SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
A G E N D A A N D O R D E R O F B U S I N E S S – REGULAR MEETING
Thursday, March 12, 2026

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.)

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

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

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

OPEN SESSION — 6:30 p.m.

A. CALL TO ORDER

CLOSED SESSION – 6:30 p.m.

1. Public Employee Discipline/Dismissal/Release (Government Code § 54957)

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

B. ROLL CALL

C. PLEDGE OF ALLEGIANCE will be jointly led by Skyline Elementary School 5th grade student Nolan Kozak and Junipero Serra Elementary School 5th grade student Kennedy Joelle Borlaza.

D. LAND ACKNOWLEDGEMENT STATEMENT

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

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

E. REPORTING OUT FROM CLOSED SESSION

F. REVIEW OF AGENDA

G. PTA COUNCIL REMARKS

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

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

I. PERSONNEL COMMISSION

J. ITEMS FROM THE BOARD

- Announcements
- Board Calendar
- Board Committee Reports

K. SUPERINTENDENT'S REPORT

a. SSF Ed Foundation Community Learning Exchange

b. SSFHS Winter Guard Achievement

c. Other

L. STUDENT TRUSTEE REPORTS

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

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 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.

N. INFORMATION ONLY PRESENTATIONS

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

1. TEACHING & LEARNING

a. Skyline Elementary School

Principal Luann Daniel-Libman will present the educational priorities and programs at Skyline Elementary School.

b. Junipero Serra Elementary School

Principal Teresa Sampayan will present the educational priorities and programs at Junipero Serra Elementary School.

O. PRESENTATION WITH POTENTIAL ACTION

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

PRESENTATION

1. BUSINESS SERVICES

a. Second Interim Financial Report

Assistant Superintendent Ted O will present, to the Board, the 2025-26 Second Interim Financial Report, for the period ending January 31, 2026.

ACTION

PAGE

3. BUSINESS SERVICES

a. Approval of the Second Interim Financial Report and Positive Certification of Financial Condition — 1

Staff recommends the approval of the 2nd Interim Financial Report and positive certification of financial condition for FY 2025-26, declaring that the SSFUSD will be able to meet its financial obligations for the current year and subsequent two fiscal years, as presented to the Board

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

		PAGE
1. ADMINISTRATION		
a.	Minutes of the February 12, 2026 Regular Board meeting.	2 – 56
b.	Minutes of the February 20, 2026 Special Board meeting.	57 – 58
c.	Minutes of the February 26, 2026 Regular Board meeting.	59 – 103
2. TEACHING & LEARNING		
a.	Destruction of Obsolete Materials	104 – 105
3. HUMAN RESOURCES		
a.	Certificated Personnel Assignment Order.	106 – 107
b.	Classified Personnel Assignment Order.	108 – 110
c.	MOU with SFSU for the Multi-Clinical Intern Program.	111 – 120
4. BUSINESS SERVICES		
a.	Gifts to the District, February 2026.	121 – 122
b.	Professional services agreements under $25,000.	123 – 125

PAGE

ACTION *(continued)*

1. ADMINISTRATION

a. Resolution No. 26-11 for Trustee Compensation 126

The Board will discuss the adoption of Resolution #26-11: To allow stipend payment for Trustee Richardson who was absent from the February 26, 2026 Board meeting.

b. Approval of District's New and Updated Board Bylaws and Policies 127 – 205

Staff recommends the approval of the following new and updated District's Board Bylaw and Policies and waive a second reading.

RECOMMENDED FOR ADOPTION

1. BP 1312.2 - Complaints Concerning Instructional Materials
2. BP 3311- Bids
3. BP 3311.1 - Uniform Public Construction Cost Accounting Procedures
4. BP 3312 - Contracts
5. BP 3516.5 - Emergency Schedules
6. BP 3580 - District Records
7. BP 4151 - Employee Compensation
8. BP 4251 - Employee Compensation
9. BP 4351 - Employee Compensation
10. BP 4158 - Employee Security
11. BP 4258 - Employee Security
12. BP 4358 - Employee Security
13. BP 5141.5 - Mental Health
14. BP 5141.52 - Suicide Prevention
15. BB 9224 - Oath of Affirmation
16. BB 9260 - Legal Protection
17. BP 0450 Comprehensive Safety Plan
18. BP 1340 Access to District Records
19. BP 1445 Response To Immigration Enforcement
20. BP 5125 Student Records
21. BP 5125.1 Release of Directory Information

RECOMMENDED FOR REPEAL/DELETION

22. BP 5145.13 Response to Immigration Enforcement

PAGE

2. HUMAN RESOURCES

a. Approval of the MOU with Classified School Employees Association (CSEA) Chapter 197 for the Early Notification Retirement Incentive 206 – 208

Staff recommends approval of the MOU with CSEA 197 for the Early Notification Retirement Incentive, effective for the 2025-2026 school year.

b. Approval of the MOU with Greenheart International d.b.a. Greenheart Exchange for the Teach USA Program 209 – 215

Staff recommends approval of the Teach USA Program MOU with Greenheart International d.b.a. Greenheart Exchange for the 2026–27 school year to support participation in the J-1 Visa Exchange Visitor Program.

c. Approval of the Elimination of Classified Positions in the Nutrition Services Department and the Adoption of Resolution No. 26-10 216 – 218

Staff recommends approval of the elimination of two (2) Supervisor positions in the Nutrition Services department, and adoption of Resolution #26-10 – Reduction in Force.

d. Approval of the Nutrition Services Manager Job Description 219 – 224

Staff recommends approval of the Nutrition Services Manager Job Description.

3. BUSINESS SERVICES *(continued)*

b. Approval of Amendment #2 with Rogers Stringer & McClelland, Inc. (RSM) for the El Camino High School Aquatic Design Services 225 – 231

Staff recommends approval of Amendment No. 2 to the agreement with RSM for additional engineering design services for the El Camino High School Aquatic Center Heating System Replacement Project in the amount of $29,500.

PAGE

c. Approval of Amendment #1 with SIM Architects, Inc. for the Monte Verde Elementary TK Classroom Project 232 – 235

Staff recommends approval of Amendment No. 1 to the agreement with SIM Architects, Inc. for additional design and construction administrative services for the Monte Verde Elementary School TK Classroom Project in the amount of $8,850.

d. Approval of Amendment #2 with Hibser Yamauchi (HY) Architects, Inc. for the Skyline Elementary HVAC Replacement Project 236 – 240

Staff recommends approval of Amendment No. 2 to the agreement with HY Architects, Inc. for additional architectural and electrical design services for the Skyline Elementary School HVAC Replacement Project in the amount of $6,500.

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

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

March 26, 2026

- Presentation Teaching and Learning – Westborough MS
- Presentation on Structured Literacy Block
- Resolution for Child Abuse Prevention Awareness Month (April)
- Resolution for Autism Awareness Month (April)
- Approval of LCFF supplemental funded positions
- Resolutions for retirees

April 9, 2026

- Presentation Teaching and Learning – Buri Buri ES
- Presentation Performance Management – NGSS/Genentech
- Williams report for 3rd quarter ending 3/31/26
- Resolution for Earth Day (April 22)
- Approval of LCFF supplemental funded positions
- Approval of Skyline Middle College MOU for 2026-27
- Resolution for Day of the Teacher (5/5/2026)
- Resolution for Classified School Employee Week (5/17/23-5/23/26)

April 23, 2026

- Presentation Teaching and Learning – Monte Verde ES
- Presentation Performance Management – Multilingual Language Learners
- Approval of designated representatives to CIF (California Interscholastic Federation)
- Approval of SPSAs
- Resolution honoring Asian Pacific American Heritage Month (May)

May 2, 2026 – Special Meeting/Board Workshop (*District Office*)

- Board Workshop

May 7, 2026

- Recognition for outgoing Student Trustee Ruiz
- Presentation Teaching and Learning – El Camino HS
- Presentation on Induction
- Presentation on Counseling
- Approval of the Board meeting calendar for the 2026-27 school year
- Approval for 5th graders to attend SMCOE Outdoor Education
- Approval of Graduates and Certificates of Completion - Baden HS, ECHS, SSFHS, and Adult Education
- Resolution for Fund 11 and Fund 14 account balances
- Resolution – Reappointment of CBOC members
- Approval of All City agreement for crossing guards for 2026-27
- Approval of MOU with Legarza Sports for 2026-27

May 21, 2026

- Presentation Teaching and Learning – Baden HS/ Adult Education
- Presentation Teaching and Learning – Special Education
- Presentation on 2026-27 LCAP draft plan
- Public Hearing 2026-27 LCAP draft plan
- Approval of the Children's Center Program annual self-evaluation reports
- Approval for destruction of Disposable Class 3 records
- Approval of updated Board Governance Handbook
- Approval of the agreement with SMCOE for Center for Learning Data Sharing
- Information on May revision of the Governor's 2026-27 budget
- Approval of Bill Saving Facilities Consulting agreement for 2026-27
- Resolution in support of LGBTQ+ Pride Month (June)

June 11, 2026

- Presentation on 2026-27 Preliminary Budget
- Public Hearing 2026-27 Preliminary Budget
- Adoption of 2026-27 LCAP
- Approval of Local Indicators

- Approval of SMCOE Induction Program agreement for 2026-27
- Approval of updated Board Governance Handbook
- Approval of Board of Trustees Compensation increase for 2026-27
- Approval of supplementary instructional materials
- Approval of the agreement with Newsela for the 2026-27 school year
- Approval of Scoot Education MOU
- Resolution on Budgetary increases and year end transfers

June 25, 2026

- Presentation on Counseling and Safe School Advocates Services and approval for 2026-27
- Presentation on SLO MOU with student data
- Adoption of 2026-27 Preliminary Budget
- Information on Daybreak Mental Health and approval of MOU
- Approval of SMCOE Outdoor Education dates for 2026-27
- Approval of Paper Education Company agreement for 2026-27
- Approval to increase facility use fees for 2026-27
- Approval to increase District rental/leasing rates for 2026-27
- Approval to continue NPS contracts for 2026-27
- Resolution on Education Protection Account Funds

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: Ted O, Assistant Superintendent – Business Services

DATE: March 12, 2026

RE: Approval of the 2025-26 2nd Interim Financial Report

ALIGNMENT WITH STRATEGIC PLAN:

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

BACKGROUND:

The Education Code requires school districts to submit interim financial reports twice a year. The 2nd Interim Financial Report reflects transactions as of January 31, 2026 and must be adopted by the Governing Board by March 15, 2026.

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

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

The South San Francisco Unified School District is submitting a **positive certification** for the 2025-26 2nd Interim Financial Report.

The complete 2025-26 2nd Interim Financial Report is available on the South San Francisco Unified School District website under Business Services, Financial Reporting.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the positive certification for the 2025-26 2nd Interim Financial Report as presented.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of February 12, 2026

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

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

OPEN SESSION — 6:30 p.m.

A. CALL TO ORDER

CLOSED SESSION – 6:30 p.m.

1. Public Employee Discipline/Dismissal/Release (Government Code § 54957)

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

B. ROLL CALL

Board Members: Ms. Amanda Anthony – Present
Mrs. Amy Lam – Present
Dr. Chialin Hsieh – Present
Mrs. Patricia Murray – Present
Mrs. Mina Richardson – Present

Cabinet Members: Dr. Shawnterra Moore, Superintendent – Present
Mr. J. Marwan Hannon, Assistant Superintendent, Human Resources – Present
Dr. Marcos Garcia, Assistant Superintendent, Student & Family Services – Absent
Dr. Nia Campbell, Assistant Superintendent, Teaching & Learning – Present
Mr. Ted O, Assistant Superintendent, Business Services – Present

C. PLEDGE OF ALLEGIANCE was led by Spruce 5th grader, Christian Alba Diaz. Principal Garduño shared that Christian Alba Diaz has been a student at Spruce since Kindergarten and is currently a 5th grader in Ms. Bromann's class. He enjoys soccer, likes double digit multiplication, and especially enjoyed the nighttime hike during Outdoor Education last month. Principal Garduño also announced that Christian will be participating in the upcoming RFEP Ceremony and offered congratulations on this achievement.

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

Mr. Hannon reported that regarding public employee discipline, dismissal, or release pursuant to Government Code section 54957, the board approved the release of 47 temporary employees under Education Code sections 44954 and 45103. The motion was made by Trustee Murray, seconded by Trustee Anthony, and carried unanimously, 5–0.

Mr. Hannon also reported that the board approved the release of one certificated administrator pursuant to Education Code section 44951. The motion was made by Trustee Murray, seconded by Trustee Anthony, and carried unanimously, 5–0.

F. REVIEW OF AGENDA

Mr. Hannon reported that item 3D on page seven of ten would be removed from the agenda. Trustee Richardson requested that action agenda item O under Business Services on page four of ten also be pulled, stating it was not ready for a vote due to concerns about funding and the need to present alternative options to the board. President Murray confirmed the item could be discussed Once they get to that part of the agenda.

G. PTA COUNCIL REMARKS

Lauren Kitchen addressed the Board, introducing herself as the Vice President of the South San Francisco PTA Council. She shared that she has three children, including one senior at El Camino High School and one eighth grader at Alta Loma, and has volunteered with PTA for approximately 15 years.

Ms. Kitchen reported that the PTA Council held a successful meeting the previous week and thanked Trustee Richardson and Mr. Hannon for attending. She noted that the Council received a presentation from the nonprofit organization Rise South City regarding its work addressing pollution and air quality in the community, and expressed interest in future collaboration.

She provided updates on PTA activities across the District. Many PTAs are preparing to elect new boards for the upcoming school year. She highlighted several upcoming events, including a Valentine’s dance at Los Cerritos, a glow dance at Buri Buri, and a middle school dance at Alta Loma, which will be the first in several years. Monte Verde PTA recently sponsored a marionette assembly and hosted a restaurant night fundraiser. Buri Buri is holding a See’s

Candies fundraiser, and Westborough is hosting a Panda Express fundraiser event.

Ms. Kitchen also shared updates on behalf of the Spruce PTA leadership. She reported that Spruce PTA has been actively planning activities to support students and build community, aligning with the District's Portrait of a Graduate and goal of strengthening belonging. Activities this year included an annual pumpkin patch event open to neighboring school communities, support for the school's math fair, Valentine's Day popcorn distribution, movie nights, providing snacks for students during state testing, hosting a Teacher Appreciation Day meal, and purchasing promotion T-shirts for all fifth-grade students.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – Elizabeth Bales, President of South San Francisco Federation of Adult Educators addressed the Board and thanked colleagues, Assistant Superintendent Hannon, HR, payroll, and IT staff for their support during her leave and for enabling her to participate remotely. She thanked the Board for approving the tentative agreement in January and acknowledged the collaboration of Principal Prasad and Assistant Superintendent Hannon.

Ms. Bales also expressed appreciation for the Board's approval of Adult Education's MOU with Harper Rand to expand CTE offerings, noting these certifications will increase employment opportunities for adults. She reflected on the uncertainty surrounding potential federal funding cuts to adult education and shared that the FY 2026 Labor, Health and Human Services, Education, and Related Agencies funding bill was signed on February 3rd. She emphasized that union advocacy continues, citing ongoing labor actions and organizing efforts across the Bay Area and nationally, and respectfully requested continued community support for unions.

South San Francisco Classroom Teachers Association – Shari Giusti, President of SSFCTA, reported that Buri Buri teachers expressed appreciation for their principal's advocacy, Martin Elementary noted positive integration of the wellness counselor and upcoming friendship groups, and Sunshine Gardens highlighted efforts to build capacity for academic discourse under the leadership of their ILT. She also announced that Charlotte Gonzalez of Martin will lead a new equity team through the association to encourage greater teacher involvement. Ms. Giusti stated that SSFCTA is supporting United Educators of San Francisco and other regional teacher unions advocating for fairness in wages and benefits.

She raised concerns regarding the new paycheck reporting system, requesting continued access to prior pay stub records from the previous system. She also reported that certificated staff sick leave and personal days are being deducted

at seven hours instead of 6.5 hours, noting this issue affects multiple staff members. Ms. Giusti requested a full audit and districtwide correction rather than individual fixes, along with clear communication to teachers about steps being taken to resolve the matter.

California School Employees Association Chapter 197 – None

I. PERSONNEL COMMISSION

Mr. Hannon announced that the next Personnel Commission meeting will be held on Monday, February 23, 2026, at 5:00 p.m. in the District Office boardroom.

J. ITEMS FROM THE BOARD

Trustee Lam announced that the City and School Subcommittee meeting is scheduled for March 25th at 3:30 p.m. at the old City Hall. She noted that President Murray and herself will attend the meeting along with City representatives, including the new City Manager, Laura Snideman.

President Murray announced that the Facilities Committee meeting will be held on February 19th at 4:00 p.m. at the District Office.

Trustee Anthony announced that the Bylaws Committee meeting is scheduled for Friday, February 20th at 3:00 p.m. in the District Boardroom.

President Murray reported that she attended the California School Boards Association (CSBA) Board of Directors meeting as part of her role as a CSBA director. She explained that California School Boards Association is a nonprofit organization that supports school board members statewide by providing governance training, policy guidance, best practices, advocacy, and professional learning. She noted that CSBA serves approximately 5,000 board members across about 1,000 school districts, supporting decisions that impact millions of students and educators. President Murray emphasized that CSBA's mission centers on strengthening effective governance through training and informed leadership.

K. SUPERINTENDENT'S REPORT

a. **Introduction of Spring Student Trustee Ruiz** – Superintendent Moore shared that the incoming spring trustee, Isabelle "Izzy" Ruiz, was unable to attend the meeting due to illness. Her formal introduction will be postponed to the next board meeting when she is present.

b. **Other** – Superintendent Moore acknowledged the recent student walkouts, noting that many students were personally affected by national issues. She praised them for using their voices thoughtfully and courageously, reflecting the district's Portrait of a Graduate values:

learning, engagement, navigating challenges, and impacting their communities. She emphasized the district's ongoing commitment to being a welcoming, safe, and supportive environment for all students and families, ensuring respect, dignity, and belonging.

Additionally, Superintendent Moore announced the upcoming Bay Area Standards Institute Conference, June 8–11 at Menlo College in Atherton. This event is particularly important for certificated staff, focusing on aligning around Priority One: Exceptional Instruction, and she encouraged strong participation from South San Francisco Unified School District staff.

L. STUDENT TRUSTEE REPORTS

1. Jasmine Chang, ASB Vice President and a junior at El Camino High School, provided the student report on behalf of Izzy Ruiz. In honor of Black History Month, ethnic studies students created educational door posters to teach the history behind the month. ASB also hosted the ICC Food Court on February 16, where clubs represented their cultures and communities through food, and they are collaborating with the Chinese Cultural Club to celebrate Lunar New Year with traditional treats and educational resources. During Counselor Appreciation Week, students wrote heartfelt messages to thank the counseling team for their support.

   In music and arts, National Jazz Day featured a collaborative performance with the middle school bands, and the choir, along with ASB, sold singing grams and flower bouquets for Valentine's Day. The band will also host a game night on February 20 from 6:00 to 9:00 p.m. In athletics, the wrestling team celebrated Senior Night after a near-undefeated season, while soccer and basketball teams had spirit weeks leading up to Senior Nights and rival games, including a staff versus student basketball game.

   Lastly, Jasmine announced that the 2026 Prom will be held on April 11 at San Francisco City Hall with the theme City of Stars, inspired by La La Land.

2. Jaimelyn Ochoa, Fall Student Trustee and ASB President SSFHS began her update highlighting Valentine's Day. She shared that the school is hosting its annual "Marriage in the Quad" tradition, where students can participate in fun, themed ceremonies officiated by Mr. Skold and Mr. Capitan. Participants will receive certificates, ring pops, and digital photos, and enjoy activities including cookie decorating, candy guessing, Valentine grams, and craft options such as love books, customized cards, or bracelets.

