only, and Unpaid Interns are not considered employees or volunteers of either University or District for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. It is the responsibility of University to provide written notice to its student participants of the provisions of this Section. The provisions of this Section shall survive the termination or expiration of this Agreement.

**LIABILITY INSURANCE & WORKERS' COMPENSATION**

The University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than $1 million per loss and damage to property of others up to $5,000 per incident), with extended reporting period of three (3) years, covering Unpaid Interns, and naming District as an additional named insured under such insurance policy or policies. Further, University agrees to maintain professional and comprehensive general liability insurance, with no exclusion for molestation or abuse, at a minimum of Two Million Dollars ($2,000,000) per occurrence and Four Million Dollars ($4,000,000) in aggregate throughout the course of this Agreement.

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

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

termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

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

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

**NO WORKERS' COMPENSATION LIABILITY**

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

**INDEMNIFICATION**

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

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

**ADDITIONAL PROVISIONS**

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.

2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the District is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Signed this _____ day of _____, 2025.

| | |
|---|---|
| _____ | _____ |
| J. Marwan Hannon | Name: _____ |
| Assistant Superintendent | TItle: _____ |
| South San Francisco Unified School District | California State University, Northridge |

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**THRU:** Marcos Garcia, Ed.D., Assistant Superintendent, Student and Family Services

**DATE:** September 25, 2025

**RE:** Robert Half Recruiters & Employment Agency Professional Services Agreement 2025-2026

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## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

SSFUSD has regularly contracted with Robert Half Recruiters & Employment Agency to secure qualified, temporary staff to assist departments with special projects, backlogs, and other related needs due to understaffing or vacant positions. The Student & Family Services Department will require additional staff capacity for the 2025-2026 fiscal year due to the staffing changes as part of the Strategic Staffing Initiative.

## FISCAL IMPLICATIONS:

The hourly rate of pay for the temporary staff equals fifty-one dollars and fifteen cents per hour ($51.48/1 hour) of services rendered. Enclosed is a copy of the original job order.

## RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the enclosed service agreement between the South San Francisco Unified School District and Robert Half Recruiters & Employment Agency for 2025-2026.

Robert Half®

September 10, 2025

Personal & Confidential
REBECA CARRILLO
SOUTH SAN FRANCISCO UNIFIED SCHOOL DIST.
398 B STREET
SOUTH SAN FRANCISCO, CA 94080

Job Order Number: 00430-0013290067

Dear Rebeca,

Thank you for selecting Robert Half to meet your talent solutions needs. Rita Villalobos is scheduled to start with South San Francisco Unified School Dist. as a Receptionist on 09-26-2025. As agreed, we will invoice your firm at the rate of $51.48 per hour. Overtime will be billed at 1.50 times such rate. Please find the enclosed General Conditions of Assignment and Terms of Payment for your review.

Our professional will submit a time report for verification and approval at the end of each week. Your approval thereby will indicate you have read and agree to the enclosed General Conditions of Assignment and Terms of Payment.

Please do not hesitate to contact us if you have any questions or we can be of additional service. We look forward to working with you.

Sincerely,

Robert Half
919 E Hillsdale Blvd Ste 275
Foster City, CA 94404-3296
(800) 804-8367

© Robert Half Inc. 2025. All rights reserved.

An Equal Opportunity Employer M/F/Disability/Veterans.

# GENERAL CONDITIONS OF ASSIGNMENT

Thank you for your confidence in Robert Half. The following General Conditions of Assignment and the enclosed Terms of Payment apply to this assignment.

| | |
|---|---|
| Scope of Assignment | Our professional is only authorized to perform work within the scope of the assignment. It is your responsibility to provide appropriate direction, guidance or oversight to our professional for satisfactory performance on your assignment. You will not permit our professional to use computers or other electronic devices, software, services, tools, e-mail accounts or network equipment owned or licensed by our professional.<br><br>It is expressly understood that our professionals are not authorized to sign contracts, statements, or binding agreements on your behalf or on behalf of Robert Half. |
| Client's Responsibility | It is understood that you are responsible for implementing and maintaining usual, customary and appropriate internal accounting procedures and controls, internal controls and other appropriate procedures and controls (including information technology, proprietary information, creative designs and trade secret safeguards) for your company and we shall not be responsible for any losses, liabilities or claims arising from the lack of such controls or procedures. Please notify us immediately if you require Robert Half to perform background checks or other placement screenings of our professional. We will conduct such checks or screenings for you only if they are described in a signed, written amendment to these General Conditions of Assignment.<br><br>Cash Handling and Other Financial Transactions and Activities: If you permit or allow our professional to sign, endorse, wire, transport or otherwise convey cash, securities, checks, or any negotiable instruments or valuables, or conduct financial transactions or other related activities, you accept sole responsibility for all claims, demands and liability that may arise from permitting these activities. You represent and warrant that to the extent you permit or allow our professional to engage in the activities described in this paragraph, you will not permit or allow our professional to handle more than (i) $1,000 per day if you are a non-profit entity, or (ii) $25,000 per day if you are a for-profit entity.<br><br>Workplace Safety: It is understood that you have full responsibility for: (i) providing safe working conditions as required by law, including compliance with all public health and occupational safety regulations and guidelines applicable to your business, and (ii) ensuring that safety plans exist for, and safety related training is provided to, our professional working on your premises. To ensure the safety of potentially vulnerable individuals on your premises, you agree not to permit our professional to have unsupervised or unmonitored contact with (1) minors and (2) adults who are under your care, custody or supervision because of mental health impairments.<br><br>Government Contracts: If this assignment is for work to be performed under a government contract or subcontract, you will notify us immediately (1) of any obligations in the government contract or subcontract relating to wages, and (2) if we are legally required to initiate E-Verify verification procedures for our professional.<br><br>Operation of Vehicles and Equipment: It is understood that we will not authorize our professional to operate machinery (other than office machines) or vehicles. If you wish to permit our professional to drive for business purposes, you accept sole responsibility for all liability, damages, injuries or other claims that may arise or be incurred as a result of driving. If you require our professional to drive a vehicle owned by you or an employee of your company, you agree to maintain such vehicle in good working condition and maintain all necessary and appropriate insurance for the operation of such vehicle. Under no circumstances will you permit our professional to: make bank deposits; carry cash in excess of $100, negotiable instruments or other valuables while driving; or have passengers in the vehicle. It is agreed that you accept full responsibility for, and that we do not maintain insurance to cover any injury, damage, or loss that may result from your failure to comply with the foregoing.<br><br>Claims: It is understood that you are responsible for reporting any claim to us in writing during or within ninety (90) days after the assignment. Under no circumstance will Robert Half be responsible for any claim related to the assignment, including but not limited to work performed by our professional, unless you have reported such claim in writing to us within ninety (90) days after termination of the assignment. |

| | |
|---|---|
| Remote Work | You may request that our professional provide services to you remotely (i.e., from a location other than your or your customer's premises) using a laptop and/or other computer or telecommunications equipment provided by you or Robert Half (collectively, the "Equipment"). In such case, you acknowledge and agree that Robert Half shall have no control over, and you shall be solely responsible for, (i) the logical and physical performance, reliability and security of the Equipment or related devices, network accessibility and availability, software, services, tools and e-mail accounts (collectively, "Computer Systems") used by our professional, and (ii) the security, integrity and backing up, of the data and other information stored therein or transmitted thereby. Moreover, you must not permit our professional to save or store any of your files or other data on the Computer Systems provided by us (including, but not limited to, any virtual desktop infrastructure solution). You agree that we shall not be liable for any loss, damage, expense, harm, business interruption or inconvenience resulting from the use of such Computer Systems. |

- CONTINUED ON REVERSE -

| | |
|---|---|
| Confidentiality | Our professional will agree to execute any confidentiality agreement you may require. You are responsible for obtaining our professional's signature.<br><br>You agree to hold in confidence the social security number and other legally protected personal information of our professional and to implement and maintain reasonable security procedures and practices to protect such information from unauthorized access, use, modification or disclosure. |
| Limitation on Liability | We make no express or implied warranty, including, but not limited to, any warranty of quality, performance, merchantability or fitness for any purpose with respect to any services performed or any goods provided, including, but not limited to, financial or accounting services performed, or software developed, for you. Under no circumstances are we liable for any special, incidental, exemplary, indirect damages, lost profits or consequential damages (including, but not limited to, lost business, revenue, goodwill, or anticipated savings), even if informed of the possibility. Our liability, if any, will (in the aggregate for all claims, causes of action or damages) be limited to any actual direct damages up to an amount equal to the fees actually paid by you to us for the services that are the subject of the claim, regardless of the basis on which you are entitled to claim damages from us (including, but not limited to, fundamental breach, negligence, misrepresentation, or other contract or tort claim). |
| Insurance | In addition to workers' compensation insurance for our professional, we also maintain commercial liability insurance. |
| No Contrary Agreements | These General Conditions of Assignment contain the complete and final agreement on the topics they address, and they supersede any prior agreements or understandings on these topics. Any additional or different terms proposed by you, including terms within a purchase order, shall not be binding to modify these General Conditions of Assignment and Terms of Payment. Our professionals do not have authority either to verbally modify these General Conditions of Assignment or to assume additional responsibilities other than those set forth in these General Conditions of Assignment. |

Job Order: 00430-0013290067 Date: 09-10-2025

# TERMS OF PAYMENT

Thank you for your confidence in Robert Half. Our professional for this assignment of Receptionist is Rita Villalobos. The assignment will start on 09-10-2025. As agreed or otherwise communicated, we will invoice your firm at the rate of $51.48 per hour. Should you wish to use our professional for other assignments, please let us know. The hourly billing rate may then change to reflect the experience necessary for the assignment. Call Robert Half for any changes in the assignment. We request a minimum thirty (30) days' notice prior to ending any assignment.

The following Terms of Payment apply to this assignment:

| | |
|---|---|
| Guarantee | Robert Half guarantees your satisfaction with our professional's services by extending to you a one-day (8 hours) guarantee period. If, for any reason, you are dissatisfied with our professional, Robert Half will not charge for the first eight hours of work by the professional, provided that Robert Half is allowed to replace the professional. Unless you contact us before the end of the first eight hours guarantee period, you agree that our professional is satisfactory. |
| Time Report | Our professional will submit a time report for verification and approval at the end of each week. Your approval thereby indicates your acknowledgement of the General Conditions of Assignment and these Terms of Payment. Our compensation to our professional is on a weekly basis, and you will be billed weekly for the total hours of work by the professional, including time spent completing, revising, and/or resubmitting a time report during business hours, and we ask that you respect those guidelines. Because Robert Half invoices reflect payroll we have already paid, our invoices are due upon receipt. Applicable sales and service taxes shall be added to these invoices. In the event that you fail to pay the invoice when due, you agree to pay all of our costs of collection, including reasonable attorneys' fees, whether or not legal action is initiated. Additionally, we may, at our option, charge interest on any overdue amounts at a rate of the lesser of 1 1/2% per month or the highest rate allowed by applicable law from the date the amount first became due. |
| Overtime | Overtime will be billed at 1.50 times the normal billing rate. Overtime applies when hours of work by the professional exceed 40 hours per week (and in California exceed more than 8 hours in a day and as other state laws may require). If state law requires double time pay, the double time hours will be billed at 2.00 times the normal billing rate. |
| Hiring the Person Referred to You | After you evaluate the performance and potential of our professional, you may wish to employ this person directly. Our professionals represent our pool of skilled professionals and in the event you wish them converted to your employ or another employer to whom you refer them, you agree to pay a conversion fee. The conversion fee is payable if you hire our professional, regardless of the employment classification, on either a full-time, temporary (including temporary assignments through another agency) or consulting basis within twelve months after the last day of the assignment. You also agree to pay a conversion fee if our professional is hired by (i) a subsidiary or other related company or business as a result of your referral of our professional to that company or (ii) one of your customers as a result of our professional providing services to that customer.<br><br>The conversion fee will equal 35% of the professional's aggregate annual compensation, including bonuses.<br><br>The conversion fee will be owed and invoiced upon your hiring of our professional, and payment is due upon receipt of this invoice. The same calculation will be used if you convert our professional on a part-time basis using the full-time equivalent salary. |
| Employment Taxes and Withholdings | Robert Half will handle, to the extent applicable, any workers' compensation insurance, federal, state and local withholding taxes and unemployment taxes, as well as social security, state disability insurance or other payroll charges. |
| General Conditions | Robert Half may charge you a technology fee for the provision of equipment or technology, if you request that our professional use equipment or technology provided by us. Robert Half may also increase our rates provided under the Terms of Payment to reflect increases in our own costs of doing business, including costs associated with higher wages for workers and/or related tax, benefit and other costs. We will provide written or verbal notice of the technology fees and/or increase in our rates. Any increase in our rates will be prospective, starting as of the effective date Robert Half specifies.<br><br>A copy of the General Conditions of Assignment has been provided to you. We reserve the right to replace our professional. |

Job Order: 00430-0013290067 Date: 09-10-2025

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**
**MEMORANDUM**

**TO:** Board of Trustees

**FROM**: Shawnterra Moore, Ed.D., Superintendent

**THRU:** Marcos Garcia, Ed.D., Assistant Superintendent, Student and Family Services
Luca Tirapelle, Ed.D., MTSS Coordinator

**DATE:** September 25, 2025

**RE:** Approval of Contract for Beyond SST Dashboard System

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## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

The District is committed to developing, implementing, and strengthening its Coordinated Care Model through efficient, compliant, and streamlined systems that enhance student support services. The Beyond SST dashboard is a comprehensive platform that supports compliance with FERPA and HIPAA while integrating key student service processes across the district, including Student Assistance Program (SAP), Student Success Team (SST), Mental Health, Alternative to Suspension (ATS), and Section 504 referral processes.

This system is fully integrated with our existing Special Education case management system (SEIS) and student information system (Infinite Campus). This integration ensures the seamless flow of information across the continuum of services, eliminating duplication and preserving critical student data.

In addition to compliance and integration, Beyond SST provides equity-focused data tracking, real-time dashboards, and reporting features that will ensure consistent monitoring of interventions across schools. Reducing manual paperwork frees up staff

time to engage directly with students while enhancing accountability and progress monitoring.

The platform will not only support current initiatives, such as SAP, SST, Mental Health, ATS, and 504 processes, but also provide the foundation for sustaining and expanding a district-wide Coordinated Care system aligned with MTSS best practices.

## FISCAL IMPLICATIONS:

Based on the most recent CBEDS ADA count of 7,770 students, the cost for implementation and licensing in Year 1 is estimated at $10,991, which includes an annual fee of $8,741 (reflecting a 10% SEIS user discount) and a one-time setup fee of $2,250 for implementation, data load, and four training sessions.