   As winter sports wrap up, Jaimelynn congratulated all athletes, noting the boys' soccer team's senior night, the girls' varsity soccer team's 4-0 victory over El Camino, and both boys' and girls' basketball teams' recent senior nights. The basketball teams are preparing for the annual hoops game

against El Camino, encouraging supporters to wear blue.

ASB elections are underway with a competitive field of candidates, and voting will conclude next Friday with results announced that same day. The school's prom is scheduled for Saturday, April 18 at the Great American Music Hall, themed A Night in Wonderland, with tickets starting at $115 and increasing over time.

South City also concluded History Day Week, with 22 projects advancing to the county competition, including podcasts, websites, live performances, documentaries, and exhibits. Students demonstrated the commitment to learning emphasized in the district's Portrait of a Graduate. Additionally, 8th Grade Parent Night was hosted last week, with ASB students providing campus tours and information about clubs, sports, and ASB commission opportunities for incoming freshmen. Jaimelynn closed her report by wishing a happy Lunar New Year to those who celebrate.

M. PUBLIC COMMENTS

Victor D. Silva, SSF community member, shared reflections on his personal connection to the district, noting that it has been 60 years since he attended Southwood Junior High. He highlighted his career, including teaching at Martin Adult School, and described himself as a district "success story." He expressed inspiration from the South City and El Camino High School students who participated in the January 30th walkout, calling them globally conscious and community-minded. He referenced the district's five-year strategic plan, noting that it acknowledges the needs of socioeconomically disadvantaged students, 49.6% at South City High and 30% at El Camino High, are not being fully met. Mr. Silva emphasized the importance of creating structured opportunities for student leadership and engagement, and suggested a community symposium to explore solutions for student success. He concluded by underscoring the value of caring and support for students, quoting Benito Martinez: "Love is a powerful thing and it starts with caring," and encouraged the district to demonstrate support for students' initiatives.

Lauren Kitchen shared information on the SSF Education Foundation, a volunteer-run nonprofit operating for four years. She highlighted the Foundation's Community Transitions event, which supports families with resources for transitioning between school levels, including kindergarten readiness, middle and high school, and college preparation. This year, the event has expanded in partnership with the district to include workshops on after-school childcare, registration and transfers, literacy, IEPs, student support programs, mental health, math, dual enrollment, substance education, and FAFSA assistance. Sessions will be offered in English and Spanish, and all activities are free to families. Ms. Kitchen invited the Board to attend the event on Saturday, February 28, at South San Francisco High School, noting staggered start times: 8:30 a.m.

for kindergarten readiness and 9:30 a.m. for middle and high school sessions. She thanked the district for its support.

President Murray asked how information about the event is being communicated to families.

Ms. Kitchen explained that details are shared via ParentSquare, Peachjar, school principals' messages, social media, and the South City newsletter. She also offered to provide flyers to Board members for sharing on their own social media channels.

N. INFORMATION ONLY PRESENTATIONS

1. TEACHING & LEARNING

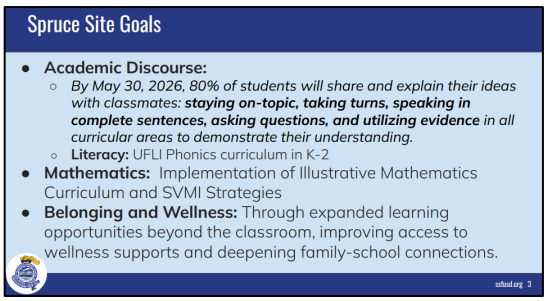
a. Teaching and learning presentation: Spruce Elementary

Dr. Campbell introduced Principal Angelica Garduño Fletes who shared educational priorities and programs at Spruce Elementary.

Introduction & Site Goals
Principal Garduño welcomed the Board, Cabinet, SSFUSD community, and viewers. She shared an update on Spruce Elementary School's progress toward the Portrait of a Graduate goals, guided by the district's core values and priorities.

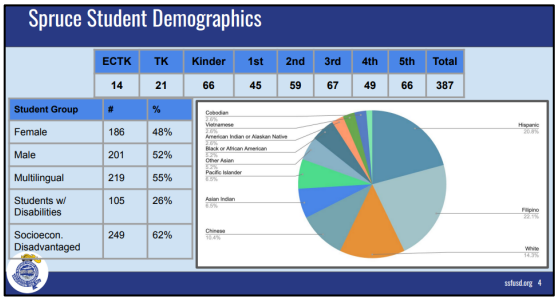
She highlighted site goals in academic discourse, including developing students' collaborative communication through peer-to-peer discussions. For literacy, Spruce is implementing the UFLI Phonics curriculum in all K–2 classrooms to strengthen foundational reading skills. In mathematics, the school is using the Illustrative Mathematics curriculum supplemented with SVMI strategies to deepen mathematical thinking and problem-solving. Educators are learning IM's language routines and discussion protocols to support academic discourse.

Principal Garduño also noted the addition of a wellness counselor to directly support students and families, and emphasized ongoing communication with families via ParentSquare and continued field trip experiences.



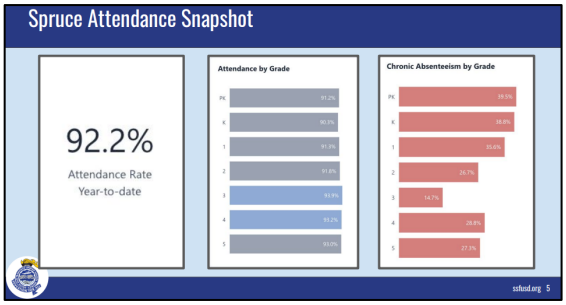
Demographics

Principal Garduño reported that Spruce Elementary serves 387 students (388 as of this week), of whom 55% are multilingual learners, 62% are socioeconomically disadvantaged, and 26% have an IEP. She highlighted supports for family engagement, including translation devices provided by the district and bilingual English/Spanish office staff who communicate directly with families daily.



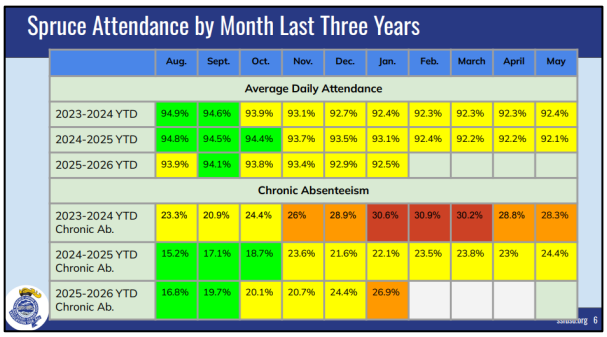
Attendance

Principal Garduño reported that Spruce Elementary School's year-to-date attendance rate is 92.2%, with grade-level rates ranging from 90.3% to 93.9%. She noted that chronic absenteeism remains a significant challenge, particularly in the primary grades.



Current-year performance is consistent with previous years. A significant number of absences are due to illness,

emphasizing the distinction between unavoidable health-related absences and chronic absenteeism stemming from other barriers. Moving forward, the school plans to conduct empathy interviews with families experiencing chronic absenteeism to better understand their circumstances and develop more targeted support.

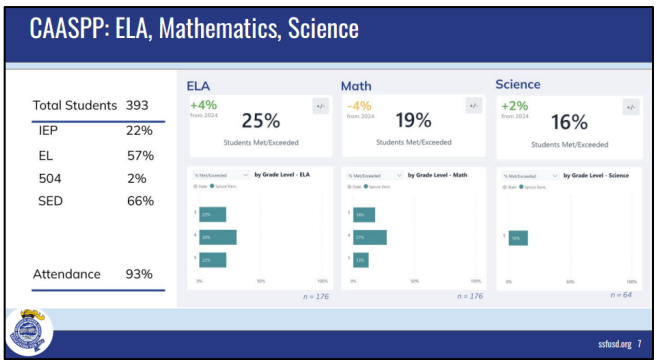


Spruce Attendance by Month Last Three Years

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Average Daily Attendance										
2023-2024 YTD	94.9%	94.6%	93.9%	93.1%	92.7%	92.4%	92.3%	92.3%	92.3%	92.4%
2024-2025 YTD	94.8%	94.5%	94.4%	93.7%	93.5%	93.1%	92.4%	92.2%	92.2%	92.1%
2025-2026 YTD	93.9%	94.1%	93.8%	93.4%	92.9%	92.5%				
Chronic Absenteeism										
2023-2024 YTD Chronic Ab.	23.3%	20.9%	24.4%	26%	28.9%	30.6%	30.9%	30.2%	28.8%	28.3%
2024-2025 YTD Chronic Ab.	15.2%	17.1%	18.7%	23.6%	21.6%	22.1%	23.5%	23.8%	23%	24.4%
2025-2026 YTD Chronic Ab.	16.8%	19.7%	20.1%	20.7%	24.4%	26.9%				

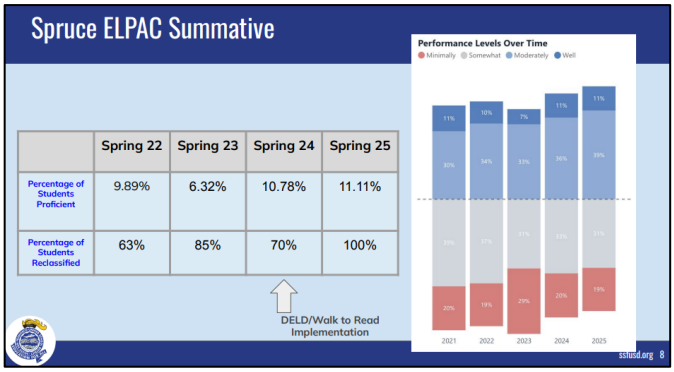
CAASPP

Principal Garduño reported that the 2024–25 ELA CAASPP results showed a four-percentage point increase from the prior year, while mathematics results reflected a four-percentage point decrease. She noted that the prior year was a pilot year for Illustrative Mathematics in third and fifth grades, which likely affected performance as teachers and students adjusted to the new curriculum and instructional approach. This data highlights the need for continued support for educators, particularly around IM language routines and instructional practices. Principal Garduño acknowledged the ongoing support provided by the math TOSA and the Teaching and Learning team, and highlighted the addition of an instructional coach this year who has been supporting teachers during full implementation. Science CAASPP results showed a two-percentage point increase from the prior year. Overall proficiency rates reinforced the urgency of the district's priorities, including the implementation of research-based curriculum and a focus on academic discourse to accelerate student learning and close achievement gaps for the district's diverse student population.



Summative ELPAC

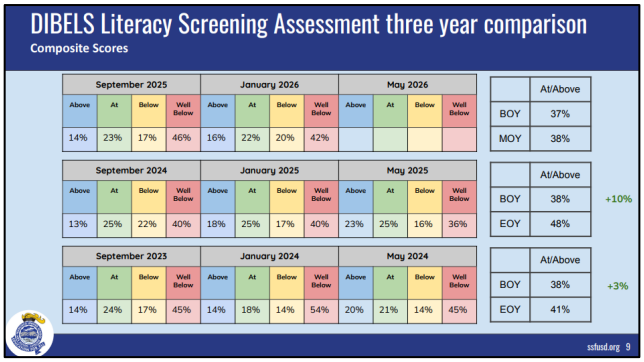
Principal Garduño reported that the percentage of English learners scoring proficient on the ELPAC Summative has shown growth over the past several years, reaching 11.11 percent in spring 2025. She highlighted the school's reclassification results, noting that all students who scored a four on the spring 2025 ELPAC were successfully reclassified, with the exception of one student who moved away from Spruce. Principal Garduño attributed these improvements to the implementation of designated English Language Development and the Walk to Read model.



DIBELS

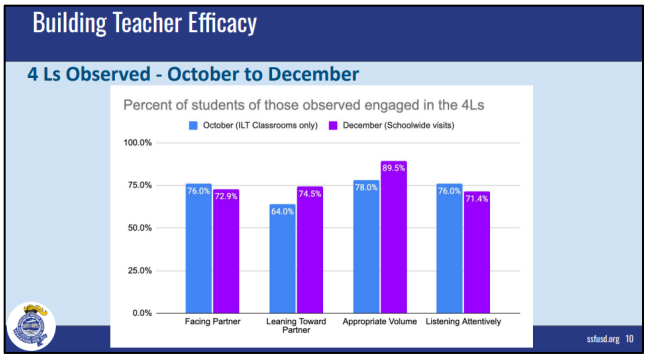
DIBELS literacy composite scores in 2024–25 showed a significant 10 percentage point gain, representing the school's strongest year of growth. She shared that the goal for 2025–26 is to maintain or exceed this level of performance. This work is led by reading specialists Aura Jose and Dr. Carly Humphrey, who collaborate with grade-level teams one to two times per month during Legarza PE time to focus on reading groups and literacy instruction. She also noted that reading fluency is being strengthened through the implementation of UFLI readers, which kindergarten through second grade students take home for practice. To

support families who do not read English, reading specialist Dr. Humphrey records herself reading each book weekly, and teachers share the recordings with families through ParentSquare.

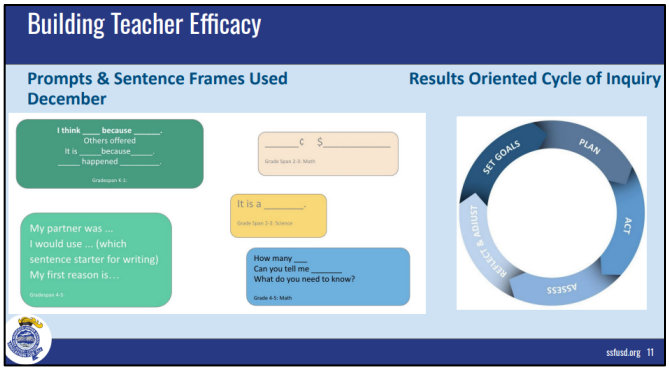


Building Teacher Efficacy

At the beginning of the school year, the Spruce and Sunshine Gardens Instructional Leadership Teams participated in professional learning with partners in school innovation during an ILT retreat. Through this work, the teams developed a shared understanding of the role of the Instructional Leadership Team, established norms through a team charter, and created a theory of action to guide instructional goals aligned with the district priority on academic discourse. Using strategies from designated English Language Development instruction, classroom observations were conducted to measure student engagement using Kate Kinsella's 4 L's of productive partnering. Data were collected at two points in time, and the teams will continue monitoring these behaviors and refining partner talk structures to ensure students consistently demonstrate all four components, supporting both oral language development and academic achievement.

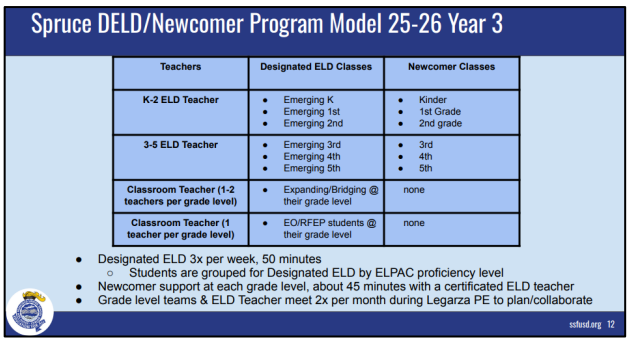


Principal Garduño shared that the school is also collecting data on how teachers support student conversations, citing examples of prompts and sentence frames observed during instructional walkthroughs. She noted that the Instructional Leadership Team has developed and is implementing a progression of sentence frames from kindergarten through fifth grade to help students engage in meaningful conversations and build understanding. She explained that the ILT engages in monthly, results-oriented cycles of inquiry focused on student learning outcomes, which allows the team to learn from successes, identify areas for improvement, develop targeted solutions, and monitor their impact on students. Principal Garduño also shared that administrators have been conducting instructional rounds at different schools, and following the Spruce visit, a need was identified to deepen learning around discussion prompts. The ILT is currently addressing this focus within its ongoing cycle of inquiry, and she thanked Paula from the PSI team for her guidance.



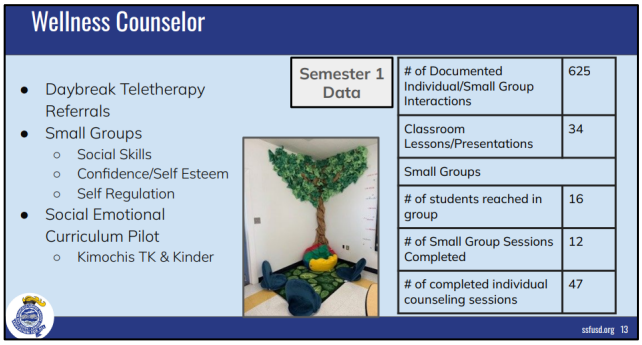
DELD/Newcomer Program

Spruce is in year three of its designated English Learner newcomer model and continues to refine how English Learner teachers lead grade-level collaboration twice a month during Legarza PE time to plan instruction and continuously evaluate student progress. She shared that ELD teachers Monica Gonzalez Lopez and Andrea Tunkett, MLL TOSA Nahal Pacheco, and reading specialist Aura Jose recently presented at the San Mateo County Office of Education, where they shared Spruce's model and provided insight to other educators on creative approaches to supporting multilingual learners at their school sites.



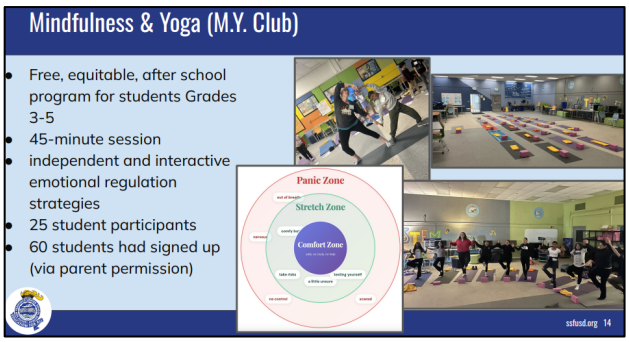
Wellness Counselor

This year marks a significant milestone with the addition of a wellness counselor, Ms. Avery Takaha, who is providing critical supports to students at the site. Principal Garduño reported that the school has begun piloting Kimochis, a social-emotional learning curriculum for young children that uses stuffed character toys and emotion pillows to teach students how to recognize and positively communicate their emotions.



Mindfulness & Yoga (M.Y. Club)

Principal Garduño shared that M.Y. Club (Mindfulness and Yoga) is led by fifth grade teacher Ms. Bromann and is a 45-minute after-school program for students in grades three through five. The program features themed sessions focused on emotional regulation strategies, yoga, and mindfulness, encouraging students to engage in their “stretch zone.” Through her master’s in education practicum project next year, Ms. Bromann hopes to expand the program to include a once-a-month bilingual family session, sessions for teachers, and an additional program for students in grades one and two.



Spruce Student Life

Principal Garduño shared that students bring energy and leadership to the school through opportunities that combine fun and learning. She highlighted the Safety Patrol team, led by fourth grade teacher Mr. Summers, as well as the newly formed LEAD team, started last year and led by fourth grade teacher Mr. Malunay. The LEAD team, composed of fourth and fifth grade students, serves as school ambassadors and assists with the implementation of events such as the Winter Festival, Math Festival, and other school activities.



Career Day

Career Day was held in November and provided students with the opportunity to freely ask questions of guest presenters to learn more about possible future career options, with special appreciation extended to the SSFUSD Business Department for participating



HandsOn Bay Area (HOBA)

HandsOn Bay Area and Genentech brought 100 volunteers to the campus in June to complete several beautification projects, including improvements to the cafeteria, painting projects, enhancements to the garden and wellness center, and updates to the Little Library.

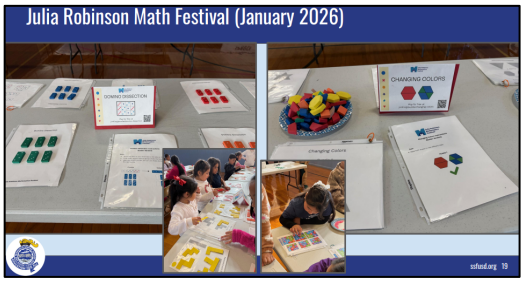


Principal Garduño noted that HandsOn Bay Area and Kaiser participated in the MLK Day of Service, bringing 45 volunteers to work on the school garden. Activities included pruning lemon trees, with Trustee Anthony assisting on a ladder while Superintendent Dr. Moore supervised to ensure safety. Other volunteers included Congressman Kevin Mullin, Assembly Member Diane Papan, and South San Francisco Councilmember James Coleman.



Julia Robinson Math Festival

Principal Garduño shared that the school hosted its first Julia Robinson Math Festival, providing students with the opportunity to engage in interactive and enjoyable math activities supported by staff and parent volunteers.



Enhanced Security

The school now has a new gate, making it a fully closed campus. Visitors during the school day must press a button on the gate, and once verified by the office, they are granted entry.



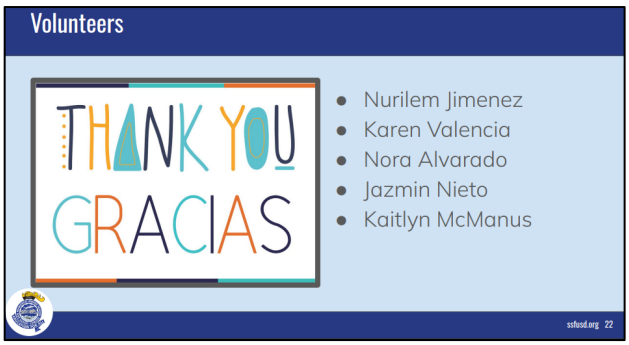
Staff

Principal Garduño acknowledged that none of the work at Spruce could happen without the dedication of the entire staff. She thanked them for their efforts in supporting the students' futures, noted that she learns from them every day, and expressed gratitude for the trust they place in her.



Volunteers

Principal Garduño took a moment to acknowledge a small group of volunteers who were unable to attend the meeting expressing gratitude for their time and continued support.



Trustee Anthony praised the use of data to guide instructional practices, highlighting the multiple ways data is being collected and applied across the school day. She expressed enthusiasm for the 4 L's concept, the designated ELD model, and the recognition Spruce has received at the county level, noting the positive impact on students who need additional support. She also acknowledged the wellness counselor.

Trustee Lam echoed Trustee Anthony's sentiments, congratulating Principal Garduño on the ASCA Principal of the Year award for elementary schools and praising the implementation of the designated ELD and Walk to Read programs. She noted the impressive 100% reclassification rate for multilingual learners and expressed excitement about continued progress.

Trustee Hsieh recognized the school's comprehensive approach, including teacher support, ELD expansion, newcomer services, student wellness initiatives, service-learning partnerships, and campus safety efforts, emphasizing the whole-child approach.

Trustee Richardson acknowledged the importance of campus safety measures, remarked on the demographics of the student body, appreciated the yoga program, and noted the garden as a positive feature.

President Murray congratulated Principal Garduño on the region 5 ACSA Principal of the Year award and reflected on the growth of the newcomers program since Garduño first

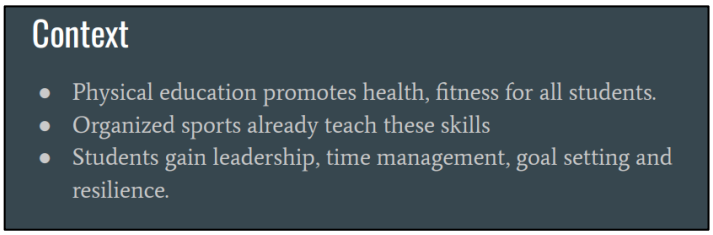
became principal, noting the significant progress and impact on students.

b. Student presentation: Athletics and P.E. Credits

South San Francisco High School Junior, Yunn Lee presented information on Student Athletics and eligibility for Physical Education credit.

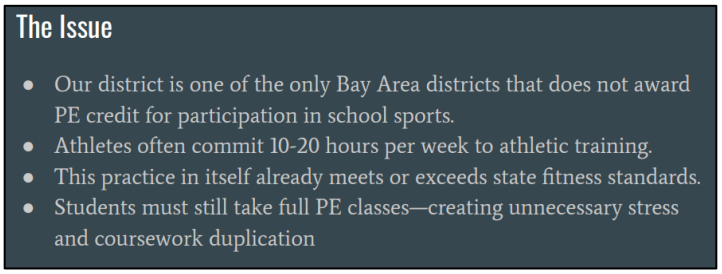
Introduction
Student Yunn Lee, a junior at South San Francisco High School, thanked the board, administration, and community for the opportunity to speak. Representing Students for Change, Lee noted that she had taken time off work to present because the issue is important both personally and for the community, and that some points were submitted in December but would be addressed verbally during this meeting.

Yunn Lee explained the context of her presentation, noting that physical education (PE) promotes health and fitness for all students and that organized interscholastic sports already address many of these goals. She highlighted that students develop leadership, time management, goal-setting, and resilience through these activities. Lee referenced an existing Education Code that allows PE credit for district interscholastic athletics with comparable time and exertion, but pointed out that the district currently lacks an operational process to implement this. She also acknowledged concerns raised by administration regarding staffing, PE identity, implementation, and labor implications, and indicated a desire to discuss possible solutions.



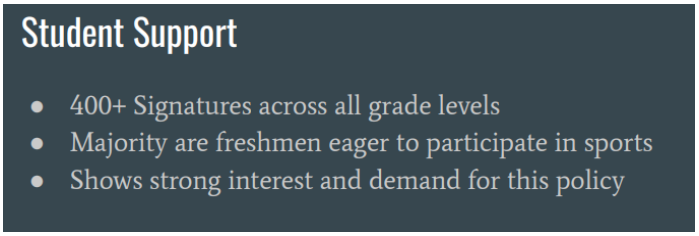
Issue
Lee noted that students already experience limited access to electives. She shared that she had asked classmates and other high school students about elective availability, and the consensus was that there were not enough options. She

highlighted that PE class sizes are often large, ranging from 40 to 50 students, and suggested that smaller or moderate class sizes would benefit both teachers and students by allowing higher-quality instruction. Lee also pointed out that some students face duplicated physical requirements, such as varsity athletes who must participate in conditioning in addition to regular PE classes, which contributes to student burnout. She emphasized that awarding PE credit for athletic participation would reduce stress, reward effort, encourage school sports participation, and support community building. Lee added that the district is one of the few in the Bay Area that does not currently award PE credit for participation in school sports, despite athletes committing 10 to 20 hours per week to training, which already meets or exceeds state fitness standards



Student Support

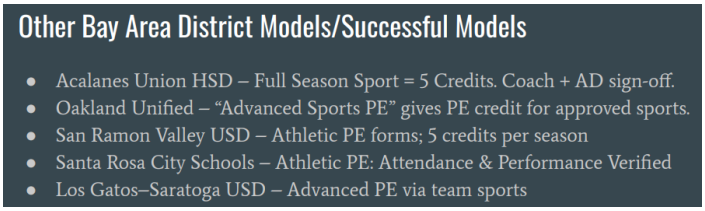
Lee added that she has strong student support for this proposal, having submitted petitions with over 400 signatures from students across all grade levels. She noted that the majority of these supporters are freshmen eager to participate in sports, emphasizing that the effort has genuine interest and engagement. She also mentioned that board members have likely received emails from other student representatives highlighting the need for this change.



Bay Area District Models

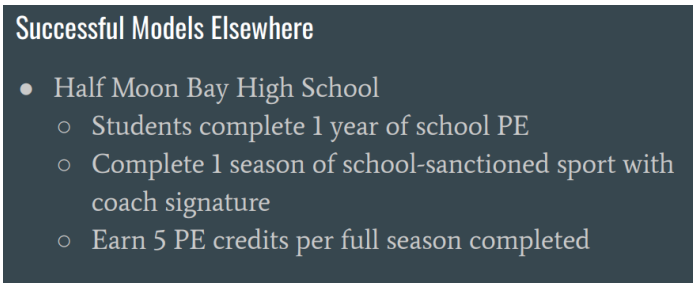
Lee also highlighted a specific example of a senior student who last year had to take first-period and second-period PE, totaling three hours of physical activity in one day, in addition

to playing varsity basketball during the winter season. She emphasized that this creates a significant workload for students. Lee noted that other Bay Area districts have already implemented models awarding PE credit for full-season sports participation. She cited Acalanes Union, which offers a full-season sport equaling five credits (one semester of PE), Oakland Unified with its advanced sports PE option that grants credit, and additional districts including San Ramon Valley USD, Santa Rosa, and Los Gatos-Saratoga USD as examples of successful implementation.

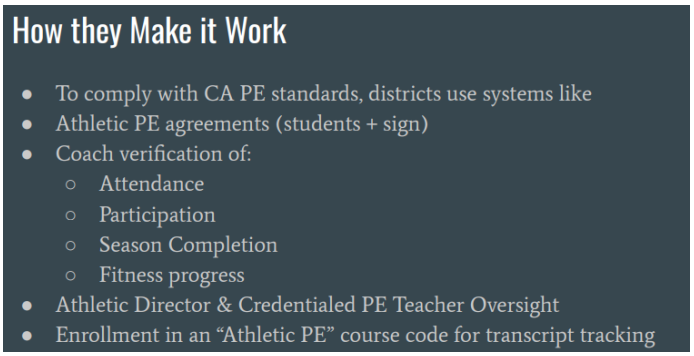


Successful Models Elsewhere

Lee also shared the model used by the nearby Half Moon Bay High School. At that school, students complete one year of mandatory 9th-grade PE and may earn one semester of PE credit by completing a season of a school-sanctioned sport, verified with a coach's signature.

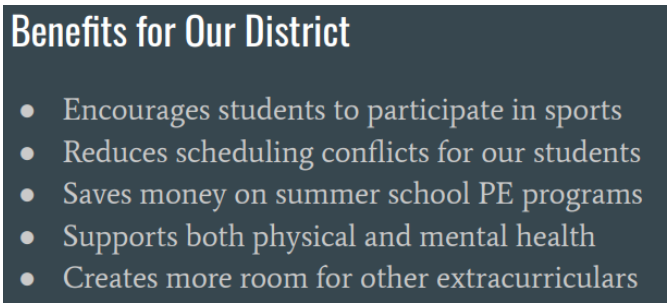


Lee explained that these districts meet PE standards through several structured measures. They use athletic PE agreements, require coach verification of attendance, and track a minimum number of required hours. Oversight is provided by the athletic director and a credentialed PE teacher, and students are enrolled in an athletic PE course code to ensure proper transcript tracking.



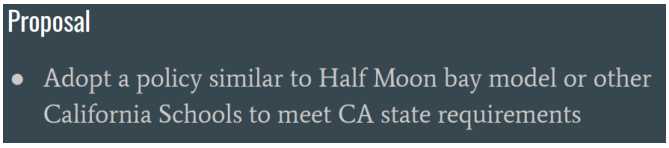
Benefits for SSFUSD

Implementing PE credit for student athletes would greatly benefit the district because it directly serves students' needs. It would encourage participation in sports, reduce scheduling conflicts, and lessen the stress caused by traveling for competitions while also managing PE requirements. This approach could save money on summer school PE programs, support both physical and mental health, and create space for additional extracurriculars and elective options.



Proposal

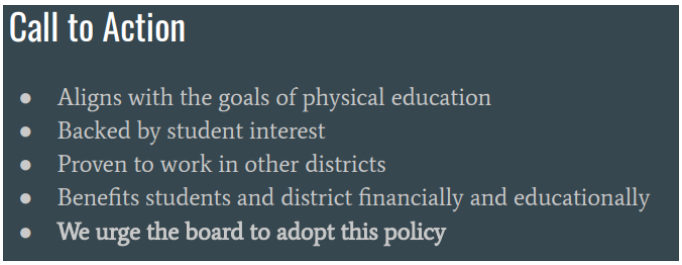
Lee proposed that the board adopt a policy similar to the other districts she mentioned.



Call to Action

Lee requested that staff be directed to form a cross-functional committee during the 2026–2027 school year. The committee would develop operational procedures under BP 6146.11 and return with a pilot plan, including safeguards and impact metrics. She emphasized the importance of reviewing an

impact report first, suggesting a pilot program as an initial step, and she also requested that students be included in the committee process, highlighting that this policy is of strong interest to the student body.



Trustee Hsieh thanked Yunn Lee and Students for Change for presenting such a thoughtful and well-prepared proposal, noting that Lee clearly explained how student-athletes often spend 10 to 20 hours per week in sports while still taking multiple PE classes, creating unnecessary stress. She highlighted the thorough research Lee shared showing how other Bay Area districts successfully offer PE credit for athletics with proper oversight, accountability, and compliance with state standards. Trustee Hsieh also appreciated that Lee addressed scheduling conflicts, financial implications, and student wellness, reflecting meaningful student leadership and civic engagement.

Trustee Anthony asked if Lee had connected with students at El Camino or Baden, and Lee confirmed she would reach out to them and noted there was interest from El Camino students, adding that some emails had already been sent from students at other schools supporting this proposal. Trustee Anthony also referenced the Education Code allowing exemptions for students who pass the ninth-grade Physical Fitness Test, and Dr. Moore confirmed this test is administered as part of ninth-grade PE. Trustee Anthony shared personal context from her own high school experience and emphasized the importance of considering alternatives for student-athletes, such as excusing them from PE on game days.

Trustee Richardson expressed support for Lee's advocacy and sought clarification about how PE requirements could be adjusted for athletes. Lee explained potential alternatives, including the Halfmoon Bay model, which removes the 10th-grade PE requirement if students complete two seasons of a

school-sanctioned sport with verified hours. Trustee Richardson also asked about training in sports skills normally taught in PE, and Lee confirmed that foundational skills are provided during freshman-year PE. She emphasized that concerns about too many elective options often come from staff, not students.

Trustee Lam praised Lee's thorough research and engagement with fellow students, acknowledging the need to balance general PE offerings with athletics participation. Trustee Lam suggested offering elective credit for sports participation on transcripts to recognize student effort and support college applications. Trustee Lam also encouraged including student voices beyond just athletes to ensure broad perspectives are considered.

President Murray thanked Lee for her comprehensive report, noting the board had received numerous emails from students and appreciated the well-researched proposals.

Dr. Moore highlighted that Director Roxanna Villasenor has been collaborating directly with Lee and that the district is committed to exploring operational processes to implement this policy, emphasizing that the focus is on operationalizing existing policy.

Trustee Lam reiterated the importance of including students in the committee process, ensuring that voices from both athletes and non-athletes are represented, and President Murray confirmed that student participation would be included.

2. STUDENT & FAMILY SERVICES

a. Expanded Learning Opportunities Program (ELOP)

Dr. Moore introduced ELOP Coordinator, Vincent Chandler, who presented a snapshot and overview of the ELO-Program.

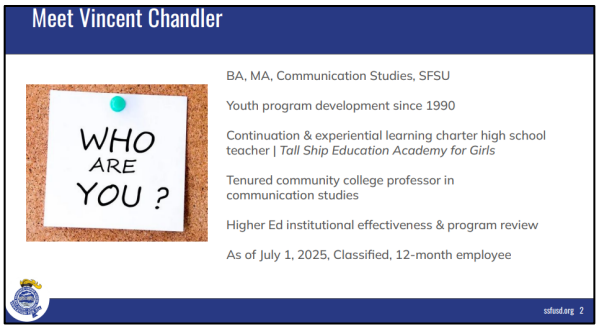
Introduction

Mr. Chandler introduced himself as the coordinator of the ELO-Program and shared a personal anecdote from Disneyland, describing a four-year-old child whose joy, engagement, and curiosity embodied the kind of thriving the

district aims to support in all students. Mr. Chandler emphasized that the district's goal is to phenomenally engage and help students flourish, particularly through before- and after-school programs and expanded learning opportunities.

He explained that these programs are built on three foundations: holistically delivering robust curriculum and assessment outside the regular school day, providing engaging and meaningful experiences, and ensuring healthy adults at well-supported organizations are guiding the learning. Mr. Chandler stressed that this is the district's identity and approach through ELOP and other after-school programs. He then noted that while the board already has the slide deck, he would provide a high-level overview, highlighting that the district is beginning to implement programs in ways that are innovative and, in some cases, surpass the practices of other school districts.

Mr. Chandler shared that he brings over 20 years of experience in instructional and educational leadership, as well as expertise in institutional effectiveness and program review from his work at Skyline College. He noted that he began his role as coordinator of the ELOP on July 1st, 2025.

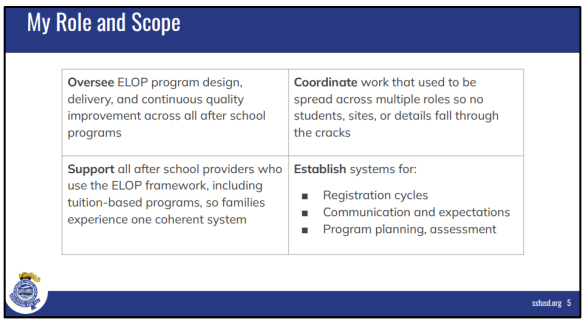


Mr. Chandler emphasized that he approaches program management through the lenses of advocacy and equity. He highlighted that delivering high-quality programs in the district is not only about supporting students but also about promoting equity and activism, ensuring that all children have access to excellent learning opportunities while collaborating closely with his colleagues.



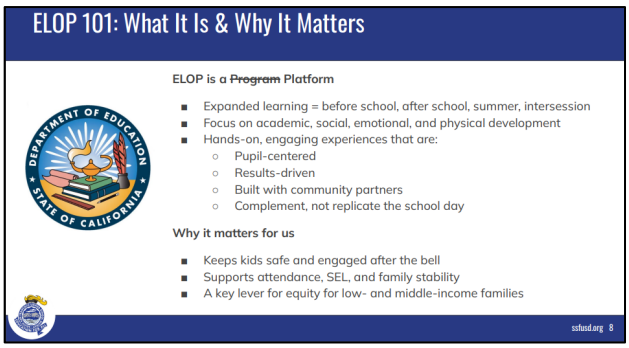
Role & Scope

Mr. Chandler described his role as overseeing the ELO-Program design and supporting all afterschool providers who operate within the ELOP framework. He coordinates work that was previously spread across multiple roles, establishing systems for registration cycles, communication, expectations, program planning, and assessment. His approach emphasizes partnership rather than policing, working alongside principals and providers to ensure student wellness, well-being, belonging, safety, and joy. He also focuses on fostering healthy working conditions and psychological safety for both staff and students, while maintaining the integrity of robust, high-quality programs.

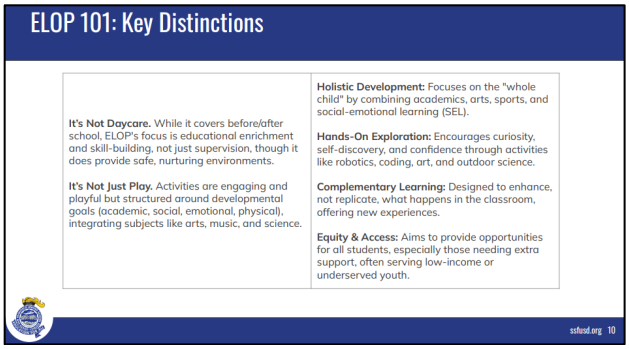


ELOP 101

Mr. Chandler highlighted the purpose and value of ELOP, emphasizing that it is much more than play or childcare. The program includes tutoring, homework support, and academic enrichment, providing a comprehensive approach to student learning beyond the regular school day.