The annual renewal cost for Years 2 and 3 is $8,741 per year, **totaling $28,446.**

**Funding Source:** Student and Family Services – General Fund Allocation

## RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the contract for Beyond SST to provide an integrated, compliant, and streamlined student services dashboard system for the District.

SAN JOAQUIN COUNTY OFFICE OF EDUCATION
Troy A. Brown, Ed.D., County Superintendent of Schools

P.O. Box 213030
Stockton, CA 95213-9030
(209) 468-4800
www.sjcoe.org

**Please provide/confirm the requested information listed below for the Beyond SST contract:**

## Customer Information

| | |
|---|---|
| Customer Name: | South San Francisco Unified School District |
| Most Recent CBEDS Count: | 7,770 |
| Current SEIS User? | **Yes** |
| Contact Name & Title: | Luca Tirapelle, MTSS Coordinator |
| Contact Email: | ltirapelle@ssfusd.org |
| Contact Phone: | (617) 750-8772 |
| Address: | |

**Contract Contact Name & Title:** **Ted O, Assistant Superintendent**
**Contract Contact Email:** **tedo@ssfusd.org**

**Contact Person for Parents to Correct Erroneous Errors Found**
This is the district/site person we can contact should a parent contacts us regarding incorrect information about their child's information.

| | |
|---|---|
| **Name:** | **Rebeca Carillo** |
| **Contact Phone:** | **(650) 877-8755** |
| **Contact Email:** | **rcarillo@ssfusd.org** |
| **Address:** | **398 B Street, South San Francisco, 94080** |

**2025/26 BEYOND SST LICENSE AND MAINTENANCE FEES:**

| | |
|---|---|
| **SST & 504** | $1.25 per Student Based on CBEDS ADA ($2,500 Min.)<br>*API/SFTP Integration Annual Fee and E-Sign included<br><br>Year 1 Setup Fee 25% of ADA ($2,500 Min.)<br>**Setup Fee Covers Implementation, Data Load, and 4 Training Sessions** |

**Approximate Fees Based on Most Recent CBEDS ADA**

| | |
|---|---|
| **Year 1 Annual Fee:** | **$ 8,741** (Includes 10% Discount for SEIS Users, if applicable) |
| **One-time Setup Fee:** | **$ 2,250** (Includes 10% Discount for SEIS Users, if applicable) |
| **Year 1 Total:** | **$10,991 (year one license fee/set up fee)** |
| **Year 2:** | **$ 8,741** |
| **Year 3:** | **$ 8,741** |

**SAN JOAQUIN COUNTY OFFICE OF EDUCATION**

**STUDENT SUCCESS TEAM MANAGEMENT SYSTEM**

**LICENSE AGREEMENT**

**AUGUST 26, 2025 - JUNE 30, 2027**

This License Agreement ("Agreement") is entered into this 26th day of August, 2025, by and between the San Joaquin County Office of Education, a county office of education of the state of California, (hereinafter "Provider") and the South San Francisco Unified School District (hereinafter "Customer"), (collectively hereinafter "Parties").

## INTRODUCTION

**WHEREAS,** the Provider is the operator and owner of a web-based suite of tools, known as the Student Success Team System Management System (hereinafter "BEYOND SST"), for use by schools, school districts and county offices of education in formulating, updating, tracking, storing and reporting on Pupil Records, including, but not limited to, Student Success Team and 504 forms.

**WHEREAS,** Customer is interested in contracting with Provider in order to use BEYOND SST in Customer's region.

**NOW, THEREFORE,** the Parties hereto agree as follows:

## ARTICLE I
## DEFINITIONS

1.1 "BEYOND SST" means the BEYOND SST System, which is a full-featured system for formulating, updating, tracking, storing, and reporting on student data and Student Success Team and 504 forms.

1.2 "Administrative Contact" means the individual authorized by Customer to receive and provide information required to administer this Agreement.

1.3 "Adult Pupil" means a Pupil who has reached 18 years of age.

1.4 "Agreement" means this License Agreement.

1.5 "Authorized User" means the individual(s) authorized to access BEYOND SST on behalf of the Customer according to the terms of this Agreement.

1.6 "Customer Data" means documents, information, data, including Pupil Records submitted to Provider by Customer for processing through BEYOND SST and/or documents, information, and data input or maintained in BEYOND SST by Customer.

1.7 "Deidentified Information" means information that cannot be used to identify an individual pupil.

1.8 "Effective Date" means the date upon which this Agreement has been executed by both the Provider and the Customer.

1.9 "Password" means the License code provided to Customer's Authorized Users to enable access to

BEYOND SST.

1.10 "Parent" means a natural parent, an adopted parent or legal guardian of a Pupil.

1.11 "Pupil" or "Pupils" means a student or students of Customer.

1.12 "Personal User Identification" means the identification code given to Customer's Authorized Users.

1.13 "Personally Identifiable Information" includes: 1) the Pupil's name, 2) the name of the Pupil's parent or other family members, 3) the address of the Pupil or Pupil's family, 4) a personal identifier, such as a Pupil's social security number, Pupil's number, or biometric record, 5) other indirect identifiers, such as the Pupil's date of birth, place of birth, and mother's maiden name, 6) other information that, alone or in combination, is linked or linkable to a specific Pupil that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the Pupil with reasonable certainty, or 7) information requested by a person who the educational agency or institution reasonably believes knows the identity of the Pupil to whom the Pupil Record relates.

1.14 "Pupil Records" means both of the following: 1) any information directly related to a Pupil that is maintained by Provider, including Personally Identifiable Information, and 2) any information acquired directly from the Pupil through the use of instructional software or applications assigned to the Pupil by a teacher or other Customer employee. "Pupil Records" does not mean aggregated Deidentified Information used by Provider for the following purposes: to improve educational products for adaptive learning purposes and for customizing Pupil learning; to demonstrate the effectiveness of Provider's products in the marketing of those products; or for the development and improvement of educational sites, services, or applications.

1.15 "SELPA" means Customer's Special Education Local Plan Area.

1.16 "Team" means the dedicated team providing early identification and early intervention for students.

1.17 "System Launch Date" means the earlier of: a) the date the BEYOND SST system is ready for use by Customer at the conclusion of the first training session as described in Section 2.13 (a) a) of this Agreement; or b) one hundred twenty (120) days after the Effective Date.

1.18 "Training Unit" means one day of training, Administrator or Teacher, whether it is one single all day session or multiple sessions within a single day (not to exceed 8 total hours total within a day).

## ARTICLE II
## BEYOND SST SERVICES

2.1 Commencing on the Effective Date, Customer shall have the nonexclusive right, for the purposes and subject to the terms and conditions stated in this Agreement, for Customer's Authorized Users to obtain access to and use of BEYOND SST at www.Beyond SST.org.

2.2 BEYOND SST is a full-featured system for formulating, updating, tracking, storing, and reporting on student data and Student Success Team and 504 forms.

2.3 Implementation Steps and Timelines: The following steps, Implementation Meeting, Dataload and

Training will be undertaken to implement use of BEYOND SST by the Customer after the Effective Date of this Agreement. See Appx "C" for Implementation Timeline Agreement.

2.4 Implementation Meeting

(a) This mandatory planning meeting may be held at the Customer's location, and must be held within 120 days of the Effective date of this contract, unless specific arrangements have been made to do otherwise.

(b) Specific due dates for data submission and System Manager/SST Coordinator Training will be established at the Implementation Meeting, using the form set forth in Appendix "C". Failure by the Customer to supply data by the dates established may result in additional fees and cancelled or delayed trainings.

2.5 Customer Data Submission and Loading

(a) Customer submits to Provider the Customer Data for loading which meets the Beyond SST data structure specifications requested by Provider.

(b) Customer Data shall be submitted on provided Excel templates and shall be complete for all participating districts noted on Appx. B.

(c) Files for all participating districts will be merged rather than being submitted by individual participating districts.

2.6 Dataload Phase 1, District and Schools. The following Phase 1 Dataload files are to be provided by Customer for loading no later than 15 days from the Implementation Meeting Date.

(a) Verify or supply details of all districts participating under this agreement, listed on Appx. B

(b) Verify or supply details of all schools within the districts that are participating under this agreement, listed on Appx. B

2.7 Dataload Phase 2, Authorized Users. The following Phase 2 Dataload files are to be provided by Customer for loading no later than 30 days from the Implementation Meeting Date.

(a) All authorized SELPA Level users (Optional)

(b) All authorized District Level users for each district participating under this agreement, listed on Appx. B

(c) All authorized School Site level users including Administrative/Clerical and SST Coordinators for each participating school from each district participating under this agreement, listed on Appx B

(d) All authorized Teacher Level users for each participating school from each district participating under this agreement, listed on Appx. B

2.8 Dataload Phase 3, Student Files. The following Phase 3 Dataload files are to be provided by Customer for loading no later than 35 days from the Implementation Meeting Date, and no later than 15 working days before the first System Manager Training date.

(a) To the best of their ability client shall provide a listing of students who currently have an active 504 plan, an active SST and any students who are being considered for an SST or are receiving early interventions in the classroom.

NOTE: This dataload does not include every district student.

(b) Any teachers included on the Student File must also be submitted on the Teacher file in Phase

2.9 Delays and Subsequent Dataloads. In the event the data submission deadline falls on a weekend or holiday, the data will be deliverable on the first workday after. Any dataloads subsequent to the established Phase 1, 2 and 3 dates may be subject to additional fees. In the event that Customer delays the submission of student data, authorized user information or district/school data more than one (1) time beyond an agreed upon submission date, Customer may be billed a penalty of Seven Hundred Fifty Dollars ($750.) per day for each day of delay. Provider retains the right to refuse to do any loading of data provided after training has begun.

NOTE: Any data submitted to Provider that does not match data structure specifications requested by Provider may be subject to a new agreement. Loading of any additional Student Data other than what is provided on the Excel Dataload file templates may also be subject to a new agreement.

2.10 Training: Provider will make every effort to accommodate Customer's desired training dates, however trainings are scheduled based on availability of Provider staff.

Under this Agreement, Provider will provide four (4) Training Units, including at least one (1) unit of System Management/SST Coordinator Training. Additional training units may be purchased (subject to availability of schedule).

2.11 System Management/SST Coordinator Level Training.

2.12 Teacher Training (Direct or Training of Trainers).

2.13 System Management Level Training - To be held within 60 days of the Implementation Meeting and within 120 days of the Effective Date.

(a) The System is considered "Launched" (System Launch Date) on the date of the System Management Training,

(b) To be scheduled by the Customer no more than 20 days before the beginning of Teacher Level Training.

(c) Sessions will last approximately six hours with groups of 20 to 25 users.

(d) System Management Level Training must be completed prior to Teacher Training.

2.14 Teacher Training, TOT or Direct

(a) To be scheduled by the Customer no more than 20 days after the System Management training.

(b) Unless a different agreement is made between Customer and Provider at the Implementation Meeting, Teacher Trainings are to be scheduled to begin no more than 20 days after System Management training.

(c) Teacher TOT sessions last approximately 6 hours with groups of 20-25 users

2.13 2.15 Hosting, Enhancement and Maintenance.

(a) BEYOND SST will be hosted for the Customer for a period of thirty-four (34) months commencing with the System Launch Date.

(b) Customer can choose to use any forms currently available in the system for no extra charge for programming or maintenance fee increases, as long as the forms are used as-is with no changes.

(c) Help Desk Services: Both telephone and online Help Desk service will be provided for the duration of this Agreement. Help Desk hours are Monday through Friday 8:00 a.m. through 5:00 p.m., excluding Provider's holidays. During these hours, Provider shall endeavor to respond to Help Desk inquires within 24 hours of receipt (weekends and holidays excluded).

(d) It is anticipated that enhancements to BEYOND SST will be ongoing.

2.14 It is understood and agreed that maintenance may be required from time to time and Provider will endeavor to provide Customer with reasonable prior notice of such maintenance by posting such notice on the home page of BEYOND SST. It is also understood that emergency maintenance may be required and, in such case, prior notice of such maintenance will not be provided to Customers.

## ARTICLE III
## LICENSE FEE AND PAYMENT TERMS

3.1 **License Fee:** In consideration for the license to obtain access to and use BEYOND SST as provided herein, Customer agrees to pay Provider the License and Set Up Fees as specified in Appendix "A" and calculated based on the most recent CBEDS enrollment count reported to the state of California for the Customer and any related entities listed in Appendix "B", as of the current fiscal year. Provider reserves the right to charge the Provider's standard implementation fee should the Customer agree to a new Agreement at a later date.

3.2 **Payment Terms:**

(a) August 26, 2025 - June 30, 2026: Customer shall be invoiced for the Year One License Fee and Setup Fee upon the Provider's initial receipt of Customer Data for the amount of Nine Thousand, Five Hundred, Thirty-Four Dollars and Twenty Cents ($9,534.20)

(b) July 1, 2026 - June 30, 2027: Customer shall be invoiced for the Year Two License twelve (12) months after the Year One License Fee invoice date for the amount of Eight Thousand, Seven Hundred and Forty-One Dollars ($8,741.00)

(c) July 1, 2027 - June 30, 2028: Customer shall be invoiced for the Year Three License twenty-four (24) months after the Year One License Fee invoice date for the amount of Eight Thousand, Seven Hundred and Forty-One Dollars ($8,741.00)

(d) Customer shall remit payment to Provider within thirty (30) calendar days of Customer's receipt of invoices.

NOTE: 10% Discount applied.

## ARTICLE IV
## TERM AND TERMINATION

4.1 This Agreement shall be in effect between the Provider and the Customer beginning with the Effective Date and terminating thirty-four (34) months from the Effective Date. ("Initial Term"). The Initial Term may be extended pursuant to written agreement between Provider and Customer.

4.2 In addition to the right to terminate pursuant to Article XII, either Provider or Customer may terminate this Agreement upon at least thirty (30) days prior written notice to the other party, with such termination under this Section 4.2 to be effective at the end of the current period for which Customer has paid License Fees when the notice of termination is provided.

4.3 The provisions under which this Agreement may be terminated shall be in addition to any and all other legal remedies which either party may have for the enforcement of any and all terms hereof, and do not in any way limit any other legal remedy such party may have.

## ARTICLE V
## CONTENT AND USE OF BEYOND SST

5.1 The Customer shall have the right to provide Customer Data to Provider for inclusion in BEYOND SST as follows:

(a) Customer is authorized to submit Customer Data to BEYOND SST. By submission of Customer Data to Provider, Customer grants Provider a nonexclusive, royalty-free license to include the Customer Data in Provider's BEYOND SST for use by Customer's Authorized Users of BEYOND SST, with such use to include, but not be limited to copying, displaying, modifying, and preparation of reports under the terms and conditions of this Agreement.

(b) Customer hereby warrants and represents that such Customer Data does not violate any intellectual property rights or privacy rights of third parties. Customer hereby agrees to indemnify, defend and hold harmless Provider from any and all liability associated with Provider's inclusion of Customer Data in BEYOND SST. Customer further assumes sole responsibility for compliance with all intellectual property and privacy laws by any Authorized Users of the customer.

(c) Customer shall have the right to possession of its Customer Data and Ownership and Control of Customer Data, Including Pupil Records. At all times during the term of this Agreement and after the expiration or earlier termination of this Agreement as set forth in Section 4.2, all Pupil Records remain the exclusive property of Customer and Customer retains exclusive rights, ownership and control thereto.

(d) Use of Pupil Records. Provider shall not use any Pupil Records to which it has access by way of this Agreement for any purpose other than those required or specifically permitted by this Agreement.

(e) Review and Correction of Pupil Records. A Parent or Adult Pupil may review his/her Pupil Records that are retained, stored, hosted, accessed or used by Provider by making a request in writing to Customer for access to the subject Pupil Records. Subject to Customer verification of identity, approval of disclosure and redaction of any Personally Identifiable Information of a Pupil other than the Pupil of the Parent or Adult Pupil, who is making the request, Customer will direct Provider to provide access to any/all requested Pupil Records within five (5) business days or as otherwise

required by law, by issuing the Parent or Adult Pupil a temporary user name and password to log on to the Provider's software/information system to review the requested Pupil Records. This time frame may be extended by written consent of the Parent or Adult Pupil. A Parent or Adult Pupil may submit written corrections to Pupil Records retained, stored, hosted, accessed or used by Provider to Customer. Customer shall have exclusive authority over Provider with respect to authorizing disclosure of Pupil Records pursuant to this Agreement.

(f) A Parent or Adult Pupil may correct erroneous information identified upon review of Pupil Records by making a written request to Customer. Subject to Customer's verification of identity and approval of such a request to correct the erroneous information, Customer shall notify Provider of the approved request and direct Provider to correct the erroneous information. Provider will not make any modification to Pupil Records unless specifically directed to do so by Customer. Provider shall direct all requests to review and/or correct erroneous information to Customer through the following contact information:

South San Francisco Unified School District
Rebeca Carillo
(650) 877-8755
rcarillo@ssfusd.org
398 B Street, South San Francisco, CA 94080

5.2 Targeted Advertising Prohibited. Provider shall not use any Customer Data, including Pupil Records, to engage in targeted advertising during the term of this Agreement, and this provision survives the termination of this Agreement.

## ARTICLE VI
## PROVIDER'S PROPRIETARY RIGHTS IN BEYOND SST/NONDISCLOSURE

6.0 Customer acknowledges that BEYOND SST is the property of the Provider and that the value of BEYOND SST is in part determined by the Provider's ability to limit access to and use of BEYOND SST.

6.1 Except as specifically allowed in this Section 6.2, Customer agrees not to disclose or make available to any third party any of Provider's proprietary property to which Customer is granted access pursuant to this Agreement, including, without limitation, manuals and instructions for operation of BEYOND SST, knowledge of operating methods, Passwords, Personal User Identification, and the names and designations of any equipment comprising the system. Customer may grant, to a Third Party Service Provider, access to Provider's proprietary property described in this Section 6.2 on the condition that the Third Party Service Provider agrees to comply with the Customer's obligations under this Agreement.

6.2 To further protect the Provider's proprietary rights in BEYOND SST, Customer agrees to restrict access to BEYOND SST to Customer's Authorized Users. In addition, Customer agrees to advise each Authorized User before he or she receives access to BEYOND SST, of the obligations of Customer under this Agreement and require each Authorized User to maintain those obligations. Each Authorized User shall agree to the Terms of Use required of all users of the website before accessing the BEYOND SST website.

6.3 Customer's Authorized Users are prohibited from accessing or using BEYOND SST for any purpose other than to serve the Customer in connection with this Agreement. If an Authorized User uses BEYOND SST for any unauthorized purpose, the use shall be deemed a breach of this Agreement.

6.4 BEYOND SST and all supporting documentation shall remain the property of the Provider, excluding Customer Data, which includes Pupil Records, provided by Customer.

## ARTICLE VII
## PROTECTION OF PRIVATE CUSTOMER DATA

7.1 Customer and Provider recognize that some Customer Data contains Pupil Records and are confidential pursuant to relevant federal and state law, including but not limited to 20 USC section 1232(g) and Education Code sections 49060, *et seq*. Both Customer and Provider certify they will each abide by all applicable state and federal laws concerning Pupil Records.

7.2 Customer shall inform each Authorized User of the need to protect Customer Data containing Pupil Records. Customer agrees not to disclose or make available to any third party any Pupil Records to which Customer's Authorized users are granted access pursuant to this Agreement.

7.3 To further protect Customer Data, Customer agrees to restrict access to BEYOND SST to Customer's Authorized Users. In addition, Customer agrees to advise each Authorized User before he or she receives access to BEYOND SST, of the obligations of Customer under this Agreement, and will require each Authorized User to maintain those obligations.

7.4 Any failure by an Authorized User to protect Pupil Records shall deemed a breach of this Agreement.

7.5 All Customer Data, including Pupil Records shall remain the property of Customer.

7.6 Security and Confidentiality of Pupil Records. Provider will do the following to ensure the security and confidentiality of Pupil Records:

(a) Designate an employee responsible for the training and compliance of all Provider employees, agents, and assigns on compliance with security and confidentiality provisions detailed in this Agreement.

(b) Provider will protect the confidentiality of Pupil Records and take all reasonably necessary measures consistent with industry standards to protect Customer Data from any and all unauthorized access and disclosures.

(c) Provider has designated an individual responsible for training Provider employees, agents and assigns on reasonable protection measures and the confidentiality of Pupil Records consistent with state and federal law.

(d) Provider shall not disclose Pupil Records, except as specified under the terms of this Agreement or as required by law.

(f) Provider shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all stored, managed, retained, accessed or used Pupil Records received from or on behalf of Customer and/or Pupils.

(g) Provider warrants that all confidentiality and security measures identified in this Agreement will be extended by contract to any and all subcontractors used by Provider, if any, to execute the terms of this Agreement.

(h) Provider warrants that all Pupil Records will be encrypted in transmission and storage.

(i) Provider will use appropriate and reliable storage media, which shall include weekly backup of all input provided by Customer and offsite storage of backup material for a 30-day period.

7.7 Unauthorized Disclosure Notifications. In the event of an unauthorized disclosure of Pupil Records, the following process will be followed:

(a) Immediately upon becoming aware of a compromise of Pupil Records, or of circumstances that could have resulted in an unauthorized access to or disclosure of Pupil Records, Customer and Provider agree to notify the other Party, fully investigate the incident and fully cooperate with the other Party's investigation of the incident, implement remedial measures and respond in a timely manner.

7.8 Parent or Adult Pupil will be immediately notified of:

(a) The nature of the unauthorized use or disclosure (e.g., security breach, nonconsensual re-disclosure, etc.);

(b) The specific Pupil Records that were used or disclosed without authorization;

(c) What Provider and Customer have done or will do to mitigate any effects of the unauthorized use or disclosure; and

(d) What corrective action Provider and Customer have taken or will take to prevent future occurrences.

7.9 Except as otherwise required by law, Provider will not provide notice of the incident directly to the Parent or Adult Pupil whose Pupil Records were involved, regulatory agencies, or other entities, without prior written permission from Customer.

7.10 Compliance with Applicable Laws. Customer Data, includes Pupil Records subject to the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g). Provider recognizes that as a county office of education and public entity, Provider is considered a "School Official" (as the term is used in FERPA and its implementing regulations) for any and all software, hosting and services provided to Customer through this Agreement. The Parties agree that the services provided to Customer through this Agreement serve a "legitimate educational interest," as defined and used in FERPA and its implementing regulations. The Parties agree to jointly ensure compliance with FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California law, including but not limited to Education Code section 49060 et. seq. The Parties shall comply with the following process for compliance with FERPA and California law:

Provider and Customer warrant that they are familiar with the confidentiality, security and disclosure requirements of FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California law, including but not limited to Education Code section 49060 et. seq. and have designated an individual responsible for ensuring compliance therewith.

Provider and Customer shall abide by the disclosure, security, breach notification, retention/destruction and use provisions contained in this Agreement and as required by law.

By the signature of its authorized representative or agent below, Provider hereby acknowledges that Customer has provided notice under Education Code section 49075(a) and 34 C.F.R. section 99.33(d) that Provider is strictly prohibited from disclosing Pupil Records from Customer to any third party without the prior written consent and direction to authorize disclosure by Customer.

Within thirty (30) days of the effective date of termination of this Agreement, or within thirty (30) days from completion of this Agreement, Provider warrants that it will securely transmit all Customer Data, including Pupil Records, to Customer in ASCII delimited file format or other mutually agreed format, without retaining any copies of Customer Data. In the alternative, and subject to a written request from Customer, Provider will securely destroy all Customer Data, including Pupil Records, upon termination of this Agreement. Provider will then provide verification to Customer that the Customer Data not otherwise returned to Customer was destroyed pursuant to Customer's written request, the date of destruction and the method of destruction.

## ARTICLE VIII
## PERSONAL USER IDENTIFICATION AND PASSWORD PROVIDED

8.1 Customer's Authorized Users shall gain access to BEYOND SST via the Internet through the Authorized Users' Personal User Identification and Password.

8.2 Immediately following the initial data loading of Authorized Users, Customer shall assume sole responsibility for the management of Personal User Identification and Passwords for all Customers' Authorized Users. The Customers' Administrative Contact, or designee at either the SELPA or school district level, shall be responsible for ensuring that Personal User Identification and Passwords are provided only to Authorized Users and for managing, disabling or authorizing new Authorized Users Personal User Identification and Passwords.

## ARTICLE IX
## PASSWORD USE AND SECURITY

9.0 Customer agrees to assume sole responsibility for the security of the Passwords issued to it. Customer is solely responsible for disabling lost or stolen Passwords and Personal User Identification and for disabling user accounts that are no longer active.

## ARTICLE X
## LIABILITY FOR FAILURES OR DELAYS

10.1 Customer agrees that Provider shall not be liable in any way for any delays or failures in performance or for any interruption of Provider's service and further agrees to indemnify and hold Provider harmless from any loss or claims or loss arising out of the use of Provider's service or any materials provided under this Agreement.

## ARTICLE XI
## WARRANTY DISCLAIMER

**11.1 PROVIDER MAKES NO REPRESENTATIONS OR WARRANTIES OF ANY KIND WITH RESPECT TO SERVICES, DOCUMENTS, OR DATA MADE AVAILABLE BY PROVIDER, INCLUDING BUT NOT LIMITED TO THE WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE OR MERCHANTABILITY. PROVIDER ASSUMES NO RESPONSIBILITY IN CONNECTION WITH THE USE OF ANY OF THE SERVICES, DOCUMENTS, OR DATA MADE AVAILABLE BY PROVIDER. CUSTOMER AGREES THAT PROVIDER SHALL NOT**

**BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, PUNITIVE, OR CONSEQUENTIAL DAMAGES OR FOR THE LOSS OF PROFIT, REVENUE OR DATA ARISING OUT OF THE SUBJECT MATTER OF THIS AGREEMENT, EVEN IF CUSTOMER HAS BEEN ADVISED OF THE POSSIBILITY OF POTENTIAL LOSS OR DAMAGE.**

## ARTICLE XII
## DEFAULT

12.1 Events Of Default. This Agreement may be terminated by the nondefaulting party if any of the following events occur: (1) if a party materially fails to perform or comply with this Agreement or any provision hereof; (2) if a party becomes insolvent or admits in writing its inability to pay its debts as they mature, or makes an assignment for the benefit of creditors; (3) if a petition under any foreign, state or United States bankruptcy act, receivership statute, or the like, as they now exist, or as they may be amended, is filed by a party; or (4) if such a petition is filed by any third party, or an application for a receiver is made by anyone and such petition or application is not resolved favorably within ninety (90) days.

12.2 Obligations On Termination By Default. Within ten (10) days after termination of this Agreement, Customer shall cease and desist use of BEYOND SST. Provider reserves the right to disable any and all Passwords issued to Customer upon Customer's default herein.

## ARTICLE XIII
## NOTICES

13.1 All notices, authorizations, and requests in connection with this Agreement shall be deemed given (i) five (5) days after being deposited in the U.S. mail, postage prepaid, certified or registered, return receipt requested; or (ii) one (1) day after being sent by overnight courier, charges prepaid, with confirming fax; and addressed as first set forth below or to such other address as the party to receive the notice so designates by written notice to the other party.

**Provider**

Name: San Joaquin County Office of Education

Attn: Johnny Arguelles
Director, CodeStack

Address: P.O. Box 213030
Stockton, CA 95213

Phone: (209) 468-5924
Fax: (209) 468-9235

**Customer**

Name: South San Francisco Unified School District

Attn: Luca Tirapelle,
MTSS Coordinator

Address: 398 B Street
South San Francisco, CA 94080

Phone: (617) 750-8772
Fax:

## ARTICLE XIV
## INDEMNITY

14.1 In addition to the provisions stated above in Article V, X and XI, Customer agrees to defend, indemnify and hold harmless Provider and its Board of Education, Board members, directors, officers, employees and agents from and against all damages, costs (including reasonable attorneys' fees), judgments and any other expenses arising out of or on account of any third party claim resulting or arising

from Customer's use of BEYOND SST, or Customer's breach of any terms of this Agreement either by intentional misconduct or negligence of Customer's directors, officers, employees or agents.

## ARTICLE XV
## GOVERNING LAW, JURISDICTION AND VENUE

15.1 The validity, interpretation, construction and performance of this Agreement shall be governed by the laws of the state of California.

15.2 The California state court, County of San Joaquin, shall have exclusive jurisdiction and venue over any dispute arising out of this Agreement, and Customer hereby consents to the jurisdiction of such courts.

## ARTICLE XVI
## SEVERABILITY

16.1 If any provisions of this Agreement shall be held to be invalid, legality and enforceability of the remaining provisions shall not be in any way affected or impaired thereby.

## ARTICLE XVII
## NON ASSIGNABILITY

17.1 This Agreement shall be binding upon, inure to the benefit of the parties hereto and their respective successors and assigns; provided, however that the rights and benefits conferred upon Customer hereunder may not be assigned or otherwise transferred by Customer without prior written consent of the Provider.

## ARTICLE XVIII
## ENTIRE AGREEMENT

18.1 This Agreement embodies the entire understanding of the parties and supersedes all previous communications, representations, or understandings, either oral or written, between the parties relating to the subject matter herein.

## ARTICLE XIX
## MODIFICATIONS

19.1 This Agreement may not be supplemented, modified, amended, released or discharged except by an instrument in writing signed by each party's duly authorized representatives.