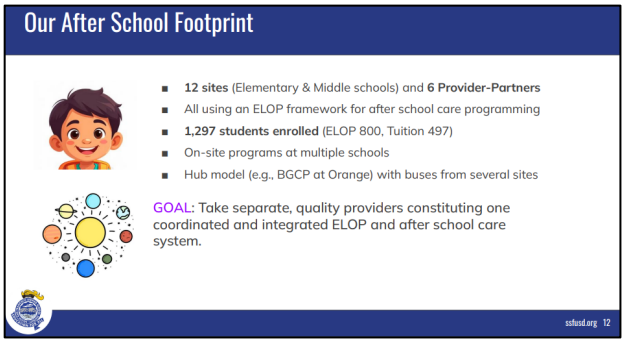


He explained that ELO-Programs, both fee-based and district-supported, offer holistic development through hands-on exploration, complementary learning, and equity-focused program design. These distinctions set ELOP apart from typical childcare or afterschool options.



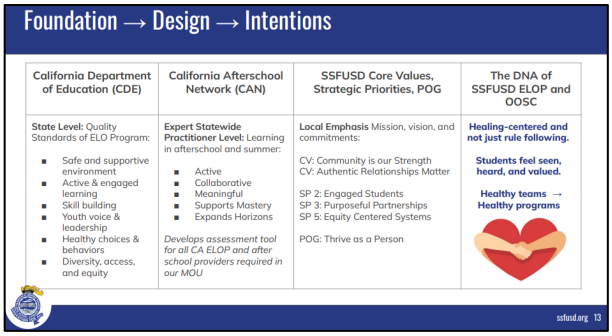
<u>After School Footprint</u>

Mr. Chandler shared details about the district's afterschool program structure. There are 12 sites across elementary and middle schools, supported by six provider partners using the ELOP framework. In total, approximately 1,300 students are served, 800 in ELOP and 500 in tuition-based programs. Despite differences across sites and partners, all programs are coordinated to ensure consistent quality and integration.



Foundation-Design-Intention

He highlighted that the district goes beyond minimum CDE standards, incorporating guidance from California After School Network experts to continually refine programming. The assessment tools and intentional design ensure programs are healing-centered, prioritize student well-being, and foster a culture where students feel seen, heard, and valued. Programs also emphasize healthy teams and strong partnerships.



Current Providers

Mr. Chandler recognized the current provider partners, noting their outstanding contributions to delivering high-quality ELOP programming across all sites.



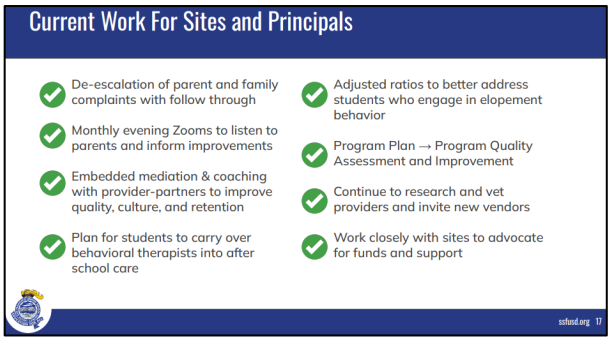
Provider Partnerships

He outlined plans for leveraging national and community-based partners to strengthen and expand program impact. The focus remains on delivering robust, healing-centered programs that support student flourishing, safety, and engagement, while also attending to nutrition and overall wellness.



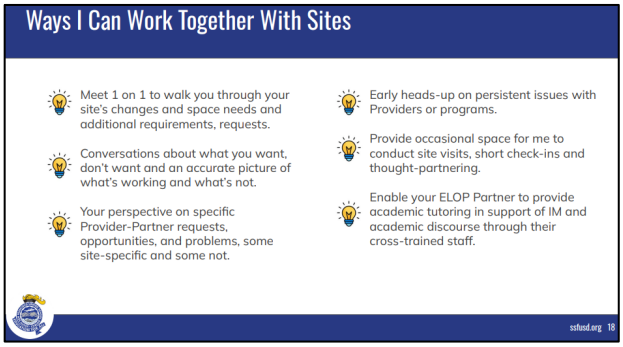
Current Work for Sites and Principals

Mr. Chandler described his work with principals, highlighting opportunities for alignment and support. He emphasized meeting families where they are, whether in person or via virtual listening sessions, and ensuring their feedback is incorporated into district-level decisions and improvements in programming. Families receive updates within 30 days on how their input is used.



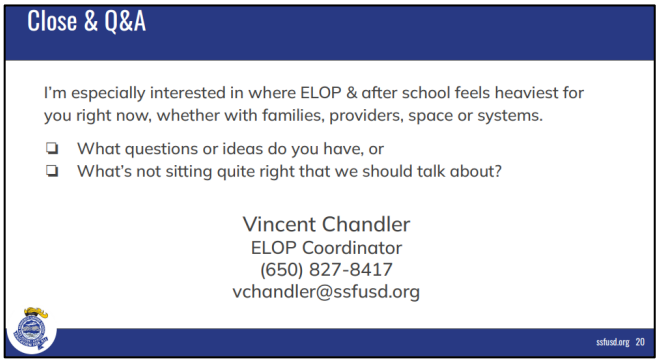
School Partnerships

He noted that he meets regularly with school leadership to identify site-specific needs, successes, and challenges, helping principals develop customized approaches to maximize program effectiveness.



Conclusion

Mr. Chandler concluded by inviting ongoing dialogue and feedback from both staff and families. He emphasized that the more input he receives, the better the district can strengthen ELOP programming and continue to deliver high-quality, differentiated services that set this district apart from others.



Trustee Anthony expressed appreciation for Mr. Chandler's enthusiasm and dedication to the role. She highlighted the importance of having a point of contact for providers, noting that families had previously asked for better coordination and earlier communication regarding enrollment. She praised Mr. Chandler for bringing accountability and investment to providers, and for making progress toward more effective systems that benefit students.

Trustee Hsieh commended Mr. Chandler for a clear and thoughtful overview of ELOP, emphasizing the program's impact across nearly 1,300 students at 12 sites. She recognized the coordination and collaboration under his leadership, as well as the focus on student wellness and behavior supports. She noted that ELOP is more than an afterschool program.

Trustee Richardson thanked Mr. Chandler and expressed interest in visiting an ELOP site to see the program in action firsthand.

President Murray thanked Mr. Chandler for his presentation and acknowledging his contributions to the district's expanded learning programs.

The Board recessed at 8:31 p.m. and reconvened at 8:41 p.m.

O. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

1. BUSINESS SERVICES

a. Los Cerritos ES Modernization & Interim Housing

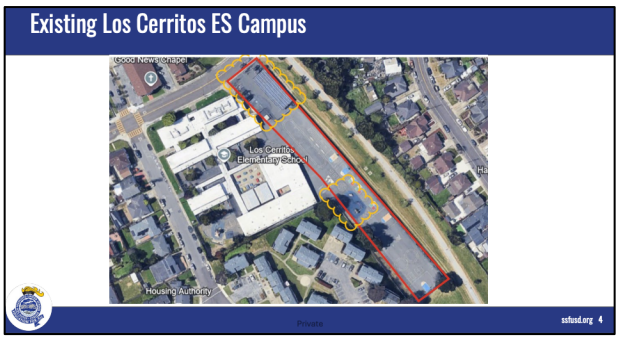
Introduction

Assistant Superintendent Ted O introduced co-presenter Director Lori Shelton and explained that they would present staff's recommendations for the Los Cerritos ES Modernization and Interim Housing Project. He provided background, noting that during the Project Assessment Phase, staff confirmed the campus boundaries and discovered that the staff parking and student play yard areas are owned by the San Francisco Public Utilities Commission (SFPUC). He further explained that the district's Land Use Permit for the SFPUC property is not current and that the current use does not align with permit limitations. Additionally, the SFPUC property cannot be used for interim housing during construction. Mr. O. noted that at the March 27, 2025 Special Board Meeting, the Board was briefed on these findings and provided direction for staff to perform an interim housing study to identify potential options at other campuses. Based on the results, staff would present their recommended modernization and interim housing option.

Mr. O outlined the agenda, which included a recap of the existing campus, the staff recommended modernization option, the staff recommended interim housing option, cost, timeline, and recommendation, and next steps.

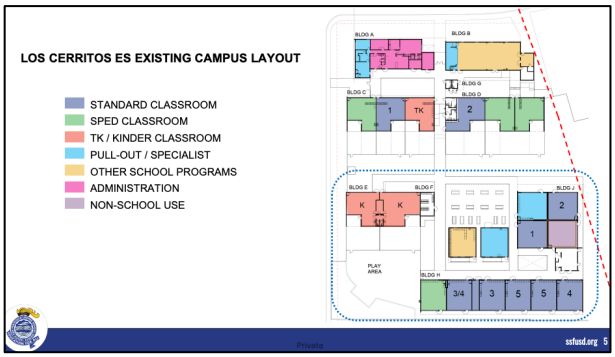
Existing Los Cerritos Campus

Director Shelton presented an aerial view of the Los Cerritos campus, showing the SFPUC property outlined in red. Yellow bubbles indicated the parking area with solar panels and the play structure. She noted that the solar panels would need to be removed, while the parking and play structure could remain, and the SFPUC property would continue as is.



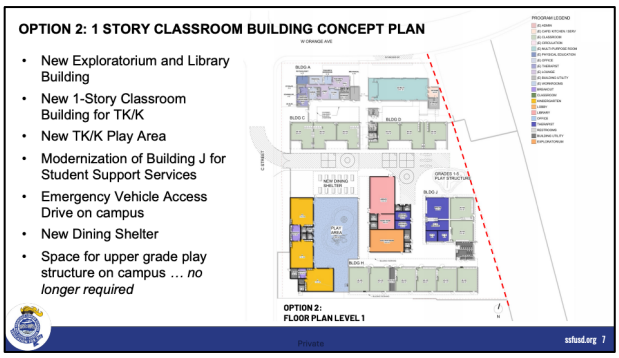
Los Cerritos ES Existing Campus

Director Shelton highlighted the campus areas that would be affected by construction. She explained that these areas would need to be relocated to interim housing and that the site leadership would determine which grades and support services would remain on campus.



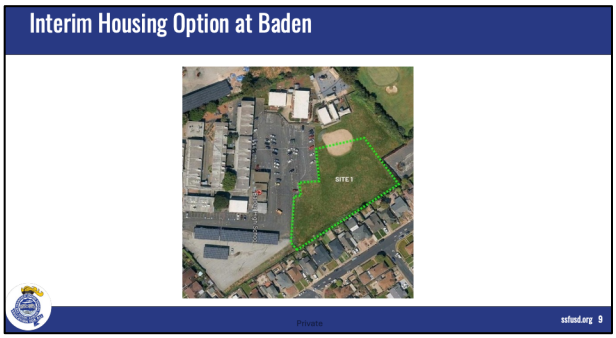
One-Story Building Concept Plan

Director Shelton reviewed Modernization Option #2, which includes a one-story TK/K building. She detailed the major scopes of work, including a new Exploratorium and Library, TK/K classrooms and play yard, a relocated Emergency Vehicle Access Drive, modernization of Building J for Student Support Services, and a new dining area. She noted that solar panels would be removed under a facilities project, and that relocation of the upper grades' play structure or staff parking was no longer required. Director Shelton added that the design process would explore cost reduction opportunities through scope adjustments or refocused design elements.



Interim Housing at Baden

Director Shelton presented an aerial view of the Baden campus, highlighting the proposed area for interim housing for Los Cerritos students.



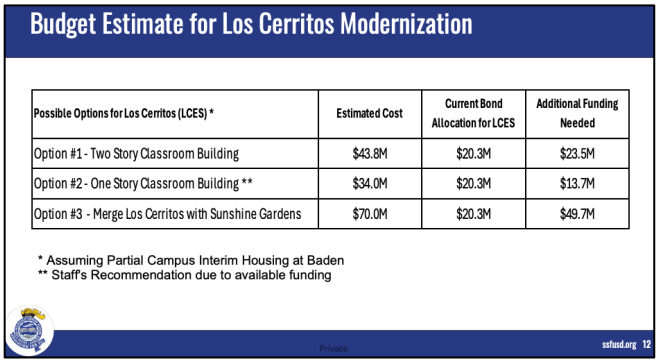
Baden Interim Housing Advantages

The existing field at Baden could support a partial relocation of Los Cerritos students and that the placement would be less disruptive to the existing Baden campus. Director Shelton noted that infrastructure and utility assessments would be required, and that upgrades could provide long-term benefits to Baden. Some interim housing units could also be converted to permanent classrooms.



Cost, Timeline, & Recommendation

Mr. O reviewed three modernization options. Option #1 included a two-story TK/K building and all other project elements. Option #2 included a one-story TK/K building with the same elements. Option #3 involved merging Los Cerritos with Sunshine Gardens ES, which was cost prohibitive. He noted that $20.3 million was currently allocated from Measure T, with additional funding required: $24 million for Option #1, $14 million for Option #2, and $50 million for Option #3. He discussed proposed funding strategies for Option #2, including Measure J, State Facilities Matching Funds, Deferred Maintenance (Fund 14), Facilities Funding (Fund 40), partial Measure T Baden funds, and potential scope reductions. Mr. O emphasized that Option #2 mirrors Option #1 except for the one-story TK/K building and noted that the updated SFPUC land use agreement resolved previous playground placement restrictions.



Budget Estimate for Los Cerritos Modernization

Possible Options for Los Cerritos (LCES) *	Estimated Cost	Current Bond Allocation for LCES	Additional Funding Needed
Option #1 - Two Story Classroom Building	$43.8M	$20.3M	$23.5M
Option #2 - One Story Classroom Building **	$34.0M	$20.3M	$13.7M
Option #3 - Merge Los Cerritos with Sunshine Gardens	$70.0M	$20.3M	$49.7M

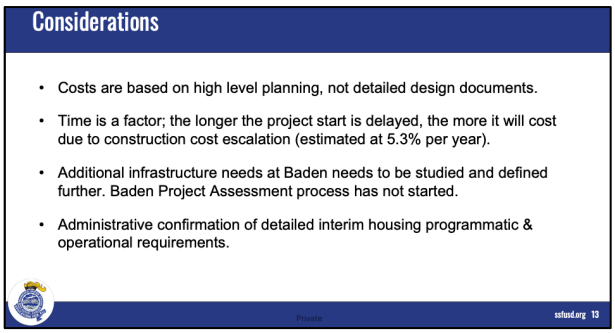
* Assuming Partial Campus Interim Housing at Baden
** Staff's Recommendation due to available funding

Private

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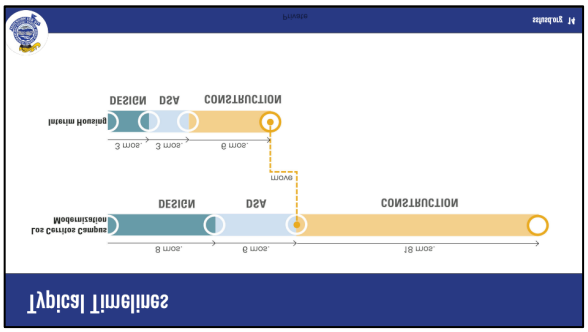
Recommendation Considerations

Mr. O reviewed the considerations for the recommendation, including cost, timeline, location, and Baden infrastructure needs. He noted that the shorter timeline for Option #2 would reduce construction escalation costs, that Baden is within walking distance of Los Cerritos, and that infrastructure improvements at Baden may serve long-term campus needs, with assessments to be completed.



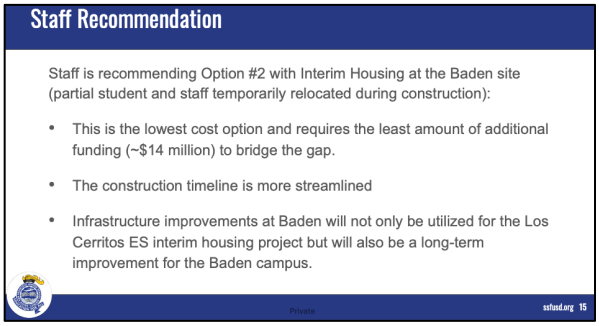
Typical Timelines

Director Shelton explained that the design process is divided into three phases, allowing evaluation of scope and cost. Construction documents would be submitted to the Division of State Architect (DSA) for review and approval. Following approval, construction procurement would begin. She noted that Baden infrastructure assessment, CEQA review, and site preparation are required before Los Cerritos modernization begins.



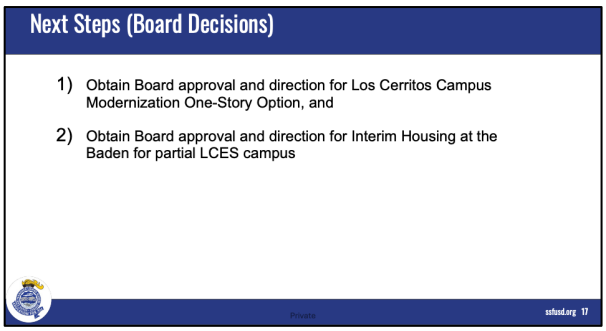
Staff Recommendation

Staff recommended Option #2, with a one-story TK/K building and interim housing at Baden. The rationale included the lower cost compared to Option #1, a shorter construction timeline, and long-term benefits of infrastructure improvements at Baden.



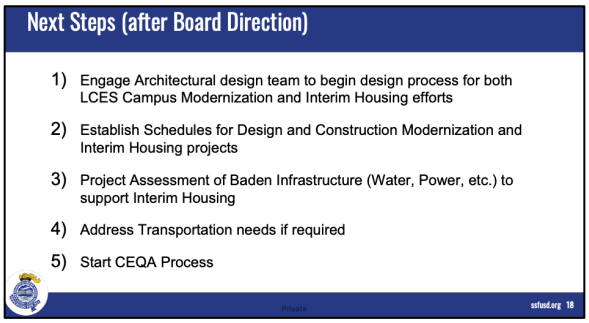
Next Steps

Mr. O reviewed next steps for Board consideration and noted that Director Shelton would provide additional details on scheduling, approvals, and design coordination.



Next Steps After Board Direction

Director Shelton summarized next steps after Board approval, including contracting with architects for design and construction phases, conducting Baden infrastructure assessment, developing schedules for both modernization and interim housing (including design, DSA approvals, CEQA process, bidding, and construction), finalizing scope of work and interim housing requirements, and coordinating with Cabinet and bond team to address transportation, student support, and campus safety.



Trustee Richardson referenced the October study session, noting that at that time two options were presented to the Board and that there appeared to be support for the two-story option, despite the higher cost. She stated her belief that funding could be identified to close the gap between the one-story and two-story options. She indicated that approximately $13 million had been identified for the single-story option and acknowledged an estimated $10 million gap for the two-story option. Trustee Richardson expressed her intent to present potential funding sources to cover that gap.

Trustee Richardson asked the Board whether, if funding were secured, there would still be interest in pursuing the two-story option, which she characterized as the better option. She requested that the Los Cerritos modernization item be pulled from the agenda, but not the interim housing item, in order to allow for a formal presentation at a March meeting regarding additional funding options to close the gap between the two modernization options not presented that evening. She also referenced Assembly Bill 361, which authorizes best value procurement for school district construction projects exceeding $1 million. Trustee Richardson noted that Los Cerritos has been waiting 15 years for modernization and stated that waiting a few additional weeks would not significantly impact the project. She recommended proceeding with a vote on interim housing at Baden High School, as the interim housing requirements would remain consistent regardless of the modernization option selected. She moved to amend the agenda to proceed with the Los Cerritos interim housing at Baden High School.

Trustee Anthony responded by clarifying that study sessions are not formal Board direction, but rather opportunities for preliminary discussion and weighing of information. She acknowledged that during the study session she had preferred the two-story option, in part because it was previously believed the play structure would need to be relocated onto the campus footprint, which she felt aligned better with a two-story design. However, she noted that with the resolution of the land use issue with the PUC and the ability to keep the existing play structure in place, the circumstances had changed.