## ARTICLE XX
## NONWAIVER OF RIGHTS

20.1 Customer and Provider agree that no failure to exercise and no delay in exercising any right, power, or privilege on the part of either party shall operate as a waiver of any right, power or privilege under this Agreement. Customer and Provider further agree that no single or partial exercise of any right, power, or privilege under this Agreement shall preclude further exercise thereof.

**CONTRACTOR/CONSULTANT to Provide Insurance**

CONTRACTOR/CONSULTANT shall not commence any work before obtaining and shall maintain in force at all times during the term and performance of this Agreement, to the extent required by law, the policies of insurance specified below.

1. I am aware of the provisions of Section 3700 of the Labor Code, which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of the contract.

2. Comprehensive General Liability Insurance in the amount of $

3. CONTRACTOR/CONSULTANT must provide a certificate of insurance prior to beginning any work under this Agreement Yes N/A X ☐

4. If student contact shall occur, the Certificate of Insurance must show liability coverage in the amount of $ N/A for Child Abuse, Child Molestation and or Sexual Abuse. No coverage will be accepted without these declarations.

5. By signing this Agreement CONTRACTOR/CONSULTANT confirms that all requirements of the section have been met.

6. The insurance shall name the South San Francisco Unified School District or employees as the additional named insured in the policy.

**SJCOE Project Manager Fingerprinting Certification:**

By signing this agreement, the SJCOE project manager hereby certifies that the **CONTRACTOR/CONSULTANT** for this project will have contact with students as indicated below:

X CONTRACTOR/CONSULTANT will have NO contact with students.

☐ CONTRACTOR/CONSULTANT will have contact with students only in the immediate presence of an SJCOE staff member.

☐ CONTRACTOR/CONSULTANT will have unsupervised contact with students. Please complete the Contractor Certification information.

**IN WITNESS WHEREOF**, the parties have caused their duly authorized representatives to execute this Agreement as of the date first set forth above.

| Provider | Customer |
| --- | --- |
| **SAN JOAQUIN COUNTY OFFICE OF EDUCATION SCHOOL** | **SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT** |
| By: _____ | By: _____ |
| Name: Johnny Arguelles | Name: Ted O |
| Title: Director, CodeStack | Title: Assistant Superintendent |
| Date: _____ | Date: _____ |

## APPENDIX "A"

## 2025 FEE SCHEDULE

## ANNUAL LICENSE AND MAINTENANCE FEES:

| | |
|---|---|
| SST/504 | $1.25 per Student Based on CBEDS ADA ($2,500 Min.)<br>*API/SFTP Integration Annual Fee and E-Sign Included<br><br>Year 1 Setup Fee 25% of ADA ($2,500 Min.)<br>Setup Fee Covers Implementation, Data Load and 4 Training Sessions |

**APPENDIX "B"**

**ALL PARTICIPATING DISTRICTS COVERED UNDER THIS AGREEMENT**

**TOTAL NUMBER OF DISTRICTS: 1**

**TOTAL STUDENT COUNT FOR COMBINED DISTRICTS: 7,770**

| ENTITY NAME | STARTING ADA COUNT |
|---|---|
| SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT | 7,770 |
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Initial Below:

Provider: _____

Customer: _____

**APPENDIX "C"**
**IMPLEMENTATION TIMELINE AGREEMENT**

Customer will receive a copy of this form at or before the Implementation Meeting.

At the Implementation Meeting timelines will be established for each phase of the implementation.

** Any variation of training timeline must be agreed to by the Customer and Provider at the Implementation Meeting.

Missed deadlines may result in delayed trainings and additional fees.

| Event | Date |
|---|---|
| **Effective Date**<br>This is the date of the Customer signature on this agreement. | |
| **Implementation Meeting Date**<br>Must be within 60 days of the Effective Date | |
| **Phase 1 District and School Data Verification/Submission**<br>Must be within 15 days of the Implementation Meeting Date | |
| **Phase 2 System Users Data Submission**<br>Must be within 30 days of the Implementation Meeting Date | |
| **Phase 3 Student Data Submission**<br>Must be within 35 days of the Implementation Meeting Date At least 15 working days before the System Management Training | |
| | |
| **System Management & SST Coordinator Training Date**<br>Must be within 60 days of the Implementation Meeting Date<br>Must be within 180 days of the Effective Date<br>** Within 20 days before Teacher Training begins | |
| Teacher Training | |
| Teacher Training | |
| Teacher Training | |

# SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

## MEMORANDUM

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

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

**DATE:** September 25, 2025

**RE:** Approval of Change Order No. 1 to the Westborough Middle School Field and Pavement Improvements Project under the Measure T Bond Program

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**ALIGNMENT WITH STRATEGIC PLAN:**

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

**BACKGROUND:**

The athletic field located at Westborough Middle School is in disrepair and is not usable. Additionally, the current morning and afternoon drop-off queueing is significantly impacting the traffic on Westborough Blvd. and causing traffic congestion in the neighboring community. The scope of this project will be designed as one project and implemented in two phases. The scope will include but not limited to the reconstruction of the athletic field, installing accessible path of travel to the athletic field and drop-off locations, addition of pedestrian lighting and accessible parking, creation of a queuing zone for student drop-off, grading, and pavement improvements on the play yard.

As demolition progressed, concealed conditions and design error and omission were uncovered, requiring changes and additional work not reflected in the original design documents or scope.

Change Order No. 1 includes scopes to relocate an unforeseen subgrade roof drain line that conflicted with the proposed ADA ramp finish grade; remove and replace an unforeseen compromised 16” storm drain system with associated erosion repair; and performing additional demolition and paving to correct a steep slope between the proposed ADA walkway and the existing asphalt entrance

**FISCAL IMPLICATIONS:**

The total cost of Change Order No. 1 is $261,427.00. This will be paid for through the Measure T Bond Program (Fund 21).

| Agreement | Date | Total |
|---|---|---|
| Original Agreement | April 24, 2025 | $5,800,000.00 |
| Change Order No. 1 | September 11, 2025 | $261,427.00 |
| | | |
| **Total Amended Compensation** | | **$6,061,427.00** |
| Percent Change from the Original Contract Amount | | 4.5% |

**RECOMMENDATION:**

It is recommended that the South San Francisco Unified School District Board of Trustees approve Change Order No. 1 to the contract with McGuire and Hester for the Westborough MS Field and Pavement Improvements project, in the amount of $261,427.00.

**CHANGE ORDER FORM**

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

| CHANGE ORDER NO.: |
|---|
| 01 |

# CHANGE ORDER

**Project: Westborough MS Field and Pavement Improvements**
**Project No.: 025-960**

**Date: 08.15.2025**
**DSA File No.: 41-28**
**DSA Appl. No.: 01-122100**

The following parties agree to the terms of this Change Order:

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

**Contractor:**
McGuire and Hester
9009 Railroad Avenue
Oakland, CA 94603

**Architect:**
Verde Design, Inc. STE 200
2455 The Alameda
Santa Clara, CA 95050

**Project Inspector:**
Pinelli Construction, Inc.
258 Cedar Street
San Carlos, CA 94070

| Reference | Description | Cost | Calendar Days Ext. |
|---|---|---|---|
| PCO #01<br>Requested by: M&H COR#4.1<br>Performed by: M&H | Exploratory Work on Existing Drainage Conflict at ADA Ramp.<br>Reason: Unforeseen | $5,517.00 | 5 |
| PCO # 02<br>Requested by: M&H COR# 5.2<br>Performed by: M&H | Roof Drain Reroute due to Existing Drainage Conflict.<br>Reason: Unforeseen | $11,835.00 | 19 |
| PCO #04<br>Requested by: M&H COR# 6.0<br>Performed by: M&H | Phase 1B & Vehicle High Center.<br>Reason: Design Errors & Omissions | $69,280.00 | 20 |
| PCO #05<br>Requested by: M&H COR #9.0<br>Performed by: M&H | Remove & Replace Compromised 16-in. Storm Drain Systems Across the Play Yard.<br>Reason: Unforeseen | $174,795.00 | 14 |

| | | |
|---|---|---|
| Contract time will be adjusted as follows:<br><br>Previous Completion Date:<br>**January 12, 2026**<br><br>**0** Calendar Days Extension (zero unless otherwise indicated)<br><br>Current Completion Date:<br>**January 12, 2026** | Original Contract Amount: | $5,800,000.00 |
| | Amount of Previously Approved Change Order(s): | $0.00 |
| | Amount of this Change Order: | $261,427.00 |
| | Contract Amount: | $6,061,427.00 |
| | Total percentage of Change Order amounts to original contract sum to date: | 4.50% |

The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price specified for each item, and as to the extension of time allowed, if any, for completion of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq.

This change order is subject to approval by the governing board of this District and must be signed by the District. Until such time as this change order is approved by the District's governing board and executed by a duly authorized District representative, this change order is not effective and not binding.

It is expressly understood that the compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Contractor waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and expenses, and its subcontractors, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project including without limitation, cumulative impacts. Any costs, expenses, damages or time extensions not included are deemed waived.

**Signatures:**

| | |
|---|---|
| **DISTRICT:**<br><br>SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT<br><br>By: _____<br>Ted O, Assistant Superintendent<br>Business Services<br><br>Date: _____ | **CONTRACTOR:**<br><br>MCGUIRE AND HESTER<br><br>By: _____<br>David Buffa, Area Manager<br><br>Date: 9/12/2025 |
| **ARCHITECT:**<br><br>VERDE DESIGN, INC.<br><br>By: _____<br>Devin Conway, Principal<br><br>Date: 9/12/25 | **PROJECT INSPECTOR**<br><br>PINELLI CONSTRUCTION INSPECTION, INC.<br><br>By: Tim Pinelli<br>Tim Pinelli, Inspector of Record<br><br>Date: 9/15/25 |

END OF DOCUMENT

## PROPOSED CHANGE ORDER FORM

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

| PCO NO.: |
| --- |
| 01 |

**Project: Westborough MS Field and Pavement Improvements**
**Project No.: 025-960**
**RFI #: 015, 015.1, Phase 1B**
**M&H COR #4.1**
**Reason: Unforeseen Condition**

**Date: 08.15.2025**
**DSA File No.: 41-28**
**DSA Appl. No.:01-122100**

Contractor hereby submits for District's review and evaluation this Proposed Change Order ("PCO"), submitted in accordance with and subject to the terms of the Contract Documents, including Sections 17.7 and 17.8 of the General Conditions. Any spaces left blank below are deemed no change to cost or time.

Contractor understands and acknowledges that documentation supporting Contractor's PCO must be attached and included for District review and evaluation. Contractor further understands and acknowledges that failure to include documentation sufficient to, in District's discretion, support some or all of the PCO, shall result in a rejected PCO.

**Proposed Change Order Summary:**
An unforeseen storm roof drain was discovered below grade in conflict with the proposed finish grade (RFI 015). A third-party utility locator was engaged to map existing storm drain alignments and depths to evaluate a feasible point-of-connection (POC). Exploratory potholing was also performed to verify field conditions and confirm the final POC. This proposed change covers only the investigative work; corrective measures for the conflict will be determined following completion of the exploratory activities.

| | **WORK PERFORMED OTHER THAN BY CONTRACTOR** | **ADD** | **DEDUCT** |
| --- | --- | --- | --- |
| (a) | **Material** (attach suppliers' invoice or itemized quantity and unit cost plus sales tax) | $0.00 | $0.00 |
| (b) | **Add Labor** (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.) | $750.00 | $0.00 |
| (c) | **Add Equipment** (attach suppliers' invoice) | $0.00 | $0.00 |
| (d) | **Subtotal** | $750.00 | $0.00 |
| (e) | **Add overhead and profit for any and all tiers of Subcontractor**, the total not to exceed ten percent (10%) of Item (d) | $0.00 | $0.00 |
| (f) | **Subtotal** | $750.00 | $0.00 |
| (g) | **Add General Conditions** (if Time is Compensable) (attach supporting documentation) | $0.00 | $0.00 |
| (h) | **Subtotal** | $750.00 | $0.00 |
| (i) | **Add Overhead and Profit for Contractor**, not to exceed five percent (5%) of Item (h) | $0.00 | $0.00 |
| (j) | **Subtotal** | $750.00 | $0.00 |
| (k) | **Add Bond and Insurance**, not to exceed two percent (2%) of Item (j) | $0.00 | $0.00 |
| (l) | **TOTAL** | $750.00 | $0.00 |
| | | | |

| | | |
|---|---|---|
| (m) | **Time** (zero unless indicated; "TBD" not permitted) | **N/A Calendar Days** |

| | **WORK PERFORMED BY CONTRACTOR** | **ADD** | **DEDUCT** |
|---|---|---|---|
| (a) | **Material** (attach itemized quantity and unit cost plus sales tax) | $0.00 | |
| (b) | **Add Labor** (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.) | $2,587.00 | |
| (c) | **Add Equipment** (attach suppliers' invoice) | $1,367.00 | |
| (d) | **Add General Conditions** (if Time is Compensable) (attach supporting documentation) | $0.00 | |
| (e) | **Subtotal** | $3,954.00 | |
| (f) | **Add Overhead and Profit for Contractor**, not to exceed fifteen percent (15%) of Item (e) | $706.00 | |
| (g) | **Subtotal** | $4,660.00 | |
| (h) | **Add Bond and Insurance**, not to exceed two percent (2%) of Item (g) | $108.00 | |
| (i) | **TOTAL** | $4,767.00 | |
| | | | |
| (j) | **Time** (zero unless indicated; "TBD" not permitted) | **5 Calendar Days, Non-Compensable** | |

The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price specified for each item, and as to the extension of time allowed, if any, for completion of the entire Work as stated herein, and agrees to furnish all labor, materials, and service, and perform all work necessary to complete any additional work specified for the consideration stated herein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. It is understood that the changes herein to the Contract shall only be effective when approved by the governing board of the District.

It is expressly understood that the value of the extra Work or changes expressly includes any and all of the Contractor's costs and expenses, direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project including, without limitation, cumulative impacts. Contractor is not entitled to separately recover amounts for overhead or other indirect costs. Any costs, expenses, damages, or time extensions not included are deemed waived.

## PROPOSED CHANGE ORDER FORM

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

| PCO NO.: |
|---|
| 02 |

**Project: Westborough MS Field and Pavement Improvements**
**Project No.: 025-960**
**RFI #: 015, 015.1, Phase 1B**
**M&H COR #5.2**
**Reason: Unforeseen Condition**

**Date: 08.15.2025**
**DSA File No.: 41-28**
**DSA Appl. No.:01-122100**

Contractor hereby submits for District's review and evaluation this Proposed Change Order ("PCO"), submitted in accordance with and subject to the terms of the Contract Documents, including Sections 17.7 and 17.8 of the General Conditions. Any spaces left blank below are deemed no change to cost or time.

Contractor understands and acknowledges that documentation supporting Contractor's PCO must be attached and included for District review and evaluation. Contractor further understands and acknowledges that failure to include documentation sufficient to, in District's discretion, support some or all of the PCO, shall result in a rejected PCO.

**Proposed Change Order Summary:**
Based on the exploratory work to address the unforeseen existing drainage conflict per RFIs 015 and 015.1, the scope of work includes the removal of the existing drainage system, followed by excavation, installation, and backfill of approximately 40 linear feet of 4" SDR-35 pipe, as well as the installation of approximately 10 linear feet of new curb and gutter.

| | **WORK PERFORMED OTHER THAN BY CONTRACTOR** | **ADD** | **DEDUCT** |
|---|---|---|---|
| (a) | **Material** (attach suppliers' invoice or itemized quantity and unit cost plus sales tax) | N/A | N/A |
| (b) | **Add Labor** (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.) | N/A | N/A |
| (c) | **Add Equipment** (attach suppliers' invoice) | N/A | N/A |
| (d) | **Subtotal** | N/A | N/A |
| (e) | **Add overhead and profit for any and all tiers of Subcontractor**, the total not to exceed ten percent (10%) of Item (d) | N/A | N/A |
| (f) | **Subtotal** | N/A | N/A |
| (g) | **Add General Conditions** (if Time is Compensable) (attach supporting documentation) | N/A | N/A |
| (h) | **Subtotal** | N/A | N/A |
| (i) | **Add Overhead and Profit for Contractor**, not to exceed five percent (5%) of Item (h) | N/A | N/A |
| (j) | **Subtotal** | N/A | N/A |
| (k) | **Add Bond and Insurance**, not to exceed two percent (2%) of Item (j) | N/A | N/A |
| (l) | **TOTAL** | N/A | N/A |
| | | | |
| (m) | **Time** (zero unless indicated; "TBD" not permitted) | N/A **Calendar Days** | |

| | WORK PERFORMED BY CONTRACTOR | ADD | DEDUCT |
|---|---|---|---|
| (a) | **Material** (attach itemized quantity and unit cost plus sales tax) | $1,473.00 | |
| (b) | **Add Labor** (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.) | $6,128.00 | |
| (c) | **Add Equipment** (attach suppliers' invoice) | $2,488.00 | |
| (d) | **Add General Conditions** (if Time is Compensable) (attach supporting documentation) | $0.00 | |
| (e) | **Subtotal** | $10,089.00 | |
| (f) | **Add Overhead and Profit for Contractor**, not to exceed fifteen percent (15%) of Item (e) | $1,513.00 | |
| (g) | **Subtotal** | $11,603.00 | |
| (h) | **Add Bond and Insurance**, not to exceed two percent (2%) of Item (g) | $232.00 | |
| (i) | **TOTAL** | $11,835.00 | |
| | | | |
| (j) | **Time** (zero unless indicated; "TBD" not permitted) | **19 Calendar Days, Non-Compensable** | |

The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price specified for each item, and as to the extension of time allowed, if any, for completion of the entire Work as stated herein, and agrees to furnish all labor, materials, and service, and perform all work necessary to complete any additional work specified for the consideration stated herein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. It is understood that the changes herein to the Contract shall only be effective when approved by the governing board of the District.

It is expressly understood that the value of the extra Work or changes expressly includes any and all of the Contractor's costs and expenses, direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project including, without limitation, cumulative impacts. Contractor is not entitled to separately recover amounts for overhead or other indirect costs. Any costs, expenses, damages, or time extensions not included are deemed waived.

# PROPOSED CHANGE ORDER FORM

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

| PCO NO.: |
|---|
| 04 |

**Project: Westborough MS Field and Pavement Improvements**
**Project No.: 025-960**
**RFI #: 024, Phase 1B**
**M&H COR #6.0**
**Reason: Design Omission**

**Date: 08.15.2025**
**DSA File No.: 41-28**
**DSA Appl. No.:01-122100**

Contractor hereby submits for District's review and evaluation this Proposed Change Order ("PCO"), submitted in accordance with and subject to the terms of the Contract Documents, including Sections 17.7 and 17.8 of the General Conditions. Any spaces left blank below are deemed no change to cost or time.

Contractor understands and acknowledges that documentation supporting Contractor's PCO must be attached and included for District review and evaluation. Contractor further understands and acknowledges that failure to include documentation sufficient to, in District's discretion, support some or all of the PCO, shall result in a rejected PCO.

**Proposed Change Order Summary:**
Per RFI #024, a steep slope condition was identified at the connection between the proposed ADA walkway and the existing asphalt entrance, resulting in an approximate 18.5% slope. This creates a ridge line that may cause clearance issues for vehicles. To mitigate this condition, additional demolition of the existing asphalt entrance is required to reduce the slope and provide a smoother transition.

| | **WORK PERFORMED OTHER THAN BY CONTRACTOR** | **ADD** | **DEDUCT** |
|---|---|---|---|
| (a) | **Material** (attach suppliers' invoice or itemized quantity and unit cost plus sales tax) | $0.00 | $0.00 |
| (b) | **Add Labor** (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.) | $3,490.00 | $0.00 |
| (c) | **Add Equipment** (attach suppliers' invoice) | $0.00 | $0.00 |
| (d) | **Subtotal** | $3,490.00 | $0.00 |
| (e) | **Add overhead and profit for any and all tiers of Subcontractor**, the total not to exceed ten percent (10%) of Item (d) | $0.00 | $0.00 |
| (f) | **Subtotal** | $3,490.00 | $0.00 |
| (g) | **Add General Conditions** (if Time is Compensable) (attach supporting documentation) | $0.00 | $0.00 |
| (h) | **Subtotal** | $3,490.00 | $0.00 |
| (i) | **Add Overhead and Profit for Contractor**, not to exceed five percent (5%) of Item (h) | $0.00 | $0.00 |
| (j) | **Subtotal** | $3,490.00 | $0.00 |
| (k) | **Add Bond and Insurance**, not to exceed two percent (2%) of Item (j) | $0.00 | $0.00 |
| (l) | **TOTAL** | $3,490.00 | $0.00 |
| | | | |
| (m) | **Time** (zero unless indicated; "TBD" not permitted) | N/A **Calendar Days** | |

| | WORK PERFORMED BY CONTRACTOR | ADD | DEDUCT |
|---|---|---|---|
| (a) | **Material** (attach itemized quantity and unit cost plus sales tax) | $19,190.00 | |
| (b) | **Add Labor** (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.) | $22,682.00 | |
| (c) | **Add Equipment** (attach suppliers' invoice) | $13,700.00 | |
| (d) | **Add General Conditions** (if Time is Compensable) (attach supporting documentation) | $0.00 | |
| (e) | **Subtotal** | $55,572.00 | |
| (f) | **Add Overhead and Profit for Contractor**, not to exceed fifteen percent (15%) of Item (e) | $8,859.00 | |
| (g) | **Subtotal** | $64,431.00 | |
| (h) | **Add Bond and Insurance**, not to exceed two percent (2%) of Item (g) | $1,358.00 | |
| (i) | **TOTAL** | $65,790.00 | |
| | | | |
| (j) | **Time** (zero unless indicated; "TBD" not permitted) | **20 Calendar Days, Non-Compensable** | |

The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price specified for each item, and as to the extension of time allowed, if any, for completion of the entire Work as stated herein, and agrees to furnish all labor, materials, and service, and perform all work necessary to complete any additional work specified for the consideration stated herein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. It is understood that the changes herein to the Contract shall only be effective when approved by the governing board of the District.

It is expressly understood that the value of the extra Work or changes expressly includes any and all of the Contractor's costs and expenses, direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project including, without limitation, cumulative impacts. Contractor is not entitled to separately recover amounts for overhead or other indirect costs. Any costs, expenses, damages, or time extensions not included are deemed waived.

## PROPOSED CHANGE ORDER FORM

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

| PCO NO.: |
|---|
| 05 |

**Project: Westborough MS Field and Pavement Improvements**
**Project No.: 025-960**
**RFI #: 10, Phase 2 Hillside Erosion and 34, 16" SD Replace M&H COR #9.0**
**Reason: Unforeseen Condition**

**Date: 08.15.2025**
**DSA File No.: 41-28**
**DSA Appl. No.:01-122100**

Contractor hereby submits for District's review and evaluation this Proposed Change Order ("PCO"), submitted in accordance with and subject to the terms of the Contract Documents, including Sections 17.7 and 17.8 of the General Conditions. Any spaces left blank below are deemed no change to cost or time.

Contractor understands and acknowledges that documentation supporting Contractor's PCO must be attached and included for District review and evaluation. Contractor further understands and acknowledges that failure to include documentation sufficient to, in District's discretion, support some or all of the PCO, shall result in a rejected PCO.

**Proposed Change Order Summary:**
During demolition, unforeseen hillside erosion was discovered between the play yard and lower field. Further investigation revealed that the 16" storm drain connected to the drain inlet at the erosion site had been compromised. This proposed change order addresses the removal and replacement of the existing 16" storm drain (SD) system, as referenced in RFI 10 and RFI 34. The anticipated scope includes approximately 200 linear feet of storm drain replacement extending west from the existing drain inlet to the inlet adjacent to the elevator and portable building, along with backfilling of the eroded area.

| | WORK PERFORMED OTHER THAN BY CONTRACTOR | ADD | DEDUCT |
|---|---|---|---|
| (a) | **Material** (attach suppliers' invoice or itemized quantity and unit cost plus sales tax) | $0.00 | $0.00 |
| (b) | **Add Labor** (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.) | $1,170.00 | $0.00 |
| (c) | **Add Equipment** (attach suppliers' invoice) | $0.00 | $0.00 |
| (d) | **Subtotal** | $1,170.00 | $0.00 |
| (e) | **Add overhead and profit for any and all tiers of Subcontractor**, the total not to exceed ten percent (10%) of Item (d) | $0.00 | $0.00 |
| (f) | **Subtotal** | $1,170.00 | $0.00 |
| (g) | **Add General Conditions** (if Time is Compensable) (attach supporting documentation) | $0.00 | $0.00 |
| (h) | **Subtotal** | $1,170.00 | $0.00 |
| (i) | **Add Overhead and Profit for Contractor**, not to exceed five percent (5%) of Item (h) | $0.00 | $0.00 |
| (j) | **Subtotal** | $1,170.00 | $0.00 |
| (k) | **Add Bond and Insurance**, not to exceed two percent (2%) of Item (j) | $0.00 | $0.00 |
| (l) | **TOTAL** | $1,170.00 | $0.00 |
| | | | |

| | | |
|---|---|---|
| (m) | **Time** (zero unless indicated; "TBD" not permitted) | **__0__ Calendar Days** |

| | **WORK PERFORMED BY CONTRACTOR** | **ADD** | **DEDUCT** |
|---|---|---|---|
| (a) | **Material** (attach itemized quantity and unit cost plus sales tax) | $60,903.00 | |
| (b) | **Add Labor** (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.) | $51,572.00 | |
| (c) | **Add Equipment** (attach suppliers' invoice) | $35,370.00 | |
| (d) | **Add General Conditions** (if Time is Compensable) (attach supporting documentation) | $0.00 | |
| (e) | **Subtotal** | $147,845.00 | |
| (f) | **Add Overhead and Profit for Contractor**, not to exceed fifteen percent (15%) of Item (e) | $22,352.00 | |
| (g) | **Subtotal** | $170,197.00 | |
| (h) | **Add Bond and Insurance**, not to exceed two percent (2%) of Item (g) | $3,427.00 | |
| (i) | **TOTAL** | $173,625.00 | |
| | | | |
| (j) | **Time** (zero unless indicated; "TBD" not permitted) | **__14__ Calendar Days, Non-Compensable** | |

The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price specified for each item, and as to the extension of time allowed, if any, for completion of the entire Work as stated herein, and agrees to furnish all labor, materials, and service, and perform all work necessary to complete any additional work specified for the consideration stated herein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. It is understood that the changes herein to the Contract shall only be effective when approved by the governing board of the District.

It is expressly understood that the value of the extra Work or changes expressly includes any and all of the Contractor's costs and expenses, direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project including, without limitation, cumulative impacts. Contractor is not entitled to separately recover amounts for overhead or other indirect costs. Any costs, expenses, damages, or time extensions not included are deemed waived.

# SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

## MEMORANDUM

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

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

**DATE:** September 25, 2025

**RE:** Approval of Amendment No. 2 to the Consultant Agreement with Atlas Technical Consultants LLC for Geotechnical Services – Westborough MS Field & Pavement Improvements (Measure T)

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**ALIGNMENT WITH STRATEGIC PLAN:**

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

**BACKGROUND:**

The athletic field located at Westborough Middle School is in disrepair and is not usable. Additionally, the current morning and afternoon drop-off queueing is significantly impacting the traffic on Westborough Blvd. and causing traffic congestion in the neighboring community. The scope of this project will include but is not limited to reconstruction of the athletic field, installing accessible path of travel to the athletic field and drop-off locations, addition of pedestrian lighting at the field ramp and stairs and accessible parking, creation of a queuing zone for student drop-off, grading, and pavement improvements on the play yard.

On March 14, 2024, the Board of Trustees approved the independent consultant agreement with Atlas Technical Consultants LLC to provide a geotechnical engineering study for the Westborough MS existing grass-covered play field and the existing asphalt-paved play yard, which also functions as a drop off and pick up travel way for parent vehicles.

This agreement modification includes additional services for construction-phase geotechnical engineering and field observations necessitated by unforeseen erosion and a compromised storm drain system at the asphalt play yard associated for the Westborough Middle School Field and Pavement Improvements project

**FISCAL IMPLICATIONS:**

The total cost of the additional services is $29,876.00. This will be paid for through the Measure T Bond Program (Fund 21).

| Agreement | Date | Total |
|---|---|---|
| Original Agreement | March 14, 2024 | $20,000.00 |
| Amendment No. 1 | February 27, 2025 | $14,505.00 |
| Amendment No. 2 | September 25, 2025 | $29,876.00 |
| **Total Amended Compensation** | | **$64,381.00** |

**RECOMMENDATION:**

It is recommended that the South San Francisco Unified School District Board of Trustees approve Amendment No. 2 to the independent consultant agreement with Atlas Technical Consultants, LLC, in the amount of $29,876.00, for additional construction-phase geotechnical engineering and field observation services. These services are required due to unforeseen erosion and a compromised storm drain system at the asphalt play yard for the Westborough Middle School Field and Pavement Improvements Project.