Trustee Anthony expressed support for the one-story option, citing the approximately $10 million cost savings and stating that she did not believe the two-story building was necessary under the updated conditions. She appreciated that the revised plan incorporated existing campus structures rather than requiring additional new buildings. She thanked staff for their research, cost analysis, and commitment to identifying ways to reduce costs without compromising quality. She also expressed hope that infrastructure improvements at Baden would provide long-term benefits if interim housing units were later converted for permanent use. Trustee Anthony concluded that Option #2 met the needs of the project and

stated her support for the one-story building option.

Trustee Lam stated that cost had been a primary concern for her, including during the earlier study session. While she acknowledged that the two-story option had been discussed as an elegant solution, she emphasized that the cost at that time had already raised concerns. With the additional information presented regarding funding strategies for the one-story option, Trustee Lam expressed continued caution, noting that construction projects often encounter unforeseen conditions that can increase costs. She stated that beginning with the lower-cost option would provide greater fiscal prudence and flexibility.

Trustee Lam referenced the proposal to fund the project using a combination of different funding sources and asked whether staff could provide clarity regarding how much funding would come from each source. She acknowledged that this information might not yet be fully determined.

Mr. O responded that staff did not yet have a detailed breakdown of how much funding would be drawn from each funding source. He explained that assembling the $14 million would require multiple funding sources and that the amount allocated from one source could affect the availability or need for another. Mr. O stated that once the Board approved the modernization option and interim housing at Baden, staff would then work to determine specific allocations. He provided the example that a Baden site project assessment would help determine how much Measure T funding allocated to Baden could be used for interim housing, particularly since some infrastructure work would be required at Baden regardless of interim housing needs. He noted that this assessment was necessary before staff could accurately assign dollar amounts to each funding source.

Mr. O further shared that staff had recently confirmed the allowable use of Measure J funds at a single site and clarified that state matching funds, approximately $6 million obtained through prior Measure J expenditures, could be used at any site, not just the sites originally associated with those expenditures. He stated that these confirmations increased staff’s confidence in the feasibility of assembling the necessary funding, while also noting that the interdependencies among funding sources made it difficult to

provide exact figures at this time.

Trustee Lam responded that the clarification regarding the flexibility of Measure J and state facilities matching funds was reassuring. She stated that one of her earlier concerns had been the possibility of legal or regulatory restrictions preventing the use of those funds. She expressed relief that staff had confirmed those funds could be used and noted that this flexibility reduced the likelihood of needing to rely heavily on deferred maintenance or facilities funds. Trustee Lam stated that minimizing impacts to those funds was important and that the additional funding flexibility provided reassurance.

Trustee Lam then asked about the anticipated timeline for the Baden project assessment, including when it might begin and how long it would take.

Director Shelton responded that she was unable to provide a precise timeline at that time. She explained that staff would need to retain a consultant to conduct the assessment and clarified that the assessment would be limited in scope. Director Shelton stated that the focus would be on evaluating utilities and related infrastructure so that the assessment could be completed within a relatively short timeframe, rather than conducting a full campus assessment.

Trustee Anthony asked when the full Baden campus project assessment had been scheduled. Director Shelton responded that the Baden campus assessment was scheduled in Group Five.

Trustee Hsieh thanked the facilities team and district leadership for a thoughtful and transparent presentation, noting that the walkthrough of Option #2, the interim housing plan at Baden, and the cost comparisons reflected careful planning and responsible stewardship of bond funds.

Trustee Hsieh shared that although she was unable to attend the community forum, the forum minutes and the presentation materials demonstrated that the proposal was well considered. Appreciation was expressed for the clarity provided regarding timelines, escalation factors, and infrastructure considerations.

Trustee Hsieh asked whether the cost estimates presented included both the Los Cerritos modernization and the Baden interim housing components. Mr. O confirmed that the total estimate reflected the full scope, including both elements.

Trustee Hsieh then raised a broader planning question regarding long-term utilization, emphasizing the importance of understanding the full picture before making a significant investment. Trustee Hsieh asked about the current utilization rate at Los Cerritos Elementary School and how enrollment is projected to trend over the next five to ten years.

Mr. O responded that the current California Basic Educational Data System (CBEDS) October count for the 2025–26 school year reflected 311 students at Los Cerritos Elementary School. He explained that a demographic projection study completed approximately two years prior showed a modest upward trend. When comparing projections to actual enrollment, Mr. O noted that enrollment figures have tracked closely with projections, with only minor variances. He provided examples showing that projected and actual enrollments in recent years differed by only a few students. Mr. O also shared that the district recently entered into an agreement with SchoolWorks to conduct an updated enrollment projection study, as it had been two years since the last report. He indicated that the new projection would likely take two to three months to complete once all necessary data is provided.

Trustee Hsieh thanked Mr. O for the explanation and expressed appreciation for the facilities team’s work. Trustee Hsieh noted a preliminary preference for Option #2 while emphasizing that the comments shared were part of the discussion and not formal board direction at this time.

Trustee Anthony expressed support for conducting an updated demographic study, noting that recently approved family housing developments within or near the Los Cerritos attendance area could impact future enrollment. She emphasized the importance of ensuring that facility investments align with long-term student needs. Mr. O confirmed that prior discussions with the district’s demographer identified new residential developments in the Los Cerritos area as a factor contributing to projected modest enrollment growth.

President Murray asked for clarification on the current enrollment at Los Cerritos Elementary School, specifically the number of Special Ed and general education students. Dr. Moore reported that, for the current year, Los Cerritos has 49 students enrolled in Special Day Classes.

President Murray asked whether those students would be relocated to the Baden site during construction. Dr. Moore explained that this determination would require collaboration with the site principal and Director Shelton, noting that decisions would be guided by individual student needs and whether required accommodations and services could be appropriately replicated at the interim housing location.

President Murray noted concerns about the length of displacement for students, referencing a two to two-and-a-half-year timeframe. Director Shelton clarified that the anticipated duration of interim housing would be approximately 18 to 24 months.

President Murray also asked whether the district had finalized an agreement with the San Francisco Public Utilities Commission to allow continued use of the parking lot and playground. Mr. O confirmed that the land use agreement had already been signed in December and that the district is authorized to continue using those areas.

President Murray concluded by stating her preference for Option #2, the one-story modernization option.

Trustee Richardson stated that she wanted the opportunity to return to the Board with additional information regarding funding options for the two-story modernization option. She expressed the view that sufficient funds may be available to close the funding gap and noted that, in her opinion, staff had not yet provided the full financial picture. She referenced the Citizens' Oversight Committee report and raised concerns that the Board had not been fully informed about how this program would impact other schools that are still in early stages. Trustee Richardson suggested that transferring the $13 million identified for the one-story option to the two-story option would reduce the remaining gap to approximately $10 million and indicated there may be areas within the overall project scope, such as furniture costs, that could be

reconsidered.

President Murray acknowledged Trustee Richardson's comments and asked whether any other Trustees wished to delay the item. President Murray stated that the Board would proceed to the action item and move forward accordingly. Trustee Richardson reiterated her request to bring the item back for further consideration and stated that she did not believe the Board was ready to vote.

Trustee Amanda clarified that it sounded as though Trustee Richardson intended to make a motion to delay the item. Trustee Richardson confirmed that this was her intent.

MOTION #148 (Richardson / No Second) to bring back the staff-recommended Los Cerritos ES modernization option at a March meeting to allow additional time to review and evaluate funding sources and potential strategies to close the funding gap. Motion failed due to lack of a second.

Trustee Richardson then stated that she had intended to move the item to the consent agenda. President Murray clarified that a motion had already been made, that it did not receive a second, and therefore could not proceed. President Murray stated that the Board would move forward with the item as agendized.

ACTION

1. BUSINESS SERVICES

a. Approval of Staff Recommendation for Los Cerritos Elementary School Modernization Option #2

MOTION #149 (Hsieh/Anthony) to approve Option #2 (One-Story) for the Los Cerritos Elementary School Modernization Project under the Bond Program, including use of the Baden site for interim housing to support a partial relocation of the Los Cerritos Elementary School campus, at a total projected cost of $34 million. Trustee Anthony amended the motion to request that staff return in a few months to provide a detailed report on the funding sources for the project. Motion Carried.

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

MOTION #150 (Hsieh/Anthony) to approve items: 1a. Minutes of the December 16, 2025 Special Board meeting; 1b. Minutes of the January 22, 2026 Regular Board Meeting; 2a. Permission for ECHS Wrestling Team students to travel to Watsonville, CA, February 20 – 21, 2026; 2b. Permission for ECHS Wrestling Team students to travel to Bakersfield, CA, February 25 – March 2, 2026; 2c. Permission for Special Ed staff to attend the Convergence 2026 Conference in San Francisco, CA, March 12 – 15, 2026; 2d. Permission for SSFHS staff and students to participate in the Herman@s C2C College Tour in Southern California, March 19 – 21, 2026; 2e. Permission for SSFHS staff and Earth Club students to camp at Camp Hoppy, Cazadero, CA, March 20 – 22, 2026; 2f. Permission for Westborough Middle School staff and 8th grade students to travel to Washington D.C. and New York, March 26 – April 1, 2026; 3a. Certificated Personnel Assignment Order; 3b. Classified Assignment Order; 4a. Declaration of Surplus Items; 4b. Warrant Register, December 2025; 4c. Cash Receipts, December 2025; 4d. Gifts to the District, January 2026; 4e. Fundraising events for the 2025-26 school year; 4g. Professional services agreements under $25,000. Motion Carried.

Following the vote, Trustee Richardson asked whether the Warrant Register had already been voted on and indicated that she wanted to pull item 4B to review it. She emphasized that she was requesting to pull the item so as not to hold up the Board's time. President Murray asked how to fix the situation, noting that the item had technically already been approved.

MOTION #151 (Anthony/Hsieh) to amend the original consent agenda approval to exclude item 4b. Warrant Register, December 2025. Motion carried.

Trustee Richardson explained that she had questions regarding credit card usage, authorized users, and specific expenditures. President Murray and Trustee Anthony suggested she ask her questions at that moment. Trustee Richardson initially hesitated, stating she did not believe it was the appropriate time, but then asked about the number of credit cards, who was authorized to use them, and the charges on the Wells Fargo Elite card.

Dr. Moore responded that there are three credit cards at the District Office, used by Mr. O. and cabinet members. She noted that detailed statements would need to be reviewed to answer Trustee Richardson's questions and requested that questions be submitted in advance. Trustee Richardson clarified that she had attempted to schedule a meeting with Mr. O. to review the charges but had not received a response. Mr. O. clarified that he had not received any appointment requests. President Murray instructed Trustee Richardson that she should work with the Superintendent, not the Assistant Superintendent, for follow-up.

Trustee Lam supported pulling the item so Trustee Richardson could ask her questions

and review details with staff.

MOTION #152 (Lam/Hsieh) to pull consent item 4b. Warrant Register, December 2025, to allow Trustee Richardson the opportunity to review questions with staff and bring back at a future Board meeting for approval. (AYES: Lam, Hsieh, Richardson; NOES: Anthony, Murray). Motion carried 3-2.

ACTION *(continued)*

1. ADMINISTRATION

a. Approval of Board Members' Travel Request
President Murray presented her request to attend the Coast2Coast Federal Advocacy Trip. She stated that the full conference cost is $4,504 and the partial conference cost is $3,849, but she worked to reduce her personal expenses to align closely with her remaining Board allotment of $1,630 for the year.

She outlined estimated expenses as follows: airfare at $619; pre-conference registration at $130; conference registration at $719 after applying a 10% director discount; meals at $220; and local transportation at $100. She stated she would stay with a friend at no lodging cost. The total estimated cost was $1,688.10, slightly above her remaining allotment.

President Murray explained that the purpose of the Coast2Coast trip is federal advocacy and that it aligns with her duties as a director. She noted that most directors attend, and the program includes advocacy training and meetings with legislators. This year's priorities include workforce development, career technical education, children's online safety and student privacy, federal education appropriations, and artificial intelligence in education.

She further stated that she serves as one of 21 board directors and oversees 10 delegates representing San Francisco and San Mateo counties, five of whom plan to attend. She expressed her desire to attend alongside her delegates and emphasized that she structured the trip to fit as closely as possible within her allotted funds and was not requesting the full cost of the conference.

Trustee Hsieh expressed appreciation for President Murray's information and stated that she supported Option Two for the item. She stated that federal advocacy is a core function of government, particularly in the current external environment, and emphasized the importance of trustees being fully prepared to strengthen the District's ability to represent South San Francisco Unified School District students.

Trustee Hsieh also addressed fiscal responsibility and shared that approximately $1,800 remains in her professional development allowance. She stated that she was willing to contribute that amount to support the participation of both trustees. She noted that while the agenda did not include a detailed list of specific sessions, she was comfortable moving forward with the understanding that, upon return, both trustees would share key learnings and concrete takeaways to inform the Board's local work.

Trustee Lam stated that although she did not have as much remaining in her professional development allowance, she had approximately $300 available and was willing to contribute that amount toward the trip. She expressed agreement that advocacy is important and indicated her support for the participation in the conference.

Trustee Anthony stated that she found it regrettable that the Board was considering both attendees at the same time, as she applies specific criteria when evaluating such requests. She outlined her criteria as follows:

1. Whether the funding directly supports students. She stated that in her view, this request does not directly support students but supports them indirectly through multiple layers.

2. Whether the expense falls within the trustee's allocated budget or would require additional funding. She noted that while President Murray had worked to align the cost closely within her remaining trustee budget, Trustee Richardson had largely expended her allocation at a previously approved summer conference. She stated that overall, the request does not fall fully within trustee spending budgets.

3. Whether the trip is necessary. She stated that in her opinion, the conference is not necessary, but rather a beneficial opportunity.

4. Whether a local alternative exists. She noted that there is a California state advocacy day that would be less costly and would not require flights or lodging, and that no one had previously requested to attend that event.

Based on these considerations, Trustee Anthony stated that she would vote no on the request.

Trustee Lam raised a question regarding how the remaining costs would be covered, noting that even with the pledged contributions, there appeared to be approximately $1,800 identified, and there could still be a shortfall depending on the remaining balance in Trustee Richardson's allowance. She stated that while she supported attendance at the conference, she wanted clarification on how the expenses would be paid and emphasized the importance of transparency and setting an example regarding expenditures within trustee allowances.

Trustee Lam further suggested that at a future Board retreat, the Board consider reviewing trustee professional development allowances, including the possibility of increasing the allocation or creating a pooled fund for special trips of this nature. She noted that this would be a discussion for another time.

Trustee Anthony responded that the Board had previously approved the concept of allowing pooled funds, although the Board Policy had not yet been updated to codify that decision. She noted that this discussion occurred prior to Trustee Lam joining the Board. She indicated that Trustee Hsieh's offer of support, as well as Trustee Lam's contribution, would therefore be allowed.

Trustee Richardson made a motion to suspend the Board Policy rule limiting trustee professional development allowances to $2,000 in order to cover the full cost of the Coast2Coast advocacy trip for two trustees, as recommended by the California School Boards Association.

President Murray asked for a second and stated that she

preferred to separate the requests, noting that she was within her budget while Trustee Richardson was not and had attended multiple trips in recent years.

Trustee Richardson reiterated that her motion was to temporarily suspend the $2,000 limit to cover the full trip for both trustees and requested a second.

Dr. Moore clarified that the $2,000 limit referenced was established in Board Policy as the trustee professional development allowance.

Trustee Lam requested clarification regarding how any shortfall would be covered before proceeding, stating that based on her calculations there appeared to be approximately a $1,800 shortfall and that she wanted clarity on the funding source for the record.

Dr. Moore stated that a motion was on the floor and needed to be addressed. President Murray announced that there was no second and declared that the motion failed due to lack of a second.

Trustee Richardson again asked Trustee Hsieh whether she would second the motion and referenced suspending the rule temporarily. Dr. Moore reiterated that the Board Policy provides for a $2,000 allowance and that the motion had not received a second. President Murray again stated that the motion had died for lack of a second and instructed Trustee Richardson not to pressure another trustee. Trustee Lam stated that she would not second the motion until her question regarding the funding shortfall was answered. President Murray reiterated that the motion had died for lack of a second.

Trustee Lam sought clarification regarding potential shortfalls in covering the cost of the Coast2Coast advocacy trip. She stated that she would not second any motion until she had a clear understanding of any funding gap, noting that based on her calculations, a shortfall could exist.

Trustee Richardson responded that she did not believe there was a shortfall.

Trustee Lam then asked Trustee Richardson if she would

be willing to disclose how much remained in her professional development allowance, in order to better understand the figures.

Trustee Richardson replied that her motion was simply to temporarily suspend the Board Policy rule limiting the professional development allowance to $2,000, which would allow both she and President Murray to attend the Coast2Coast advocacy trip. She emphasized that after the trip, the rule would resume in full effect.

MOTION #153 (Richardson/ No Second) to suspend Board Policy temporarily to exceed the $2,000 trustee professional development allowance to cover the full Coast2Coast Federal Advocacy Trip in Washington D.C., April 11 – 15, 2026 for two trustees. Motion failed due to lack of a second.

President Murray stated that she had worked out her expenses to remain within her professional development budget.

Trustee Richardson noted that she did not have her full $2,000 allowance but that the District could cover the cost, and there was no impediment to doing so.

President Murray asked for a second to her motion to approve her attendance. Trustee Hsieh seconded. President Murray called for a vote. Trustee Richardson requested clarification on what the motion was for. Trustee Anthony clarified that the motion was for President Murray to attend the Coast2Coast trip within her budget.

Dr. Moore recommended delaying the vote and bringing the item back as two separate items for the Board to consider, noting that early bird registration costs could still be met if booked promptly. Trustee Anthony agreed and moved to delay the vote.

MOTION #154 (Anthony/Lam) to delay the vote for trustees Murray and Richardson to attend the Coast2Coast Federal Advocacy Trip in Washington D.C., April 11 – 15, 2026 and bring the item back at the February 26 meeting as two separate items for reconsideration. Motion Carried.

2. TEACHING & LEARNING

a. Approval to adopt the UFLI Foundations Curriculum

Trustee Anthony commented that Principal Garduño had previously mentioned that the Spruce program is being used successfully and expressed her excitement to see this item implemented.

MOTION #155 (Hsieh/Amanda) to adopt the University of Florida Literacy Institute (UFLI) Foundations Curriculum as a supplemental phonics program for Grades K–2, effective in the 2026–2027 school year. Motion Carried.

b. Approval of agreement with NWEA for MAP Growth Benchmark Assessment Licenses and Professional Learning

Megan Connery, Teacher and Math Department Chair at El Camino High School, addressed the Board regarding the proposed $360,000 expenditure on MAP Growth benchmark assessments. She urged the Board to pause the decision, expressing concerns about the lack of a clear plan for how the assessments would improve instruction, what existing tools they would replace, and how instructional time would be preserved. She emphasized that purchasing a new assessment without clear instructional benefit risks producing reports rather than meaningful results.

Ms. Connery noted that students are already frequently assessed through classroom tests, unit exams, finals, state assessments, and intervention screeners, and adding another benchmark could contribute to assessment fatigue and reduce result reliability. She requested evidence demonstrating that the product measurably improves student outcomes, beyond marketing claims.

Finally, she stressed the importance of prioritizing investments that directly impact learning, including staffing, tutoring, interventions, smaller class sizes, and teacher planning time, rather than purchasing tools that generate more data without improving instruction. She concluded by urging caution and careful consideration before committing District resources.

Trustee Anthony requested clarification in response to Ms. Connery's comment regarding the MAP Growth benchmark assessments.

Dr. Campbell explained that the District currently uses short-cycle, teacher-made assessments, but lacks common mid-cycle assessments across grades. She noted that existing data, such as the summative data presented earlier, is often outdated by the time it is reviewed in January and February. The proposed MAP Growth assessment would provide norm-referenced benchmark data at the beginning of the year for all grade levels, including secondary, where no mid-cycle assessment currently exists. Dr. Campbell added that the assessment would allow mid-year data collection, which generally correlates with state assessments, enabling staff to identify student proficiency trends and adjust instructional strategies toward end-of-year benchmarks.