August 7, 2025

Atlas No. 91-67787-PWA
Amendment No. 2

Mr. Calvin Wong | Bond Project Manager
South San Francisco Unified School District
398 B Street
South San Francisco, California 94080

Subject: **Contract Amendment Request**
**Construction-Phase Geotechnical Engineering and Observation Services**
Westborough Middle School Field and Pavement Improvements
*2570 Westborough Boulevard, South San Francisco, California 94080*

REFERENCE: ”Construction-Phase Geotechnical Engineering and Observation Proposal, Westborough Middle School Field and Pavement Improvements”, prepared by ATLAS dated January 21, 2025. (Board Approved March 14, 2024)

Dear Mr. Wong:

**Atlas Technical Consultants LLC (Atlas)** is submitting the attached Amendment No. 2 for the above referenced project. This request outlines additional costs for work on this project that either exceed or were not established in our original scope (referenced above). For example, the upper blacktop area had some unforeseen issues stemming from an unknown, perforated drain pipe which needed to be resolved. Additionally, inspection of the repaving of the blacktop area was not in our original scope, nor was laboratory testing of the Class II Permeable Baserock or Drain Rock.

If these changes meet with your approval, we are requesting an amendment to our current agreement based on the attached Contract Amendment document. All other terms and conditions will be in accordance with the previously signed agreement.

We appreciate the opportunity to be of service to you for this project. If you have any questions, please contact the undersigned directly at nick.anastasio@oneatlas.com.

Sincerely,
**ATLAS TECHNICAL CONSULTANTS LLC**

Nick Anastasio

Nick Anastasio, PE
Senior Project Engineer

Attachment: Contract Amendment #2

Distribution: PDF to Addressee, clwong@ssfusd.org

NAA:pmf

2001 Crow Canyon Road, Suite 210
San Ramon, CA 94583
(925)314-7100 | oneatlas.com

# CONTRACT AMENDMENT

| | | | |
|---|---|---|---|
| CLIENT: | South San Francisco Unified School District | DATE: | August 7, 2025 |
| PROJECT: | Westborough MS - Athletic Field Improvements | PROJECT #: | 91-67787-PWA |
| CLIENT CONTACT: | Kent Brown (Kitchell) | CONTRACT DATE: | January 21, 2025 |
| CHANGE ORDER # | 2 | PROJECT MANAGER: | Nick Anastasio |

The following items are estimated to complete the remaining scope of work for the referenced project:

| | ITEM | UNIT | | RATE/UNIT | SUBTOTAL |
|---|---|---|---|---|---|
| 1 | Principal Engineer - Consultation, DSA Forms, Closeout | 12 | @ | $240 /hour | $ 2,880 |
| 2 | Project Engineer - Consultation, Proj. Management, etc. | 12 | @ | $185 /hour | $ 2,220 |
| 3 | Field Technician - Comp Tests, Fieldwork, Sampling | 140 | @ | $135 /hour | $18,900 |
| 4 | Administrative Assistant | 4 | @ | $95 /hour | $380 |
| 5 | Lab Testing (Class 2 Perm & Drain Rock Acceptability) | 1 | @ | $4,986 /set | $4,986 |
| 6 | Followup QA Testing of Class 2 Perm (Gradation) | 2 | @ | $155 /test | $310 |
| 7 | Asphalt Theo. Max Spec. Gravity Test (Rice Density) | 1 | @ | $200 /test | $200 |

| | |
|---|---|
| **TOTAL CURRENT REQUEST :** | **$29,876** |
| ORIGINAL CONTRACT AMOUNT: | $20,000 |
| APPROVED CHANGE ORDERS TO DATE : | $14,505 |
| **TOTAL AMENDED CONTRACT AMOUNT:** | **$64,381** |

The undersigned has read and approved the above referenced Change Order for additional work.

| **Client** | **Atlas Technical Consultants LLC** |
|---|---|
| SIGNATURE | SIGNATURE |
| TITLE | TITLE |
| DATE | DATE |

**AMENDMENT NO. 2**
**TO**
**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**
**INDEPENDENT CONSULTANT AGREEMENT**
**FOR GEOTECHNICAL AND GEOLOGIC HAZARD EVALUATION SERVICES**
**(Agreement # 24017)**
**WITH**
**ATLAS TECHNICAL CONSULTANTS LLC**

**WESTBOROUGH MIDDLE SCHOOL FIELD AND PAVEMENT IMPROVEMENTS PROJECT**

**September 25, 2025**

Amendment No. 2 to the Agreement for Geotechnical and Geologic Hazard Evaluation Services for Westborough MS Field and Pavement Improvements Project as approved by the Board on September 25, 2025.

The work includes additional construction-phase Geotechnical Engineering and Observation for Westborough MS Field and Pavement Improvements Project, required due to unforeseen erosion and the replacement of compromised storm drain systems.

**Section 4 Compensation,** compensation under section 4.0 is amended and summarized below to reflect the added construction-phase geotechnical engineering and observation services associated with the Westborough MS Field and Pavement Improvements Project.

District agrees to pay Consultant for services satisfactorily rendered pursuant to this Amendment a total fee not to exceed **Twenty-Nine Thousand Eight Hundred Seventy-Six Dollars and No Cents** (**$29,876.00**). District shall pay Consultant according to the following terms and conditions:

| SERVICE ITEM | UNIT | RATE | UNIT | SUBTOTAL |
|---|---|---|---|---|
| Principal Engineer - Consultation, DSA Forms, Closeout | 12 | $240 | Hour | $ 2,880.00 |
| Project Engineer - Consultation, Project Management | 12 | $185 | Hour | $ 2,220.00 |
| Field Technician - Comp Tests, Field work, Sampling | 140 | $135 | Hour | $ 18,900.00 |
| Administrative Assistant | 4 | $95 | Hour | $ 380.00 |
| Lab Testing (Class 2 Perm & Drain Rock Acceptability) | 1 | $4,986 | Set | $ 4,986.00 |
| Follow-up QA Testing of Class 2 Perm (Gradation) | 2 | $155 | Test | $ 310.00 |
| Asphalt Theo. Max Spec. Gravity Test (Rice Density) | 1 | $200 | Test | $ 200.00 |
| **Total Proposed Cost** | | | | **$29,876.00** |

Compensation under the Agreement as stated in Section 4.0; and is updated and summarized below.

| Agreement | Date | Total |
|---|---|---|
| Original Agreement | March 14, 2024 | $20,000.00 |
| Amendment No. 1 | February 27, 2025 | $14,505.00 |
| Amendment No. 2 | September 25, 2025 | $29,876.00 |
| | | |
| **Total Amended Compensation** | | **$ 64,381.00** |

No other sections of the Independent Consultant Agreement are modified in any way.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment. This Amendment consists of 4 pages, with Consultant's Proposal attached.

By _____ _____
Ted O Date
Assistant Superintendent - Business Services
South San Francisco Unified School District

By _____ 9-15-25
Aaron Prchlik Date
Vice President - SW Division
Atlas Technical Consultants LLC

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

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

**DATE:** September 25, 2025

**RE:** Approval of Amendment No. 4 to the Professional Services Agreement with Hamilton + Aitken Architects for El Camino High School Central Kitchen and Cafeteria Project under the Measure T Bond Program

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## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

On December 14, 2023, the Board of Trustees approved the agreement for the El Camino High School Central Kitchen Project with Hamilton + Aitken Architects. Project scope includes Design Development, Cost Estimating, Preparing Construction Documents, Regulatory Review, Bidding Assistance, Construction Administration, Deliverables, Meetings, and Project Close Out for the Central Kitchen.

This amendment to the agreement includes additional architectural and civil engineering design services to develop detailed repair plans for the unforeseen damage to the domestic and fire water combination line, and to restore campus water service at El Camino HS.

## FISCAL IMPLICATIONS:

The total cost of the additional services is **$6,240.00.** This will be paid for through the Measure T Bond Program (Fund 21).

| Agreement | Date | Total |
|---|---|---|
| Original Agreement | December 14, 2023 | $661,591.00 |
| Amendment No. 1 | April 11, 2024 | $165,151.00 |
| Amendment No. 2 | July 18, 2024 | $195,385.00 |
| Amendment No. 3 | November 14, 2024 | $29,150.00 |
| Amendment No. 4 | September 25, 2025 | $6,240.00 |
| **Total Amended Compensation** | | **$1,057,517.00** |

**RECOMMENDATION:**

It is recommended that the South San Francisco Unified School District Board of Trustees approve Amendment No. 4 to the professional services agreement with Hamilton + Aitken Architects for the El Camino High School Central Kitchen and Cafeteria Project in the amount of $6,240.00.

**AMENDMENT NO. 4**
**TO**
**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**
**AGREEMENT FOR ARCHITECTURAL SERVICES**
**(Agreement # 24013)**
**WITH**
**HAMILTON+AITKEN ARCHITECTS**
**FOR EL CAMINO HIGH SCHOOL CENTRAL KITCHEN AND CAFETERIA PROJECT**

**September 25, 2025**

Amendment No. 4 to the Agreement for architectural design services for the El Camino HS Central Kitchen and Cafeteria project as approved by the Board on September 25, 2025.

The work includes additional architectural services required due to unforeseen existing conditions on the site.

Compensation under the Agreement as stated in Article 6; and is updated and summarized below.

| Agreement | Date | Total |
|---|---|---|
| Original Agreement | December 14, 2023 | $661,591.00 |
| Amendment No. 1 | April 11, 2024 | $165,151.00 |
| Amendment No. 2 | July 18, 2024 | $195,385.00 |
| Amendment No. 3 | November 14, 2024 | $29,150.00 |
| Amendment No. 4 | September 25, 2025 | $6,240.00 |
| | | |
| **Total Amended Compensation** | | **$ 1,057,517.00** |

No other sections of the Agreement, unless specifically listed below, are modified in any way.

Modified sections as follows:

- EXHIBIT A – RESPONSIBILITIES AND SERVICES OF ARCHITECT
- EXHIBIT D – PAYMENT SCHEDULE

IN WITNESS WHEREOF, the parties hereto have executed this Amendment.

By _____ _____
Ted O — Date
Assistant Superintendent - Business Services
South San Francisco Unified School District

By _____ 4 September 2025
Chad Hamilton — Date
Principal
Hamilton Aitken Architects

**EXHIBIT A**
**RESPONSIBILITIES AND SERVICES OF ARCHITECT**

Additional Service Scope:

Scope of work includes investigation and research of specifications, code analysis, and development of repair details for the damaged combination fire and domestic water main pipe, as well as reestablishing water service to the El Camino High School campus.

**EXHIBIT D**
**PAYMENT SCHEDULE**

The payment schedule in Exhibit D include the following additional schedules:

District shall pay Architect as follows for all additional services contracted for under this Agreement:

**Add Service Item**

| Job Title | Hours | Rate | Fee |
|---|---|---|---|
| Principal (H+AA) | 20.06 | $225 | $4,514 |
| Project Manager (H+AA) | 3.17 | $155 | $491 |
| Civil Engineer Consultant | 5 | $247 | $1,235 |
| **Total Fee** | | | **$6,240.00** |

**TOTAL MODIFICATION: $6,240.00**

**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 & Safety

**DATE:** September 25, 2025

**RE:** Approval of Independent Consultant Agreement for Professional Services with Gelfand Partners Architecture for Architectural & Engineering Services at Junipero Serra Elementary School for New TK Building Project

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## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

There is a need for a new Transitional Kindergarten (TK) building at Junipero Serra Elementary School to support early learning expansion and ensure age-appropriate, dedicated space for TK students. Currently, the campus does not have a permanent classroom specifically designed to meet the instructional and developmental needs of TK learners.

To accelerate construction of the new TK building, while maintaining strict adherence to Division of the State Architect (DSA) requirements, the District will utilize a DSA Pre-Checked (PC) prefabricated building design. This approach ensures efficiency in delivery and provides assurance of lasting quality and safety.

Facilities staff recommend engaging Gelfand Partners Architecture, a local Bay Area firm with more than 30 years of experience in public education facility design and extensive knowledge of DSA processes, to provide comprehensive architectural services, including design and construction administration. The scope of work includes site visit, schematic design, construction documents, DSA Coordination, bidding, contract administration, and

DSA closeout. The resulting building will comply with all applicable codes and stand as a high-quality, permanent addition to the Junipero Serra Elementary School campus.

## FISCAL IMPLICATIONS:

$208,100.00 - Facilities Fund (Fund 40).

## RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve independent Consultant Agreement with Gelfand Partners Architecture for Architectural & Engineering services for the Junipero Serra Elementary School TK Classroom Building Project in the amount of $208,100.00.

September 15, 2025

Mr. Robert Kitchens
**South San Francisco Unified School District**
398 "B" Street
South San Francisco, CA 94080

**RE: Junipero Serra Elementary School: One Modular Building with Associated Sitework**

Dear Robert,

Thank you for giving us the opportunity to propose design and construction observation services for the planning of one modular classroom with associated sitework on the Junipero Serra Elementary School campus.

Per our September 12 meeting at the site, I have assembled a draft scope listed below.

**Division 02 Demolition**
- a. Clear and grub area.
- b. Paving removal as required.
- c. Soil/ dirt removal as required.
- d. Rough grading.

**Division 09 Finishes**
- a. Three alternate color boards of interior finishes based on district's standard materials and paints.
- b. Three alternate color boards of exterior finishes based on district's standard materials and paints.

**Division 12 Furnishings**
- a. Excluded

**Division 22 Plumbing**
- a. Domestic water and waste lines from nearest existing sources to within five feet of modular building.
- b. Plumbing to any site fixtures.
- c. Interior modular building plumbing design and fixture selection is excluded.

**Division 26 Electrical**
- a. Low voltage systems (data, security, and fire alarm) not covered by modular manufacturer.
- b. Interior modular building power, lighting, and exterior lighting design and fixture selection is excluded.

**Division 31 Earthwork**
- a. Fine grading.
- b. Excavation and infill.
- c. Building pad subgrade preparation.
- d. Modular footing preparation and design is excluded.

**Division 32 Exterior Improvements**
- a. Asphalt paving.
- b. Concrete paving.

c. Fences and gates.
d. Exterior drinking fountain (should DSA require)

**Exclusions**

a. Any interior modular work not listed in this scope.
b. Shoring design.
c. Footing design for modular building.
d. Landscape and irrigation.
e. Site furnishings including but not limited to benches/ seating, tables, trash receptacles, etc.
f. Backflow preventer design
g. Sanitary lateral to the street.
h. Accessible drop-off per 2022 CBC § 11B-503 (should DSA require).

For the design and construction observation scope, we propose the following fee breakdown:

| **Design and Construction Observation Services for the Addition of One Modular Transitional Kindergarten Modular Building** | |
|---|---|
| Site visit, as-built review, programing, and DSA pre-submission meeting | $5,000.^00 |
| Schematic design | $20,000.^00 |
| Update scope to meet CBC 2025 | $4,000.^00 |
| 100% construction documents (CD's) | $35,000.^00 |
| DSA review and approval | $30,500.^00 |
| Bid support | $1,400.^00 |
| Construction observation | $15,000.^00 |
| Close-out | $1,500.^00 |
| | |
| Civil engineering fees | $62,260.^00 |
| Structural engineering fees for site elements | $11,000.^00 |
| Mechanical, electrical, and plumbing fees | $22,440.^00 |
| | |
| **TOTAL ESTIMATED DESIGN & CONSTRUCTION OBSERVATION PROPOSAL** | **$208,100.^00** |

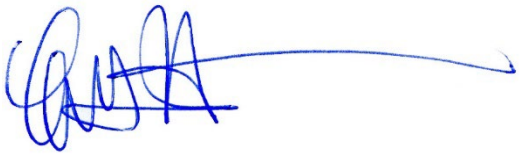
A draft schedule follows

**Tentative schedule:**

This tentative schedule assumes a 9/26/25 notice to proceed with a “piggyback” delivery method.

| **This schedule assumes notice to proceed is September 26, 2025** | | |
|---|---|---|
| Pre-design (programming, site visits, as-built review, site committee review, and DSA pre-submission meeting) | 4 weeks | October 24, 2025 |
| Modular manufacturer CD’s | 9 weeks | December 26, 2026 |
| Architect’s 100% CD’s (concurrent with modular CD set) | 9 weeks | December 26, 2026 |
| DSA submission | | December 29, 2026 |
| DSA review (from 12/29/25) | 4 months | April 20, 2026 |
| Bidding and award | 1 month | May 20, 2026 |
| Construction Observation | 3 months | 5/20/26 – 8/6/26 |
| Occupancy | | August 7, 2026 |

Best,
**Gelfand Partners Architects**



Lawrence Schadt, AIA, ASLA, LEED AP
Principal Architect
larry@gelfand-partners.com

**INDEPENDENT CONSULTANT AGREEMENT FOR ARCHITECTURAL SERVICES**

This Independent Consultant Agreement for ARCHITECTURAL Services ("Agreement") is made and entered into as of the 26th Day of September by and between the South San Francisco Unified School District, ("District") and Gelfand Partners Associates ("Consultant"), (together, "Parties").

NOW, THEREFORE, the Parties agree as follows:

1. **Services**. Consultant shall provide Architectural/Engineering design services for the Junipero Serra ES –TK Building Project, at 151 Victoria Street. Daly City, CA 94015, as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

2. **Term**. Consultant shall commence providing services under this Agreement on **September 26th , 2025** and will diligently perform as required and complete performance by **October 25th, 2026** ("Term"), unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **Submittal of Documents**. Consultant shall not commence the Services under this Agreement until Consultant has submitted and District has approved the documents, certificate(s) and affidavit(s), and endorsement(s) of insurance required as indicated below:

   __X__ Signed Agreement
   __X__ Insurance Certificates and Endorsements
   __X__ W-9 Form
   _____ Other: _____

4. **Compensation**. District agrees to pay Consultant for services satisfactorily rendered pursuant to this Agreement a total fee not to exceed **Two Hundred Eight Thousand One Hundred Dollars ($208,100.00)**. District shall pay Consultant according to the following terms and conditions:

5. **Independent Contractor**. Consultant represents and warrants that Consultant is an independent contractor or business entity that is: (i) free from the control and direction of District in connection with the performance of the Services, (ii) performing Services that are outside the usual course of District's business, and (iii) customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the Services performed, District being interested only in the results obtained. Consultant understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of District, and are not entitled to benefits of any kind or nature normally provided employees of District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Consultant's employees.

6. **Performance of Services.**

6.1. **Standard of Care**. Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Consultant's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

6.2. **Due Diligence.** Consultant shall carefully study and compare all documents, findings, and other instructions and shall at once report to District, in writing, any error, inconsistency, or omission that Consultant or its employees may discover. Consultant shall have responsibility for discovery of errors, inconsistencies, or omissions.

6.3. **Meetings.** Consultant and District agree to participate in regular meetings on at least a monthly basis to discuss strategies, timetables, implementations of services, and any other issues deemed relevant to the operation of Consultant's performance of Services.

6.4. **District Approval.** The Services completed herein must meet the approval of District and shall be subject to District's general right of inspection and supervision to secure the satisfactory completion thereof.

6.5. **New Project Approval.** Consultant and District recognize that Consultant's Services may include working on various Projects for District. Consultant shall obtain the approval of District prior to the commencement of a new Project.

7. **Originality of Services**. Except as to standard generic details, Consultant agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to District and/or used in connection with this Agreement, shall be wholly original to Consultant and shall not be copied in whole or in part from any other source, except that submitted to Consultant by District as a basis for such services.

8. **Ownership of Data.** Pursuant to Education Code section 17316, this Agreement creates a non-exclusive and perpetual license for District to use, at its discretion, all plans including, but not limited to, record drawings, specifications, estimates and other documents that Consultant prepared or caused to be prepared pursuant to this Agreement. Consultant retains all rights to all copyrights over designs and other intellectual property embodied in the plans, record drawings, specifications, estimates, and other documents that Consultant prepares or causes to be prepared pursuant to this Agreement.

   In the event District changes or uses any fully or partially completed documents without Consultant's knowledge or participation or both, District agrees to release Consultant of responsibility for such changes, and shall hold Consultant harmless from and against any and all claims on account of any damages or losses to property or persons, or economic losses, arising out of that change or use, unless Consultant is found to be liable in a forum of competent jurisdiction. In the event that District uses any fully or partially completed documents without Consultant's full involvement, District shall remove all title blocks and other information that might identify Consultant.

9. **Audit**. Consultant shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Consultant transacted under this Agreement. Consultant shall retain these books, records, and systems of account during the Term of this Agreement and for five (5) years thereafter. Consultant shall permit District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that District shall give reasonable prior notice to Consultant and shall conduct audit(s) during Consultant's normal business hours, unless Consultant otherwise consents.

10. **Disputes.** In the event of a dispute between the parties as to performance of the Services, the interpretation of this Agreement, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute in good faith. Pending resolution of the dispute, Consultant agrees it will neither rescind the Agreement nor stop the performance of the Services, but will allow determination by the court of the State of California, in the county in which District's administration office is located, having competent jurisdiction of the dispute. Disputes may be determined by mediation if mutually agreeable, otherwise by litigation. Notice of the demand for mediation of a dispute shall be filed in writing with the other party to the Agreement. The demand for mediation shall be made within a reasonable time after written notice of the dispute has been provided to the other party, but in no case longer than ninety (90) days after initial written notice. If a claim, or any portion thereof, remains in dispute upon satisfaction of all applicable dispute resolution requirements, Consultant shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to Consultant's right to bring a civil action against District. For purposes of those provisions, the running of the time within which a claim must be presented to District shall be tolled from the time Consultant submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process.

11. **Termination**.

    11.1. **For Convenience by District**. District may, at any time, with or without reason, terminate this Agreement for its own convenience and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by Consultant or no later than three days after the day of mailing, whichever is sooner.

    11.2. **With Cause by District**. District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

        11.2.1. material violation of this Agreement by Consultant; or

        11.2.2. any act by Consultant exposing District to liability to others for personal injury or property damage.

    Written notice by District shall contain the reasons for such intention to terminate. Unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this

Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, District may secure the required services from another Consultant. If expenses, fees, and/or costs to District exceed the cost of providing the service pursuant to this Agreement, Consultant shall immediately pay the excess expenses, fees, and/or costs to District upon the receipt of District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

12. **Indemnification**.

12.1. To the furthest extent permitted by California law, Consultant shall indemnify and hold harmless District, its Governing Board, agents, representatives, officers, consultants, employees, trustees, and volunteers (the "Indemnified Parties") from any and all claims arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of Consultant ("Claim"). Consultant shall, to the furthest extent permitted by California law, defend the Indemnified Parties at Consultant's own expense, including attorneys' fees and costs, from any and all Claim(s) and allegations relating thereto. District shall have the right to accept or reject any legal representation that Consultant proposes to defend the Indemnified Parties. Whereas the cost to defend the Indemnified Parties charged to Consultant shall not exceed the proportionate percentage of Consultant's fault as determined by a court of competent jurisdiction, any amounts paid in excess of such established fault will be reimbursed by District. Notwithstanding the previous sentence, in the event one or more defendants is unable to pay its share of defense costs due to bankruptcy or dissolution of the business, the design professional shall meet and confer with other parties regarding unpaid defense costs.

12.2. Consultant shall pay and satisfy any judgment, award, or decree that may be rendered against the Indemnified Parties in any Claim, subject to section 14.1 above. Consultant's obligation pursuant to this Article includes reimbursing District for the cost of any settlement paid by the Indemnified Parties and for any and all fees and costs, including but not limited to legal fees and costs, expert witness fees, and consultant fees, incurred by the Indemnified Parties in the defense of any Claim(s) and to enforce the indemnity herein, subject to section 14.1 above. Consultant's obligation to indemnify shall not be restricted to insurance proceeds.

12.3. District may withhold any and all costs that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of Consultant from amounts owing to Consultant.

13. **Insurance**.

13.1. **Coverage**. Consultant shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

| **Type of Coverage** | **Minimum Requirement** |
|---|---|
| **Commercial General Liability Insurance**, including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments | |
| Each Occurrence | $ 1,000,000 |
| General Aggregate | $ 2,000,000 |
| **Automobile Liability Insurance - Any Auto** | |
| Each Occurrence | $ 1,000,000 |
| General Aggregate | $ 2,000,000 |
| **Professional Liability** | $ 1,000,000 |
| **Workers Compensation** | Statutory Limits |
| **Employer's Liability** | $ 1,000,000 |

13.1.1. **Commercial General Liability and Automobile Liability Insurance**. Commercial General Liability Insurance and Any Auto Automobile Liability Insurance that shall protect Consultant, District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by District.)

13.1.2. **Workers' Compensation and Employer's Liability Insurance**. Workers' Compensation Insurance and Employer's Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, Consultant shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.

13.1.3. **Professional Liability (Errors and Omissions)**. Professional Liability Insurance as appropriate to Consultant's profession, coverage to continue through completion of construction plus three (3) years thereafter.

13.2. **Proof of Carriage of Insurance**. Consultant shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to District and approved by District. Certificates and insurance policies shall include the following:

13.2.1. A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

13.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

13.2.3. An endorsement stating that District and its Board of Trustees, agents, representatives, employees, trustees, officers, consultants, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Consultant's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.

13.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employer's Liability Insurance Policies shall be written on an occurrence form.

13.3. **Acceptability of Insurers**. Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to District.

13.4. If Consultant normally carries insurance in an amount greater than the minimum amounts required herein, that greater amount shall become the minimum required amount of insurance for purposes of the Agreement. Therefore, Consultant hereby acknowledges and agrees that all insurance carried by it shall be deemed liability coverage for all actions it performs in connection with the Agreement.

14. **Compliance with Laws**. Consultant shall observe and comply with all rules and regulations of the governing board of District and all federal, state, and local laws, ordinances and regulations. Consultant shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Services as indicated or specified. If Consultant observes that any of the Services required by this Contract is at variance with any such laws, ordinance, rules or regulations, Consultant shall notify District, in writing, and, at the sole option of District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Consultant's receipt of a written termination notice from District. If Consultant performs any Services that is in violation of any laws, ordinances, rules or regulations, without first notifying District of the violation, Consultant shall bear all costs arising therefrom.

14.1. **Labor Code Requirements**: Consultant shall comply with all applicable provisions of the California Labor Code, Division 3, Part 7, Chapter 1, Articles 1 – 5, including, without limitation, the payment of the general prevailing per diem wage rates for public work projects of more than one thousand dollars ($1,000). Copies of the prevailing rate of per diem wages are on file with District.

14.1.1. **Registration**: If applicable, before a public works contract can be awarded, Consultant and its subcontractor(s) shall be registered with the Department of Industrial Relations in accordance with Labor Code section 1771.1. At least one week before commencing work, Consultant shall provide to District the name and DIR registration number for Consultant and any applicable subcontractor.

14.1.2. **Certified Payroll Records**: Consultant and its subcontractor(s) shall keep accurate certified payroll records of workers and shall electronically submit certified payroll records directly to the Department of Industrial Relations weekly or within ten (10) days of any request by District or the Department of Industrial Relations.

14.1.3. **Labor Compliance**: Consultant shall perform the Services of the Project while complying with all the applicable regulations, including section 16000, et seq., of Title 8 of the California Code of Regulations and is subject to labor compliance monitoring and enforcement by the Department of Industrial Relations.

15. **Certificates/Permits/Licenses/Registrations**. Consultant and all Consultant's employees or agents shall secure and maintain in force such certificates, permits, licenses, and registrations as are required by law in connection with the furnishing of Services pursuant to this Agreement.

16. **COVID-19 Requirements.** For all workers on District property, Consultant and Consultant's personnel shall comply with all applicable federal, state and local laws regarding COVID-19 including, without limitation, applicable terms in CDPH State Public Health Officer Orders.

17. **Anti-Discrimination**. It is the policy of District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore Consultant agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, Consultant agrees to require like compliance by all of its subcontractor(s).

18. **Not used**

19. **Disabled Veteran Business Enterprises**. Education Code section 17076.11 requires school districts using funds allocated pursuant to the State of California School Facility Program for the construction or modernization of a school building to have a participation goal of at least three percent (3%), per year, of the overall dollar amount expended each year by the school district, for disabled veteran business enterprises ("DVBE"). In accordance therewith, Consultant must submit, upon request by District, appropriate documentation to District identifying the steps Consultant has taken to solicit DVBE participation in conjunction with this Agreement, if applicable.

20. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

21. **District's Evaluation of Consultant and Consultant's Employees and/or Subcontractors**. District may evaluate Consultant in any way District is entitled pursuant to applicable law. District's evaluation may include, without limitation:

21.1. Requesting that District employee(s) evaluate Consultant and Consultant's employees and subcontractors and each of their performance.

21.2. Announced and unannounced observance of Consultant, Consultant's employee(s), and/or subcontractor(s).

22. **Limitation of District Liability**. Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

23. **Confidentiality**. Consultant and all Consultant's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Consultant understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

24. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

| **District**: | **Consultant**: |
|---|---|
| South San Francisco Unified School District<br>398 B Street<br>South San Francisco, CA 94080<br>Email: tedo@ssfusd.org | Gelfand Partners Architecture<br>165 10th St<br>San Francisco, CA<br>Email: larry@gelfand-partners.com |

25. **Assignment**. The obligations of Consultant pursuant to this Agreement shall not be assigned by Consultant. Any such assignment shall be null and void.