Trustee Anthony followed up, asking how the new assessment would be used and what existing assessments it would replace. Dr. Campbell responded that DIBELS is currently used in fourth and fifth grades, but with the MAP Growth assessment, DIBELS would no longer be used for those grades. She emphasized that the assessment would provide mid-cycle data for both elementary and secondary students, addressing a current gap in the system and allowing staff to track student progress toward benchmarks more effectively.

MOTION #156 (Hsieh/Anthony) to approve a three-year agreement to purchase annual licenses for the NWEA MAP Growth Benchmark Assessments, including professional learning, for the 2026–2027 school year in the amount of $360,690. Motion Carried.

c. Approval of New Course – Tagalog (Filipino)

Trustee Anthony raised a question regarding the course offerings and A–G requirements, referencing prior discussions at SMCSBA school board meetings. She asked whether offering only one level of a language course, such as Tagalog, would prevent students from meeting the two-year language requirement for A–G eligibility. Trustee Anthony confirmed that her concern was whether a student taking only level one of a language would qualify for A–G

credit.

Trustee Lam noted that she had previously emailed the question and had received a response which confirmed that students could combine courses as needed.

Dr. Campbell further clarified that the District intends to offer levels two and three of the course based on student interest. Students enrolled in level one who wish to continue would be able to progress to higher levels, ensuring ongoing eligibility for A–G credit.

Trustee Anthony commented that this approach would likely increase the number of students eligible for the State Seal of Biliteracy as additional course levels are offered.

MOTION #157 (Hsieh/Lam) to approve the Tagalog (Filipino) course for implementation at SSFUSD high schools, beginning at El Camino High School in the 2026–2027 school year. Motion Carried.

3. HUMAN RESOURCES

a. Approval of the MOU with South San Francisco Classroom Teachers Association (SSFCTA) for the Referral Bonus Program

Trustee Anthony asked how effective the program had been since it was implemented the previous year.

Mr. Hannon responded that staff had been making personal referrals and that some employees had benefited from the program. He explained that after implementing a new applicant tracking system approximately two and a half years ago, the District now has data to support its strategic recruitment decisions. He reported that approximately one-third of newly hired candidates were referrals from South City staff. Mr. Hannon stated that the District intends to continue strengthening this strategy by leveraging employees as key recruiters.

MOTION #158 (Anthony/Hsieh) to approve the MOU with SSFCTA for the Referral Bonus Program, effective February 13, 2026 through August 31, 2026. Motion Carried. (Unanimous)

b. Approval of the MOU with South San Francisco Classroom Teachers Association (SSFCTA) for the Ambassador Program

MOTION #159 (Hsieh/Anthony) to approve the MOU with SSFCTA for the Ambassador Program, effective February 13, 2026 through August 31, 2026. Motion Carried. (Unanimous)

c. Approval of the MOU with South San Francisco Classroom Teachers Association (SSFCTA) for the Early Notification Retirement Incentive

MOTION #160 (Lam/Anthony) to approve the MOU with SSFCTA for the Early Notification Retirement Incentive, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

d. Approval of the MOU with Classified School Employees Association Chapter 197 for the Early Notification Retirement Incentive

Item was pulled from agenda.

e. Approval of the Contract with 360 Degree Customer Inc.

Trustee Anthony inquired about the purpose of the contract, noting that a similar contract had been approved at the previous Board meeting for administrative coverage during IEP meetings. She asked whether this request was for general substitutes or intended to supplement the District's primary substitute provider.

Mr. Hannon clarified that this was a supplemental request to support students requiring highly specialized services that the District's primary substitute provider is unable to offer.

MOTION #161 (Hsieh/Anthony) to approve the contract with 360 Degree Customer Inc. to provide certificated and classified substitute support for the 2025–2026 school year. Motion Carried. (Unanimous)

4. BUSINESS SERVICES *(continued)*

b. Resolution No. 26-06 and Change Order #3 for Westborough Middle School Field & Pavement Improvements Project

MOTION #162 (Lam/Hsieh) to adopt Resolution #26-06, declaring the futility of public bidding for additional construction work, and approve Change Order #3 with McGuire and Hester for the Westborough Middle School Field and Pavement Improvements Project in the amount of $502,026 and a waive of the reading. (AYES: Richardson, Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

c. Approval of Amendment No. 2 with ISI Inspection Services, Inc. for El Camino HS Central Kitchen and Cafeteria Project

MOTION #163 (Hsieh/Lam) to approve Amendment No. 2 to the agreement with ISI Inspection Services, Inc. for additional special inspection services for the El Camino High School Central Kitchen and Cafeteria project in the amount of $24,996.90. Motion Carried. (Unanimous)

d. Approval of Proposal with PCD Audio & Video System Integration for the District Office Board Room

MOTION #164 (Hsieh/Lam) to approve the proposal from PCD Audio & Video System Integration to upgrade the audio/video system in the District Office Board Room in the amount of $31,061.85. Motion Carried. (Unanimous)

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

<u>February 26, 2026</u>

- Presentation Teaching and Learning – Alta Loma Middle School
- Presentation Teaching and Learning – LCAP Mid-Year Updates
- Presentation – 2026-2027 Initiatives/Priorities
- Resolution for Women's History Month (March)
- Resolution for Red Cross Month (March)
- 2026 CSBA Delegate Assembly election
- Approval of declaration of need for fully qualified educators, 2026-27

March 12, 2026

- Presentation Teaching and Learning – Skyline Elementary
- Presentation Teaching and Learning – Junipero Serra
- Presentation on Counseling
- Presentation and approval of Second interim budget report "positive certification"
- Approval of recommended dates for 2026-27 LCAP and budget hearings and adoptions

March 26, 2026

- Presentation Teaching and Learning – Westborough MS
- Presentation on Nutrition Services
- Presentation on Induction
- Resolution for Child Abuse Prevention Awareness Month (April)
- Resolution for Autism Awareness Month (April)
- Approval of LCFF supplemental funded positions
- Resolutions for retirees

April 9, 2026

- Presentation Teaching and Learning – Buri Buri ES
- Presentation Performance Management – NGSS/Genentech
- Williams report for 3rd quarter ending 3/31/26
- Resolution for Earth Day (April 22)
- Approval of LCFF supplemental funded positions
- Approval of Skyline Middle College MOU for 2026-27
- Resolution for Day of the Teacher (5/5/2026)
- Resolution for Classified School Employee Week (5/17/23-5/23/26)

April 23, 2026

- Presentation Teaching and Learning – Monte Verde ES
- Presentation Performance Management – Multilingual Language Learners
- Approval of designated representatives to CIF (California Interscholastic Federation)
- Approval of SPSAs
- Resolution honoring Asian Pacific American Heritage Month (May)

May 2, 2026 – Special Meeting/Board Workshop (*District Office*)

- Board Workshop

May 7, 2026

- Recognition for outgoing Student Trustee Ruiz
- Presentation Teaching and Learning – El Camino HS
- Presentation on Structured Literacy Block
- Approval of the Board meeting calendar for the 2026-27 school year

- Approval for 5th graders to attend SMCOE Outdoor Education
- Approval of Graduates and Certificates of Completion - Baden HS, ECHS, SSFHS, and Adult Education
- Resolution for Fund 11 and Fund 14 account balances
- Resolution – Reappointment of CBOC members
- Approval of All City agreement for crossing guards for 2026-27
- Approval of MOU with Legarza Sports for 2026-27

May 21, 2026

- Presentation Teaching and Learning - Baden HS/ Adult Education
- Presentation on the Facilities Department
- Presentation Teaching and Learning – Special Education
- Approval of the Children's Center Program annual self-evaluation reports
- Approval for destruction of Disposable Class 3 records
- Approval of updated Board Governance Handbook
- Approval of the agreement with SMCOE for Center for Learning Data Sharing
- Information on May revision of the Governor's 2026-27 budget
- Approval of Bill Saving Facilities Consulting agreement for 2026-27
- Resolution in support of LGBTQ+ Pride Month (June)

SUMMARY OF BOARD DIRECTIVES

There were three identified directives:

1. Staff will identify funding sources for the Los Cerritos modernization Option Two and return with that information in the coming months.

2. Consent Item 4B, Warrant Register for December 2025, will be brought back for consideration at a future Board meeting.

3. Administration Action Item 1A, Board Members Travel Requests, will be brought back as two separate items at the February 26 regular Board meeting for reconsideration.

GOOD AND WELFARE

Trustee Anthony extended Lunar New Year wishes and expressed appreciation that students would have a four-day weekend.

Trustee Lam wished the community a Happy Lunar New Year and shared that her thoughts were with SFUSD students, families, and staff during ongoing negotiations, expressing hope for an equitable resolution soon. She reported attending recent school visits and events, including Baden High School with Principal Prasad, Trustee Richardson, and Dr. Moore; South San Francisco's National History Day projects;

Monte Verde and Westborough Middle School PTAs; the 17th District PTA and Superintendent luncheon; and an SMCSBA literacy presentation by the Executive Director of the San Mateo–Foster City School District. She noted countywide efforts to prioritize student and family well-being alongside academic achievement. Regarding the recent student walkout, Trustee Lam thanked students for remaining peaceful and responsible and expressed appreciation to district and site leaders, including Mr. Hannon and Dr. Campbell, as well as the South San Francisco Police Department and city staff, for supporting safety. She also mentioned attending the South San Francisco Lunar New Year Festival and a Westborough Town Hall hosted by her spouse, Vice Mayor Nagales, with newly appointed City Manager Laura Snideman, and concluded by wishing the community a happy and prosperous Year of the Horse.

Trustee Richardson reported that she attended the county literacy along with Trustees Lam and Anthony. She shared that the presentation outlined the district's literacy program which she found informative. Trustee Richardson also attended the PTA Council meeting at the District Office, where she provided an overview of the Board's December actions regarding the charter school petition. She stated that the District's team of educators represented South San Francisco well and that the petition was ultimately denied. In addition, Trustee Richardson reported visiting Baden High School and South San Francisco High School, where she met with the new principal and learned about new approaches to student discipline being implemented. She noted that approximately 600 students participated in the recent walkout and was pleased that the event was conducted peacefully.

President Murray shared that she had been recovering from pneumonia and had not attended events recently. She wished everyone a happy day off on Monday.

ADJOURNMENT – 10:07 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board Policies and Bylaws Committee Meeting of February 20, 2026

OPEN SESSION

A. CALL TO ORDER – 3:08 p.m.

B. ROLL CALL

Committee Members: Vice President Chialin Hsieh – Present
Trustee Amanda Anthony – Present

C. PLEDGE OF ALLEGIANCE

D. LAND ACKNOWLEDGEMENT STATEMENT

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

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

E. PUBLIC COMMENTS - None

INFORMATION/DISCUSSION

PAGE

1. ADMINISTRATION

a. Board Policies and Bylaws Committee

Board Vice President Chialin Hsieh and Trustee Amanda Anthony reviewed and discussed the following Board policies before they are presented to the full Board of Trustees for consideration and approval at upcoming regular Board meetings.

Documents:

BB 9250 - Remuneration, Reimbursement And Other Benefits	1 – 4
BP 1312.2 - Complaints Concerning Instructional Materials	5 – 10
BP 3311- Bids	11 – 18
BP 3311.1 - Uniform Public Construction Cost Accounting Procedures	19 – 21
BP 3312 - Contracts	22 – 34

BP 3516.5 - Emergency Schedules 35 – 38
BP 3580 - District Records 39 – 47
BP 4151 - Employee Compensation 48 – 53
BP 4251 - Employee Compensation 54 – 59
BP 4351 - Employee Compensation 60 – 65
BP 4158 - Employee Security 66 – 73
BP 4258 - Employee Security 74 – 80
BP 4358 - Employee Security 81 – 87
BP 5131 – Conduct ***(Pulled for review on April 3, 2026)*** 88 – 96
BP 5131.6 - Alcohol and Other Drugs ***(Pulled for review on April 3, 2026)*** 97 – 103
BP 5141.5 - Mental Health 104 – 113
BP 5141.52 - Suicide Prevention 114 – 123
BB 9150 - Student Board Members ***(Pulled for review on April 3, 2026)*** 124 – 130
BB 9224 - Oath of Affirmation 131 – 133
BB 9260 - Legal Protection 134 – 136
BP 0450 Comprehensive Safety Plan 137 – 147
BP 1340 Access to District Records 148 – 155
BP 1445 Response To Immigration Enforcement 156 – 160
BP 5125 Student Records 161 – 172
BP 5125.1 Release of Directory Information 173 – 176
BP 5145.13 Response to Immigration Enforcement *(Repeal/Delete)* 177
Adoption of BP 1445 – Response to Immigration Enforcement would supersede and replace BP 5145.13.

ADJOURNMENT – 4:30 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of February 26, 2026

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

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

~~**OPEN SESSION – 6:30 p.m.**~~

~~**A. CALL TO ORDER**~~

~~**CLOSED SESSION – 6:30 p.m.**~~

~~1. Public Employee Discipline/Dismissal/Release (Government Code § 54957)~~
This item was not heard. Closed session was cancelled as no action was required.

OPEN SESSION – 7:00 p.m.

B. ROLL CALL

Board Members: Ms. Amanda Anthony – Present
Mrs. Amy Lam – Present
Dr. Chialin Hsieh – Present
Mrs. Patricia Murray – Present
Mrs. Mina Richardson – Absent

Cabinet Members: Dr. Shawnterra Moore, Superintendent – Present
Mr. J. Marwan Hannon, Assistant Superintendent, Human Resources – Present
Dr. Marcos Garcia, Assistant Superintendent, Student & Family Services – Present
Dr. Nia Campbell, Assistant Superintendent, Teaching & Learning – Present
Mr. Ted O, Assistant Superintendent, Business Services – Present

C. PLEDGE OF ALLEGIANCE was be led by ALMS 8th grader, Erika Arroyo. Principal Mendez shared that when asked what others should know about her, Erika described herself as an open book. Principal Mendez highlighted Erika's two years of service in ASB and noted that she demonstrates strong leadership not only on campus, but also in the classroom and within the broader community.

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 – None

F. REVIEW OF AGENDA – None

G. PTA COUNCIL REMARKS

Victoria Knudson addressed the Board, introducing herself as the first-year PTA President at Alta Loma Middle School and Vice President at Buri Buri Elementary. She shared that she has children in seventh and fourth grade and expressed appreciation for the parents participating in person and via livestream.

Ms. Knudson described the Alta Loma PTA as a small but dedicated organization and thanked the teachers and Principal Mendez for their continued support of students and families. She highlighted the PTA's annual Turkey Trot fundraiser, noting it is their sole fundraiser and successfully generated sufficient funds to support activities and events throughout the school year.

Funds raised support teacher grants for supplies, end-of-year celebrations, eighth grade activities including the promotion ceremony and field trips, assemblies, school spirit activities, drama, band, and a newly added glow dance event. She also noted the PTA's continued support of teacher appreciation efforts. She concluded by expressing pride in the strong collaboration between the PTA and school administration in support of Alta Loma students.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – None

South San Francisco Classroom Teachers Association – Megan Connery addressed the Board on behalf of the South San Francisco Classroom Teachers Association and its president, Shari Giusti. She began by thanking the Board and District for maintaining open communication and including the association in discussions related to instruction and hiring.

Ms. Connery expressed concerns regarding the interim financial report, stating that certificated salaries represented 36.31% of total expenditures in 2021–2022 and have decreased to 27.84% in the current interim report, a decline of

approximately 8.5%. She noted concerns about long-term sustainability given rising Bay Area living costs and the importance of retaining qualified educators. She also referenced the District's books and supplies fund, which she stated is approximately $40 million, and suggested that while curriculum adoptions are important, current classroom needs remain. She proposed that a portion of available funds could be used to reduce class sizes as a direct strategy to support student learning and belonging.

Ms. Connery further noted that neighboring districts are making significant investments in compensation and benefits, citing San Francisco Unified School District's plan to fully fund family health benefits beginning in 2027. She expressed concern about maintaining competitiveness in recruitment and retention.

Additionally, she stated that the health benefits committee agreed upon in the last tentative agreement has not yet convened and urged that the work begin. She concluded by emphasizing the connection between supporting educators and supporting students, and expressed a desire to continue working collaboratively with the District.

California School Employees Association Chapter 197 – None

I. PERSONNEL COMMISSION

Mr. Hannon announced that the next Personnel Commission meeting will be held on Monday, March 23, 2026, at 5:00 p.m. in the District Office boardroom.

J. ITEMS FROM THE BOARD

Trustee Hsieh reported on the Bylaws Committee meeting held on February 20 in the District Boardroom with Trustee Anthony. The committee reviewed more than 20 Board policies from the March 2025 and January 2026 packets. These policies will be brought forward at upcoming Board meetings for consideration and approval.

Trustee Hsieh also reported on the Facilities Subcommittee meeting held on February 19, which she attended with Trustee Richardson and Dr. Moore. The committee received updates on the bond program from Lori and Calvin, a facilities project update from Wazi, and reviewed bond-related financial information.

K. SUPERINTENDENT'S REPORT

a. **Introduction of Spring Student Trustee Ruiz** – Dr. Moore formally introduced incoming Spring Student Trustee Isabelle "Izzy" Ruiz, ASB President at El Camino High School. She noted that Trustee Ruiz was unable to attend the previous meeting due to illness and expressed appreciation for her presence. Dr. Moore highlighted Trustee Ruiz's

leadership, initiative, and commitment to elevating student voice, as well as the valuable updates she has provided regarding student experiences and campus activities. She welcomed Trustee Ruiz and expressed appreciation for her continued service during the spring term.

b. SSF Education Foundation Community Learning Exchange – Dr. Moore provided an update regarding the South San Francisco Education Foundation's Community Learning Exchange and Partnership event, scheduled for Saturday, February 28, at South San Francisco High School. She noted that the Foundation is a volunteer-run nonprofit established four years ago and reminded the community that the event is free and designed to support families during key educational transitions, with staggered start times and sessions offered in English and Spanish.

The 8:30 a.m. session will focus on kindergarten readiness and include a welcome breakfast, keynote speaker, and workshops on after-school care, registration and transfers, literacy development, individualized education plans (IEPs), student supports, and a parent-teacher Q&A.

The 9:30 a.m. session will address middle and high school transitions, featuring a keynote presentation from NAMI on teen mental health, followed by workshops on counseling services, secondary student supports and IEPs, math pathways, concurrent and dual enrollment, substance use awareness, and parent and student Q&A sessions.

The event will also offer college transition support, including Cash for College, FAFSA assistance, and Skyline College registration support. Dr. Moore encouraged families and community members to attend.

c. Other – None

L. STUDENT TRUSTEE REPORTS

1. Isabelle "Izzy" Ruiz, Spring Student Trustee and ASB President ECHS shared updates from El Camino High School. She congratulated Fall Student Trustee Jaimelyn Ochoa and highlighted recent and upcoming campus events.

   The band department hosted a successful board game fundraiser, and the drama program is preparing for its spring production of Clue (March 5–8). Approximately 30 students attended the recent election informational meeting, with Election Day scheduled for March 27.

   She previewed upcoming events including ColtChella, featuring karaoke, gaming tournaments, alumni DJs, food vendors, and a PS5 raffle; the annual Jim Cresta Car Show on March 14 supporting a senior scholarship; and Prom 2026, "City of Stars," on April 11 at City Hall.

In athletics, both varsity basketball teams retained their rivalry trophies and advanced to CCS playoffs. Boys soccer finished league champions with a 19-0-1 record and reached the CCS semifinals. Several student-athletes earned all-league and specialty honors. Winter sports have concluded, and spring teams are beginning their seasons.