26. **Integration/Entire Agreement of Parties**. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

27. **California Law**. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which District's administrative offices are located.

28. **Waiver**. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

29. **Severability**. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will

nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

30. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.

31. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.

32. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

33. **Tolling of District's Claims.** Consultant agrees to toll all statutes of limitations for District's assertion of claims against Consultant that arise out of, pertain to, or relate to contractors' or subcontractors' claims against District involving Consultant's services under this Agreement, until the contractors' or subcontractors' claims are finally resolved.

34. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.

35. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.

36. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authority and empowered to enter into this Agreement.

37. **Counterparts.** This Agreement may be executed in one or more counterparts, and all counterparts together shall be construed as one document. A facsimile or electronic signature shall be deemed to be the equivalent of the actual original signature. All counterparts so executed shall constitute one Agreement binding all the Parties hereto.

38. **Incorporation of Recitals and Exhibits**. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

| | |
|---|---|
| Dated: _____, 202_ | Dated: _____, 202_ |
| **South San Francisco Unified School District** | _____ |
| Signed By: _____ | Signed By: _____ |
| Print Name: _____ | Print Name: _____ |
| Print Title: _____ | Print Title: _____ |

**Information regarding Consultant:**

License No.: _____

Address: _____

_____

Telephone: _____

Facsimile: _____

E-Mail: _____

Type of Business Entity:
_____ Individual
_____ Sole Proprietorship
_____ Partnership
_____ Limited Partnership
_____ Corporation, State: _____
_____ Limited Liability Company
_____ Other: _____

_____:
Employer Identification and/or Social Security Number

**NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26 C.F.R. 1.6041-1) requires the recipients of $600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, District requires Consultant to furnish the information requested in this section.**

## EXHIBIT A

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONSULTANT

**Division 02 Demolition**

a. Clear and grub area.
b. Paving removal as required.
c. Soil/ dirt removal as required.
d. Rough grading.

**Division 09 Finishes**

a. Three alternate color boards of interior finishes based on district's standard materials and paints.
b. Three alternate color boards of exterior finishes based on district's standard materials and paints.

**Division 12 Furnishings**

a. Excluded

**Division 22 Plumbing**

a. Domestic water and waste lines from nearest existing sources to within five feet of modular building.
b. Plumbing to any site fixtures.
c. Interior modular building plumbing design and fixture selection is excluded.

**Division 26 Electrical**

a. Low voltage systems (data, security, and fire alarm) not covered by modular manufacturer.
b. Interior modular building power, lighting, and exterior lighting design and fixture selection is excluded.

**Division 31 Earthwork**

a. Fine grading.
b. Excavation and infill.
c. Building pad subgrade preparation.
d. Modular footing preparation and design is excluded.

**Division 32 Exterior Improvements**

a. Asphalt paving.
b. Concrete paving.
c. Fences and gates.
d. Exterior drinking fountain (should DSA require)

**Exclusions**

a. Any interior modular work not listed in this scope.
b. Shoring design.
c. Footing design for modular building.
d. Landscape and irrigation.
e. Site furnishings including but not limited to benches/ seating, tables, trash receptacles, etc.
f. Backflow preventer design
g. Sanitary lateral to the street.
h. Accessible drop-off per 2022 CBC § 11B-503 (should DSA require).

**EXHIBIT B**

FEE PROPOSAL BREAKDOWN, PAYMENT SCHEDULE and TENATIVE PROJECT SCHEDULE

| **Design and Construction Observation Services for the Addition of One Modular Transitional Kindergarten Modular Building** | |
|---|---|
| Site visit, as-built review, programing, and DSA pre-submission meeting | $5,000.00 |
| Schematic design | $20,000.00 |
| Update scope to meet CBC 2025 | $4,000.00 |
| 100% construction documents (CD's) | $35,000.00 |
| DSA review and approval | $30,500.00 |
| Bid support | $1,400.00 |
| Construction observation | $15,000.00 |
| Close-out | $1,500.00 |
| | |
| Civil engineering fees | $62,260.00 |
| Structural engineering fees for site elements | $11,000.00 |
| Mechanical, electrical, and plumbing fees | $22,440.00 |
| | |
| **TOTAL ESTIMATED DESIGN & CONSTRUCTION OBSERVATION PROPOSAL** | **$208,100.00** |

**EXHIBIT C**

HOURLY RATES

**RATE SCHEDULE**

**2025**
Per hour

*Rates subject to revision every six months*

| **Gelfand Partners Architects Billing Rates** | |
|---|---|
| **Managing Principal Architect** | $250 |
| **Principal Architect** | $230 |
| **Landscape Architect** | $230 |
| **Interior Design Manager** | $200 |
| **Project Manager** | $200 |
| **Senior Project Architect** | $200 |
| **Project Architect** | $190 |
| **Job Captain** | $155 |
| **Interior Designer** | $140 |
| **Design Staff** | $140 |
| **Clerical Support** | $100 |
| **Consultants** | Rate x 1.1 |
| **Expenses** | Fee x 1.1 |

**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:** September 25, 2025

**RE:** Approval of Change Order No. 1 and Change Order No.2 to the Agreement with Wickman Construction for Contract # 11-24 Building J Classroom Alterations at El Camino High School

---

**ALIGNMENT WITH STRATEGIC PLAN:**

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

**BACKGROUND:**

On May 8, 2025, the Board of Trustees approved the agreement with Wickman Construction to convert a large Classroom 63 into two separate classrooms for Special Education students.

This project included an allowance of $15,000 to account for unforeseen conditions, which was built into the Contract amount. The Change Order # 1 amount of $8,346 is for the miscellaneous additional work. Change Order # 2 is for a modification, which includes a credit of $7,882 for not needing to replace a substantial amount of existing ceiling grid because it was deemed to be in good shape and able to accommodate the new ceiling tiles.

Between Change Order # 1 and Change Order # 2, the net additional amount added to the contract is $464.00.

**FISCAL IMPLICATIONS:**

The total cost of the additional services is $464.00. This will be paid for through Fund 40.

| Agreement | Date | Total |
|---|---|---|
| Original Agreement | May 8, 2025 | $585,000.00 |
| Change Order No. 1 & 2 | September 25, 2025 | $464.00 |
| **Total Amended Compensation** | | **$585,464.00** |

**RECOMMENDATION:**

It is recommended that the South San Francisco Unified School District Board of Trustees approve change orders No. 1 and 2 to the agreement with Wickman Construction for an additional amount of $464.00.

DOCUMENT 00 63 63

**CHANGE ORDER FORM**

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

| CHANGE ORDER NO.: |
|---|
| 1 |

# CHANGE ORDER

**Project:** **El Camino Bldg J Alterations**

**Date: 7-30-25**
**DSA File No.: 41-H6**
**DSA Appl. No.: 01-122152**

The following parties agree to the terms of this Change Order:

**Owner:** **South San Francisco USD**
398 B Street
South San Francisco, CA 94080

**Contractor:** **Wickman Construction**
550 W Grand Avenue,
Oakland, CA 94612

**Architect:** **Plum Architects**
870 Market St., Room 878
San Francisco, CA 94102

**Project Inspector:** Erik Hebert

| Reference | Description | Cost | Days Ext. |
|---|---|---|---|
| PCO # 1<br>Requested by:<br>Reason: | Infill window between Restroom and Life Skills<br>Architect<br>Not located as shown on drawings. | $967 | 0 |
| PCO # 2<br>Requested by:<br>Reason: | In lieu of connection to the in wall sanitary, extend to outside walkway with cleanout.<br>District<br>Staff requested for maintenance. | $13,092 | 0 |
| PCO # 3<br>Requested by:<br>Reason: | Provide piping for DF<br>Contractor<br>Piping not shown on plumbing drawing. | $7,297 | 0 |
| PCO # 4<br>Requested by:<br>Reason: | Provide two duct straps for exposed ductwork.<br>Contractor<br>Running exposed requires strapping | $1,990 | 0 |
| Allowance Credit | The Bid included a $15,000 allowance | (-$15,000) | 0 |

| | | |
|---|---|---|
| Contract time will be adjusted as follows: | Original Contract Amount: | $ 585,000 |
| Previous Completion Date: July 30, 2025 | Amount of Previously Approved Change Order(s): | $ |
| Calendar Days Extension 0 | Amount of this Change Order: | $8,346 |
| Current Completion Date: July 30, 2025 | Contract Amount: | $ 593,346.00 |

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**CHANGE ORDER FORM**

**DOCUMENT 00 63 63-1**

The undersigned Contractor approves the foregoing as to the changes, if any, and the Cost, if any, specified for each item and as to the extension of time allowed, if any, for completion of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein.

This change order is subject to approval by the governing board of this district and must be signed by the District.

The compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Contractor waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractors costs and expenses, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project. Any costs, expenses, damages or time extensions not included are deemed waived.

**Signatures:**

District: South San Francisco USD

[Name] _____ Date _____

Contractor: Wickman Construction

[Name] _____ Date _____

Architect: Plum Architects

[Name] _____ Date 8/1/25

DOCUMENT 00 63 63

**CHANGE ORDER FORM**

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

| CHANGE ORDER NO.: |
|---|
| 2 |

# CHANGE ORDER

**Project:** **El Camino Bldg J Alterations**

**Date: 7-30-25**
**DSA File No.: 41-H6**
**DSA Appl. No.: 01-122152**

The following parties agree to the terms of this Change Order:

**Owner:** **South San Francisco USD**
398 B Street
South San Francisco, CA
94080

**Contractor:** **Wickman Construction**
550 W Grand Avenue,
Oakland, CA 94612

**Architect:** **Plum Architects**
870 Market St., Room 878
San Francisco, CA 94102

**Project Inspector:** Erik Hebert

| Reference | Description | Cost | Days Ext. |
|---|---|---|---|
| PCO # 5<br>Requested by:<br>Reason: | Credit for ceiling material credit<br>Architect<br>C | (-$7,882) | 0 |

| | | |
|---|---|---|
| Contract time will be adjusted as follows: | Original Contract Amount: | $ 585,000 |
| Previous Completion Date: July 30, 2025 | Amount of Previously Approved Change Order(s): | $8,346 |
| Calendar Days Extension 0 | Amount of this Change Order: | (-$7,882) |
| Current Completion Date: July 30, 2025 | Contract Amount: | $ 585,464 |

The undersigned Contractor approves the foregoing as to the changes, if any, and the Cost, if any, specified for each item and as to the extension of time allowed, if any, for completion of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein.

This change order is subject to approval by the governing board of this district and must be signed by the District.

The compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Contractor waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractors costs and expenses, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project. Any costs, expenses, damages or time extensions not included are deemed waived.

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**CHANGE ORDER FORM**

**DOCUMENT 00 63 63-1**

**Signatures:**

District: South San Francisco USD

_____ _____

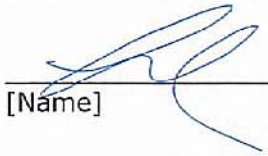
[Name] Date

Contractor: Wickman Construction

_____ _____

[Name] Date

Architect: Plum Architects



8/8/25

[Name] 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
Wazi Chowdhury, Director of Facilities and Safety

**DATE:** September 25, 2025

**RE:** Approval of Change Order No. 1 to the Agreement with Zone 4 Construction for Contract # 07-24 SSFUSD District Office Accessibility Improvements

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## ALIGNMENT WITH STRATEGIC PLAN:

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

## BACKGROUND:

On May 22, 2025, the Board of Trustees approved the agreement with Zone 4 Construction to render the District Office accessible with all State and Federal laws through the construction of a pedestrian ramp, and an entry gateway with associated landscape and lighting improvements.

This project included an allowance of $15,000 to account for unforeseen subsurface conditions, which were built into the contract amount. Change Order # 1 in the amount of $5,930 is for miscellaneous additional work and unforeseen soil condition work. It is within the $15,000 allowance.

## FISCAL IMPLICATIONS:

The total cost of the additional services is $5,930. This will be paid for through the Facilities Fund (Fund 40).

| Agreement | Date | Total |
|---|---|---|
| Original Agreement | May 22, 2025 | $544,813.00 |
| Change Order No. 1 | September 25, 2025 | $5,930.00 |
| **Total Amended Compensation** | | **$550,743.00** |

## RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve Change Order No. 1 to the Agreement with Zone 4 Construction for an additional amount of $5,930.00.

**CHANGE ORDER FORM**

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

| CHANGE ORDER NO.: |
| --- |
| 1 |

# CHANGE ORDER

**Project: SSFUSD District Office: Accessibility Improvements Bid No.: 07-24**

**Date: 9/11/25**
**DSA File No.:** 41-28
**DSA Appl. No.:** 01-122147

The following parties agree to the terms of this Change Order:

**Owner: South San Francisco USD**

398 B Street, South San Francisco, CA-94080

**Contractor: Zone 4 Construction**
1022 Center Street, San Carlos, CA 94070

**Architect: CAW Architects**
703 Market Street, Suite 2100
San Francisco, CA 94103

**Project Inspector: Paul Stevens**
125 Mazie Drive, Pleasant Hill, CA 94523

| Reference | Description | Cost | Days Ext. |
| --- | --- | --- | --- |
| PCO #1<br><br>Requested by:<br>Reason: | Install 4" tall stainless steel letters in lieu of 3" per Submittal 04-R1.<br>District<br>3" letters too small. | $2,367.76 | 0 |
| PCO #2<br>Requested by:<br>Reason: | Additional excavation due to unforeseen conditions<br>Architect<br>Unforeseen soil conditions and miss on construction documents | $3,562.24 | 5 |

| | | |
| --- | --- | --- |
| Contract time will be adjusted as follows:<br><br>Previous Completion Date: August 7, 2025<br><br>5 Calendar Days Extension<br><br>Current Completion Date: August 12, 2025 | Original Contract Amount: | $544,813.00 |
| | Amount of Previously Approved Change Order(s): | $0 |
| | Amount of this Change Order: | $5,930 |
| | Contract Amount: | $550,743.00 |

The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price specified for each item, and as to the extension of time allowed, if any, for completion of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq.

This change order is subject to approval by the governing board of this District and must be signed by the District. Until such time as this change order is approved by the District's governing board and executed by a duly authorized District representative, this change order is not effective and not binding.

It is expressly understood that the compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Contractor waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and expenses, and its subcontractors, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project including without limitation, cumulative impacts. Any costs, expenses, damages or time extensions not included are deemed waived.

**Signatures:**

| District: | | Contractor: | |
|---|---|---|---|
| Wazi Chowdhury | Date | Ricardo Espinoza | Date |
| Architect: | | Project Inspector: | |
| Matt Dohrmann | 9/11/25<br>Date | Paul Stevens | Date |

END OF DOCUMENT