2. Jaimelyn Ochoa, Fall Student Trustee and ASB President SSFHS shared ASB election season is underway, with student voting concluding February and results to be announced after school. Applications for class and commission positions are due March 3, with interviews to follow. ASB officers will also visit middle schools on March 4–5 to promote student leadership opportunities to incoming freshmen.

   Prom ticket sales have begun at $115, with prices increasing next week. Winter sports have concluded, with congratulations extended to the girls basketball team for advancing to CCS and to wrestler Khloe Meisenbach for becoming CCS Champion — the school's first female CCS champion since 2015. Spring sports are now underway, including a softball season-opening win over University High School.

   In recognition of Financial Aid Month, support is available for seniors completing FAFSA and CADAA applications. Senior officers are also hosting a free senior movie night on February 27 in the big gym featuring Spider-Man: Homecoming.

M. PUBLIC COMMENTS – None

N. INFORMATION ONLY PRESENTATIONS

1. TEACHING & LEARNING

a. Teaching and learning presentation: Alta Loma Middle School

Dr. Campbell introduced Principal Nina Mendez who presented the educational priorities and programs at Alta Loma Middle School.

Introduction

Principal Mendez greeted President Murray, Trustees, Superintendent Moore, Cabinet, and the community, sharing her excitement to personally present this year's Teaching and Learning update.

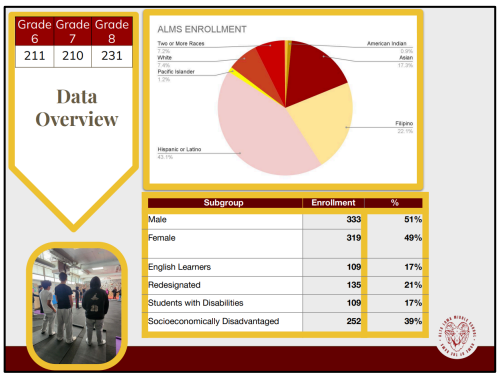
She began by highlighting Alta Loma Middle School's

mission: to ensure students grow into lifelong learners who can clearly express their thinking and develop strong social and emotional intelligence.



Demographics

Alta Loma Middle School serves a diverse student population, including 17% multilingual learners, 17% students with disabilities, and 39% students who are socioeconomically disadvantaged.

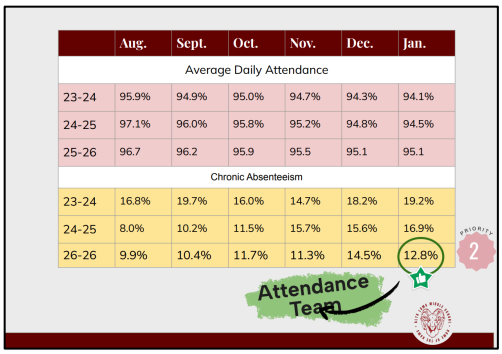


Attendance

Principal Mendez presented three years of attendance data for Alta Loma Middle School, noting that the school is currently maintaining an overall attendance rate of approximately 95%, just below the “excellent” benchmark for daily attendance.

She emphasized the school’s focused efforts on reducing chronic absenteeism. Historically, Alta Loma’s rates from August through January were reflected in the highlighted data; however, she reported a 4% decrease in chronic absenteeism this January compared to prior trends. She noted that upcoming site goals and initiatives are directly

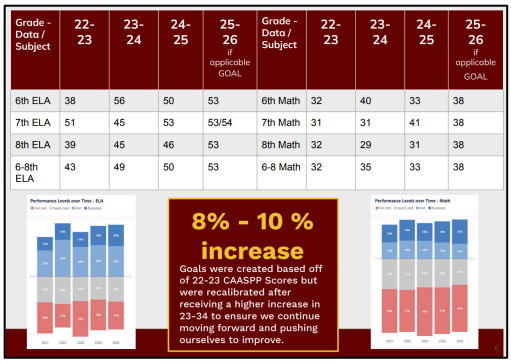
contributing to this improvement.



	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.
Average Daily Attendance						
23-24	95.9%	94.9%	95.0%	94.7%	94.3%	94.1%
24-25	97.1%	96.0%	95.8%	95.2%	94.8%	94.5%
25-26	96.7	96.2	95.9	95.5	95.1	95.1
Chronic Absenteeism						
23-24	16.8%	19.7%	16.0%	14.7%	18.2%	19.2%
24-25	8.0%	10.2%	11.5%	15.7%	15.6%	16.9%
26-26	9.9%	10.4%	11.7%	11.3%	14.5%	12.8%

CAASPP ELA and Math

The school's 2026–27 goals are based on 2023–24 CAASPP results. Alta Loma initially set a 7% growth target, but after meeting that goal, increased the target to 10% by 2026–27. In Math, scores improved from 32% to 35%, leading the school to raise its Math achievement goal as well.

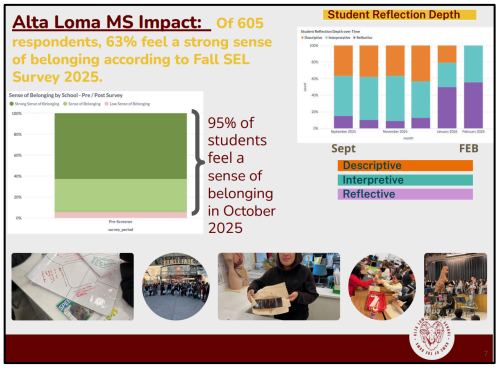


Grade - Data / Subject	22-23	23-24	24-25	25-26 if applicable GOAL	Grade - Data / Subject	22-23	23-24	24-25	25-26 if applicable GOAL
6th ELA	38	56	50	53	6th Math	32	40	33	38
7th ELA	51	45	53	53/54	7th Math	31	31	41	38
8th ELA	39	45	46	53	8th Math	32	29	31	38
6-8th ELA	43	49	50	53	6-8 Math	32	35	33	38

Sense of Belonging

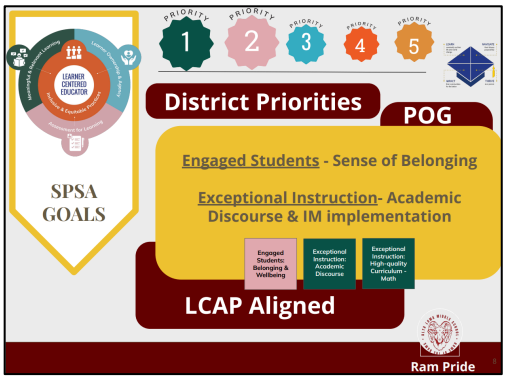
Principal Mendez reviewed results from the Sown to Grow beginning-of-year screener administered in October, explaining that dark green responses reflected students rating their sense of belonging as a 4 or 5, light green reflected ratings of 3 or 4, and red indicated ratings of 1 or 2. She reported that 95% of students indicated a positive sense of belonging on campus.

She also highlighted student reflections completed twice monthly during advisory. While early responses were more descriptive, she noted that by January and February, students' reflections demonstrated deeper thought and insight, which she attributed to strengthened relationships and an increased sense of belonging across campus.



SPSA Goals

Alta Loma's SPSA goals are directly aligned with District priorities, particularly in the areas of exceptional instruction and engaged students. She noted that, similar to the District, the school's focus includes strengthening students' sense of belonging, promoting excellence in academic discourse, and ensuring high-quality implementation of the Illustrative Mathematics (IM) curriculum to support instructional excellence.



SPSA Goal #1

Principal Mendez reviewed Alta Loma's first SPSA goal, stating that by spring 2027, schoolwide performance in Math and ELA will increase by 10% compared to 2022–23 CAASPP scores.

To support this goal, she highlighted expanded MTSS supports addressing both academic and behavioral needs during, before, and after school. The entire site is engaged in cycles of inquiry focused on strengthening academic discourse, and the Math department is prioritizing strong implementation of the IM curriculum. She also noted the

availability of after-school academic centers that provide food, enrichment, and fluency practice in Math and ELA.

Additionally, targeted academic groups are in place to support multilingual learners and students with IEPs or 504 plans to address their specific learning needs.



<u>SPSA Goal #2</u>
Principal Mendez reviewed the school's second SPSA goal, which aims for classified and certificated staff, by spring 2027, to effectively implement District priority standards and initiatives while maintaining a safe and positive learning environment. Progress will be measured through district benchmarks, CAASPP, California School Dashboard indicators, attendance data, and site-based survey results.

She credited the attendance office and attendance team for their focused efforts in monitoring and supporting students who are chronically absent or at risk of becoming chronically absent.

She also highlighted several key initiatives: the new SQUAD program, in which students lead restorative and community circles and analyze site-specific data to strengthen belonging; implementation of the Sown to Grow program; the addition of a Wellness Room for students needing support during the day; and expanded lunchtime activities that include enrichment, academic support, and mental health-focused opportunities.



SPSA Goal #3

Principal Mendez reviewed the school's third SPSA goal, which focuses on ensuring that by spring 2027 all Alta Loma staff deliver accessible, rigorous, and culturally relevant instruction aligned to District priorities. This work emphasizes professional development in academic discourse, math and language routines, and curriculum implementation, with progress measured through CAASPP growth, California Dashboard indicators, and student survey feedback.

She highlighted the school's "Color Team" initiative, in which staff were divided into five cross-curricular teams and engaged in a 30-day action plan focused on academic discourse. Each teacher participated in a full day of peer observation to identify strengths and areas for growth in discourse and rigorous instruction. To date, 97% of teachers have participated, and survey feedback has been overwhelmingly positive, with plans to continue the model next year.

In addition, departments are engaged in their own cycles of inquiry aligned to the academic discourse framework. Math teachers are participating in SVMI and related professional learning, and grade-level teams continue collaborative instructional work.



School Culture & SSFUSD Alumni

Principal Mendez noted that throughout the presentation she included photos to highlight Alta Loma's positive school culture. She shared that one of her favorite slides each year recognizes the "Alta Loma family," highlighting that 10 current staff members are former Alta Loma students, reflecting the strong and lasting connection to the school community, "Once a RAM, always a RAM."

She highlighted photos depicting campus life at Alta Loma, including the Turkey Trot fundraiser, students participating in ALU passion projects during the school day, and a lunchtime K-pop club where students gather to dance and build community.





Trustee Anthony expressed appreciation for the strong sense of community at Alta Loma and commended the school's progress. She also praised the adjustment of goals in response to early successes and thanked Principal Mendez for the presentation.

Trustee Lam congratulated Principal Mendez on Alta Loma's growth, noting it was a privilege to recently visit the campus and observe the initiatives in action. She commended the school's work in strengthening student well-being, belonging, and teacher collaboration, and described the progress as

phenomenal. Trustee Lam then asked for additional information regarding the school's approach to addressing chronic absenteeism.

In response, Principal Mendez explained that the attendance team maintains consistent and persistent communication with families, including follow-up calls and home visits when necessary. She also highlighted the use of community circles to build connection and support for students who frequently attend, acknowledging the challenge of engaging chronically absent students but emphasizing the importance of offering circles regularly to foster belonging and encourage improved attendance.

Trustee Hsieh thanked Principal Mendez and her team for the thoughtful and comprehensive presentation. She expressed appreciation for the intentional focus on academic discourse and math implementation, as well as the clear 8–10% growth goals in ELA and Math. She also noted the encouraging attendance gains and strong emphasis on belonging and student voice, and thanked the team for their outstanding work.

President Murray thanked Principal Mendez for the strong report and commended the positive progress at Alta Loma. She reflected on her campus visit and noted that the school's focus on belonging is making a meaningful impact on campus culture. She emphasized that when students feel known, supported, and connected, they are more likely to attend school regularly, which in turn supports academic success. She expressed appreciation for the work being done to improve both attendance and student outcomes.

Principal Mendez recognized several parent and staff volunteers for their contributions to Alta Loma. She acknowledged Victoria Knudson, PTA President, for her significant support on campus; Lauren Kitchen for her ongoing involvement and strong support of the band program; and Aleah Valenzuela, a teacher and parent, for her dedication and contributions to the band. She also recognized Mr. Yili Liang for his outstanding work managing sound and visuals for the school's drama productions. Principal Mendez thanked everyone for their continued support of the Alta Loma community.

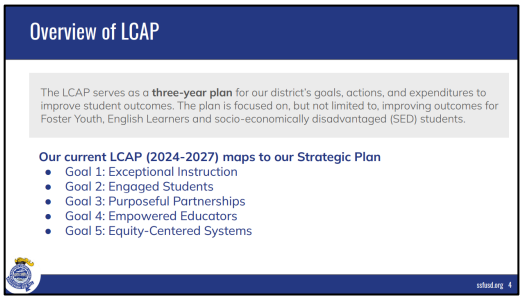
b. LCAP Mid-Year Update

Dr. Campbell thanked the Cabinet, Board of Trustees, community members, and online viewers for the opportunity to provide a midyear update on the District's Local Control and Accountability Plan (LCAP).

She explained that the presentation would follow the outlined agenda and would provide a high-level summary in certain areas to remain within the allotted time, noting she is available to provide more detailed information as needed.

Before moving into the details, Dr. Campbell grounded the presentation in the District's core values and Strategic Plan priorities, which align directly with the LCAP goals. She emphasized that all District efforts are anchored in the Portrait of a Graduate, ensuring students **L**earn, **I**mpact, **N**avigate, and **T**hrive (LINT).

Dr. Campbell reiterated that the LCAP serves as the operational plan that funds and measures how the Strategic Plan is implemented. The current LCAP cycle runs from 2024 through 2027 and is intentionally aligned to ensure coherence and focus across initiatives. At the conclusion of this cycle, the District will revisit and refine the plan, adjusting metrics to reflect growth and progress.



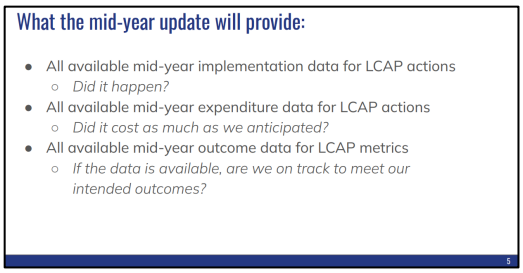
Dr. Campbell explained that the midyear LCAP update is intended to provide clarity on three key areas.

First, it addresses implementation, whether the District has followed through on the actions outlined in the plan and done what it committed to do.

Second, the update includes a review of expenditures, specifically whether funds have been spent or encumbered

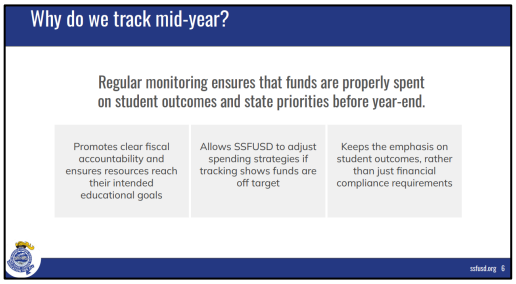
as anticipated to support the implementation of those actions.

Finally, the midyear report shares any available outcome data tied to LCAP metrics, allowing the District to assess progress toward intended outcomes and determine whether goals are being met.



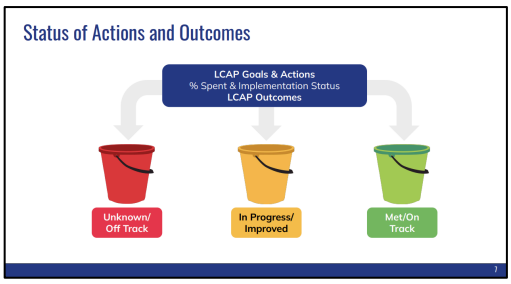
Midyear tracking is an essential part of continuous improvement and advancing the system toward the goals outlined in the Strategic Plan.

Dr. Campbell noted that monitoring progress helps ensure the District remains focused on its established priorities and illustrative measures. By reviewing progress midyear, the District can stay aligned to the commitments made in the three-year LCAP and avoid drifting from its intended focus.



Dr. Campbell explained that the presentation would use a stoplight system to report on actions and outcomes. Red indicates off track, yellow indicates in progress, and green indicates meeting or on track with the identified metrics.

She noted that each rating includes nuance, as some elements of a measure may be on track while others remain in progress. For reporting purposes, the overall color reflects the broader status. The stoplight system is intended to provide a high-level “balcony view” of progress toward LCAP goals.



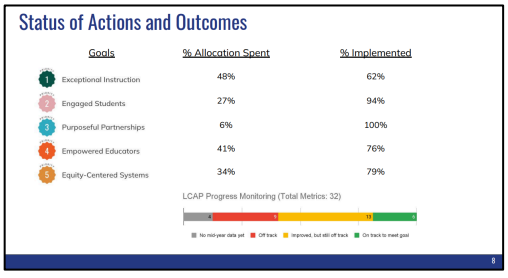
Dr. Campbell reviewed the status of actions and outcomes aligned to the District's LCAP goals.

For Goal 1, Exceptional Instruction, she reported that 48% of allocated funds had been spent and 62% of actions had been implemented as of December 31, 2025, noting this is an appropriate position at midyear. She referenced similar updates for the remaining goal areas, including Engaged Students.

She then highlighted overall LCAP progress monitoring data. Of the 32 identified metrics:

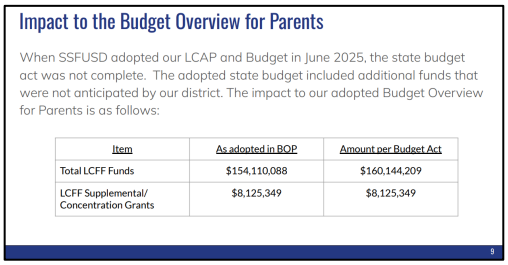
- 6 are in green (on track),
- 16 are in yellow (in progress),
- 9 are in red (off track), and
- 4 do not yet have midyear data available.

Dr. Campbell emphasized that, at midyear, it is positive that more than half of the metrics fall within the yellow or green categories, indicating the District is generally progressing in the right direction.



Dr. Campbell noted, for transparency, that when the LCAP budget was initially approved, the State budget had not yet been finalized. As a result, the District later received additional Local Control Funding Formula (LCFF) funds.

She shared that the Business Department has since updated the budget overview to reflect the increase and has prepared communication for parents. The revised figures now reflect the originally adopted LCAP funding along with the additional funds received from the State.



Impact to the Budget Overview for Parents

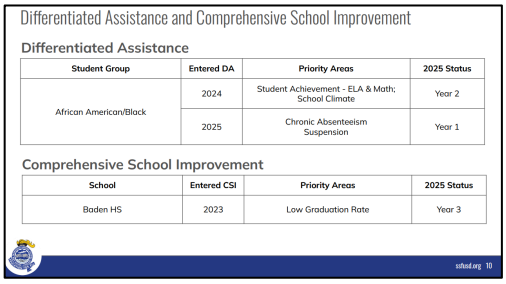
When SSFUSD adopted our LCAP and Budget in June 2025, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:

Item	As adopted in BOP	Amount per Budget Act
Total LCFF Funds	$154,110,088	$160,144,209
LCFF Supplemental/ Concentration Grants	$8,125,349	$8,125,349

9

Dr. Campbell noted that the District is currently in Differentiated Assistance based on data related to African American/Black students, specifically in the areas of chronic absenteeism and suspension rates.

She also shared that one school, Baden High School, is identified for Comprehensive School Improvement due to its graduation rate.



Differentiated Assistance and Comprehensive School Improvement

Differentiated Assistance

Student Group	Entered DA	Priority Areas	2025 Status
African American/Black	2024	Student Achievement - ELA & Math; School Climate	Year 2
	2025	Chronic Absenteeism Suspension	Year 1

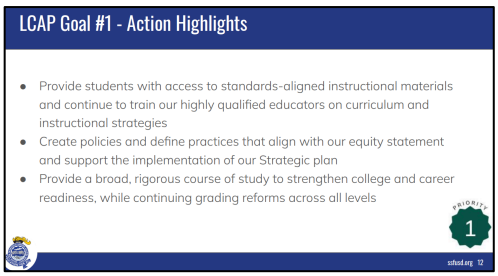
Comprehensive School Improvement

School	Entered CSI	Priority Areas	2025 Status
Baden HS	2023	Low Graduation Rate	Year 3

ssfusd.org 10

Dr. Campbell highlighted that the District continues to provide students with access to standards-aligned instructional materials and ongoing professional development to support educators in curriculum implementation and effective instructional strategies. She noted that the system has a plan to increase the use of standards-aligned curriculum across classrooms.

Additionally, the District is developing and refining policies and practices aligned with its equity statement and Strategic Plan. Dr. Campbell also emphasized efforts to expand access to broad and rigorous coursework to strengthen college and career readiness, while continuing to advance grading reform practices across grade levels.

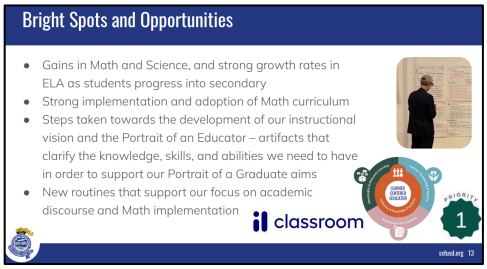


Dr. Campbell highlighted several bright spots and areas of opportunity within Exceptional Instruction.

She noted gains in Math and Science, as well as continued growth in ELA as students progress into secondary grades. The District is encouraged by the implementation and adoption of the new Math curriculum and remains focused on strengthening its implementation.

She also shared progress in further defining the District's instructional vision and developing a Portrait of an Educator to clearly articulate the knowledge, skills, and competencies needed to support students in achieving the Portrait of a Graduate outcomes.

Additionally, the District is emphasizing meaningful and relevant learning experiences, learner ownership and agency, inclusive and equitable practices, and the effective use of assessment for learning to drive instruction.

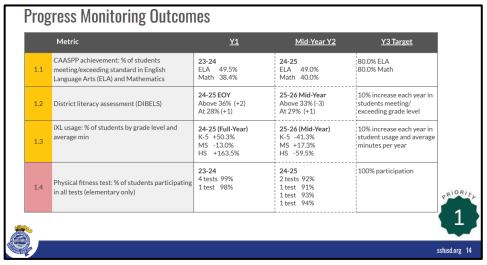


Dr. Campbell reviewed Goal 1 metrics using the color-coded system.

She noted Metric 1.4, is currently red. While the year-three target remains identified, midyear data reflects a decrease from 2024–25 to 2025–26 in the percentage of students scoring "above" on the DIBELS assessment. She also noted a decrease in usage in one area of implementation.

At the same time, there is an increase in IXL usage at the middle school level.

Dr. Campbell paused to acknowledge that each slide contains substantial data and emphasized the importance of taking time to carefully review and understand the information presented.

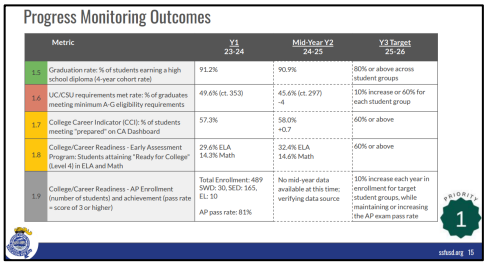


Dr. Campbell reviewed Metrics 1.5 through 1.9 under Goal 1.

She noted that Metric 1.9 is currently grayed out because the District is verifying the data source for AP enrollment. The midyear numbers did not align with the prior year's data, and with the implementation of a new dashboard system, staff want to ensure that reported figures are comparable year over year. She emphasized the importance of reporting like-to-like data before sharing results publicly.

She highlighted a positive outcome in the graduation rate, which is currently marked green. The year-three target is 80% or higher across all student groups.

Dr. Campbell also reported a slight increase in the College and Career Readiness Indicator, as well as growth in Metric 1.8, the Early Assessment Program (EAP) indicator showing students ready for college coursework

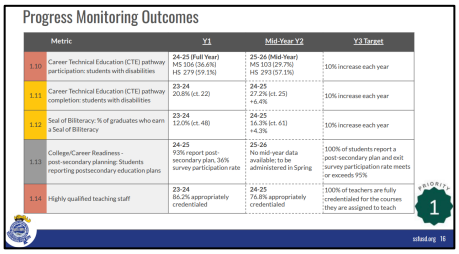


Dr. Campbell reviewed the final set of Goal 1 metrics.

She clarified that Metric 1.13 remains grayed out because the Postsecondary Plan Survey has not yet been administered. Once completed, the District will report the updated data.

She highlighted several positive outcomes, including an increase in the number of students earning the Seal of Biliteracy and an increase in CTE pathway completion rates for students with disabilities.

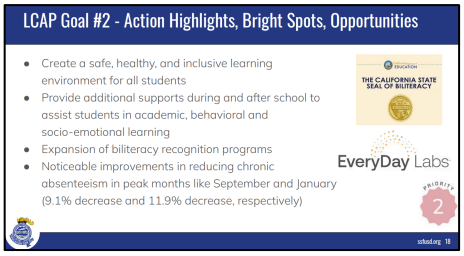
At the same time, she noted that the District is continuing to push for greater access to CTE pathways for students with disabilities in order to further increase participation and completion rates. She also identified Metric 1.14, the percentage of highly qualified, credentialed teachers, as an area of continued focus for improvement.



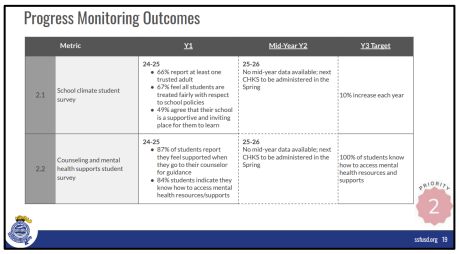
Goal 2, Engaged Students, focuses on creating a safe, healthy, and inclusive learning environment for all students. The District continues to ensure that before- and after-school programs are available to support students' academic, behavioral, and social-emotional needs.

She also noted ongoing efforts to expand biliteracy recognition programs to honor and celebrate the diverse languages represented within the community.

Additionally, the District is working toward a measurable reduction in chronic absenteeism, particularly during peak months, as part of its broader student engagement efforts.



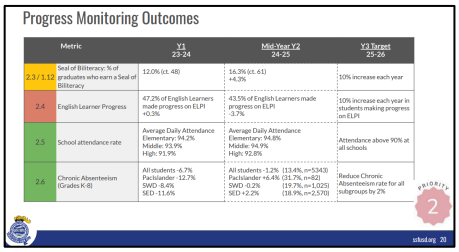
Dr. Campbell noted that the two grayed-out metrics under Goal 2 are tied to the California Healthy Kids Survey. Because the survey is administered in the spring, midyear data is not yet available. The District will report on those metrics once the survey results are received.



Dr. Campbell highlighted the alignment between Metrics 2.3 and 1.12, noting that this reflects strong coherence across the Strategic Plan priorities. She explained that efforts under Engage Students also connect to other goal areas, such as the Seal of Biliteracy, demonstrating targeted actions that support multiple outcomes. She again noted the 4.3% increase in Seal of Biliteracy attainment.

She also identified continued focus on improving English Learner progress as an area for growth.

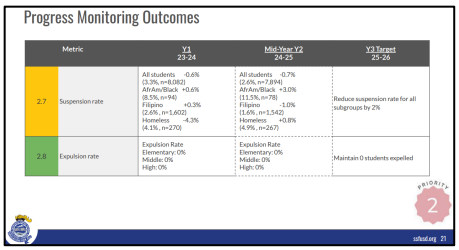
In addition, the school attendance rate is currently marked green, reflecting increases in attendance and a decrease in chronic absenteeism, which she noted as a positive trend.



Dr. Campbell reviewed Metrics 2.7 and 2.8 related to suspension rates. She noted slight increases, resulting in a yellow rating at midyear. She emphasized the District's continued focus on using available tools and supports to prevent students from being excluded from the learning environment for the remainder of the school year.

She also shared that the expulsion rate is currently marked green, reflecting that no students have been expelled. The

District's goal is to maintain that outcome.

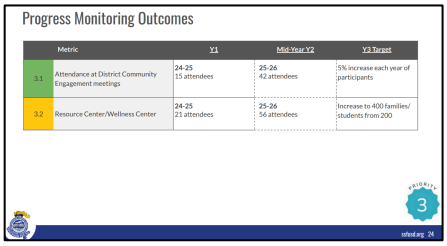


For Goal 3, Purposeful Partnerships, Dr. Campbell emphasized the importance of cultivating strong partnerships with families, community organizations, and educational institutions to better support students as they navigate their educational journeys.

Highlighted efforts include piloting the Promise Champions initiative, hosting Parent Cafés, and strengthening Family Resource Centers. The District is also expanding opportunities for dual enrollment through Skyline College, as well as increasing access to work-based learning experiences and internships. Looking ahead, the District aims to grow these efforts to include apprenticeship opportunities.



She reported increases in attendance at District community engagement meetings, as well as increased utilization of the District's Family Resource and Wellness Centers. These gains reflect growing family and community participation in District-supported programs and services.



For Goal 4, Empowered Educators, Dr. Campbell shared that the District is funding positions that directly support District goals and staff professional development, including the successful adoption of high-quality instructional materials. The District has staff on special assignment and has launched an instructional coaching pilot at Title I schools to strengthen classroom practice.

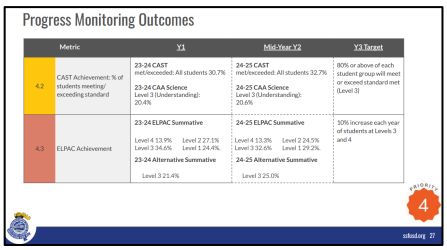
Additionally, teacher leadership teams are in place, and positions such as liaisons, counselors, and paraeducators are funded to help ensure safe, inclusive, and welcoming school environments.

She also noted implementation of the Universal Pre-K plan to support TK students and staff, as well as ongoing efforts to improve hiring pathways and processes to recruit and retain qualified teachers.



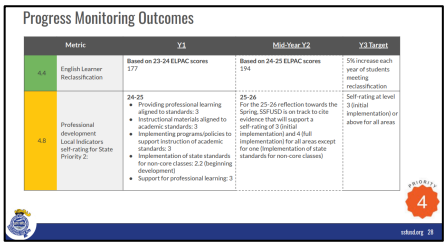
Dr. Campbell reviewed Metric 4.2, noting slight growth, which results in a yellow rating at midyear.

She reiterated that ELPAC achievement remains an area of focus for improvement. While reviewing the 2024–25 Summative ELPAC results, the District observed an increase in the number of students scoring at Level 1. She emphasized that this trend is being closely examined and that the District is committed to strengthening supports to increase student success and language proficiency outcomes moving forward.



Dr. Campbell highlighted Metric 4.4 as an illustrative measure related to English Learner reclassification. Based on the 2024–25 ELPAC scores, the District saw an increase in the number of students who were reclassified as proficient, which she noted as a positive outcome.

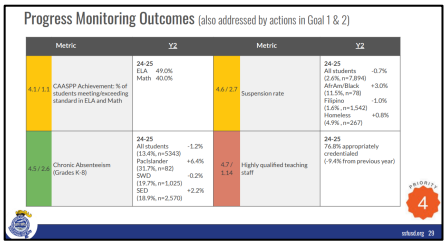
She also shared that Metric 4.8 is currently rated yellow, reflecting progress with room for continued growth.



Dr. Campbell provided additional orientation to the crosswalk among goal areas, noting that several metrics align across multiple priorities.

She explained that Metric 4.1, related to CAASPP achievement, also connects to Goal 1 under Exceptional Instruction (Metric 1.1). While the data had already been presented earlier, she clarified that it applies to more than one goal area and was intentionally included again to demonstrate alignment.

She further noted that the metrics listed under Goal 4 have already been addressed through actions and progress shared in Goals 1 and 2. The purpose of highlighting them again was to clearly show how Goal 4, Empowered Educators, intersects with and supports the broader strategic priorities.



Dr. Campbell introduced Goal 5, Equity-Centered Systems.

She emphasized increasing student access to courses, programs, technology, tools, and additional learning

opportunities to support both intervention and enrichment. She also noted the District's commitment to a multi-year, inclusive, and iterative annual planning process that is transparent and aligned to strategic priorities.

Additionally, she underscored the importance of maintaining essential services and positions that support marginalized students, ensuring their needs are met so they can fully engage in the academic environment.

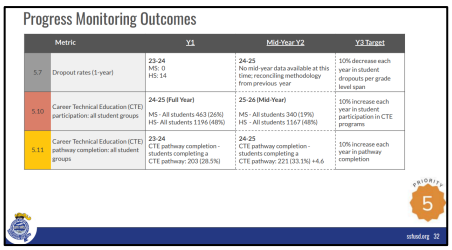
Dr. Campbell concluded by reaffirming that equity remains central to all decision-making, whether related to human resources, fiscal planning, staff allocations, enrollment projections, or new initiatives. The District continues to analyze student data and align resources strategically to ensure all students have meaningful access to learning and opportunities for success.



Dr. Campbell addressed the District's dropout rate metric, noting that staff are currently verifying the methodology used to calculate the data. Once alignment is confirmed with the metrics established in Year 1, an updated report will be provided to ensure accuracy and consistency in reporting.

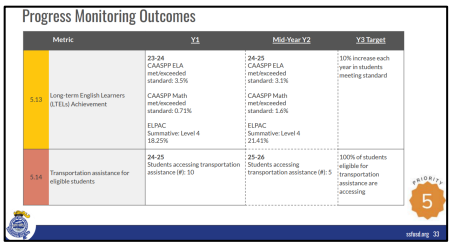
She also shared that there is room for growth in participation among all student groups in Career and Technical Education (CTE) opportunities. Increasing equitable access to these programs remains a priority.

At the same time, she celebrated the increase in pathway completion rates. Current data show that when students have access to CTE opportunities, they are experiencing success. The District's focus moving forward is to expand access so that more students can engage in and benefit from these pathways.



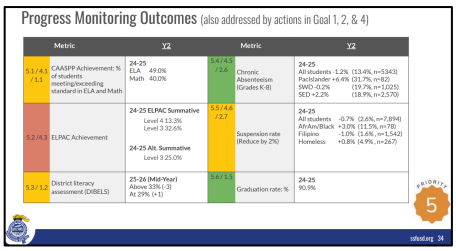
Dr. Campbell provided an update specific to long-term English learners, noting a slight increase in mathematics performance, a slight decrease in ELA, and an increase in ELPAC summative results, highlighting positive momentum in English language development overall.

She also addressed transportation assistance for eligible students. The data show a decrease in the number of students accessing transportation services. However, she clarified that while the District can ensure access is available, it cannot mandate utilization. Although usage declined, the District continues to provide the option to ensure eligible students have transportation support available.

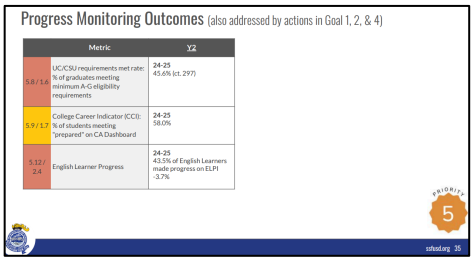


Dr. Campbell noted that the metrics presented on slide 34 were previously communicated under another goal and are being shown again to demonstrate alignment across the District's strategic priorities.

She emphasized that, regardless of the goal area, all District efforts ultimately center on student outcomes. Whether the focus is on empowered educators, systems improvement, or resource allocation, the intended impact is improved student opportunity and access to learning. As a result, the metrics used to measure progress are student-facing, reinforcing the District's commitment to ensuring that all initiatives lead to meaningful outcomes for students.

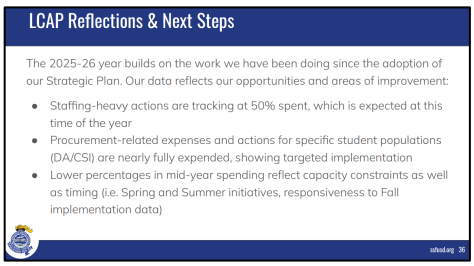


Dr. Campbell noted that slide 35 reflected the final set of metrics.



For the 2025–26 year, she shared that the District is building upon the prior year's work, and current data reflect both areas of progress and opportunities for continued growth. She noted that staffing-heavy actions are tracking at approximately 50% of funds spent, which is appropriate and expected at midyear. Overall, expenditures align with the commitments outlined in the adopted plan.

Looking ahead, she expressed optimism about the development of the next LCAP cycle. Although one year remains in the current plan, the District is already learning from implementation experiences. As part of improving the annual planning process, the District aims to further streamline efforts across divisions, eliminate redundancies, and ensure stronger alignment so that all teams are strategically focused on the identified priority areas for improvement.



Dr. Campbell invited continued engagement from the Board

and community and shared upcoming opportunities for input on the LCAP.

She announced that a community input survey will launch on March 9, followed by a virtual community input session on March 12 focused on the LCAP. On April 21, the District English Learner Advisory Committee (DELAC) will receive a presentation that includes LCAP updates. Finally, a public hearing is scheduled for May.

She encouraged participation in these opportunities to help inform the ongoing development and refinement of the LCAP.



Trustee Anthony shared that she continues to notice a quite a few of yellow and red indicators in the report and expressed a desire to see more green areas moving forward.

Trustee Lam thanked Dr. Campbell for the presentation and reflected on her experience as a newer board member. She noted that although the LCAP was intended to be a public-facing document to help families understand district plans and priorities, it remains a dense and complex document that can be difficult for a layperson or parent to navigate. She appreciated the alignment to district priorities shown in the presentation and expressed hope that upcoming engagement opportunities will help the community better understand the district's work.

Trustee Hsieh expressed strong appreciation for the transparency of the midyear update and for how clearly the presentation connected spending, implementation, and outcomes. She emphasized the importance of midyear monitoring to ensure funds are being spent appropriately and aligned to student outcomes and state priorities. She highlighted the "status of actions and outcomes" slide as particularly valuable for providing a big-picture view of progress toward the district's five goals. She noted that midyear spending and implementation percentages

appeared on track and commended Dr. Campbell for presenting the information in a way that allowed the Board to focus on high-level alignment while trusting staff with operational details.

President Murray thanked Dr. Campbell for the comprehensive report and asked two questions. First, she inquired why, given the district's investment in Career and Technical Education (CTE), more students are not participating.

Dr. Campbell responded that the district is examining several factors, including how master schedules at secondary schools may unintentionally create conflicts between required courses and elective pathway options. She explained that the district is working to ensure students can better access courses aligned with their interests. She also noted the need to improve communication about available CTE opportunities and shared that student roundtables are helping the district better understand awareness gaps. Additionally, she explained that the district is working to expand earlier exposure to pathways at the middle school level so students can enter high school prepared to commit to a pathway.

President Murray's second question concerned how the district plans to notify the community about the March 9 LCAP input survey. Dr. Campbell indicated that communication would occur through multiple outreach channels, including district communication platforms and parent communication tools, in addition to the public meeting announcement.

Student trustee left the meeting at 8:22 p.m.

P. CONSENT AGENDA:

Trustee Lam requested clarification on two previously discussed consent items. First, she referenced Item 3A, the December 2025 purchase order listing, which had previously been pulled due to questions from Trustee Richardson. Trustee Lam asked for confirmation, for the record, that Trustee Richardson's questions had been addressed.

Dr. Moore confirmed that Trustee Richardson's questions had been answered.

Trustee Lam then asked about Item 3E regarding SchoolWorks and the updated demographic survey. She requested clarification for the public on when the completed report is expected.

Dr. Moore explained that the process typically takes two to three months, as there is significant information gathering required before the analysis work begins. He added that staff can provide updates to the Board as the process moves forward.

MOTION #165 (Anthony/Hsieh) to approve items: 1a. Permission for Baden HS staff to attend the Napa Valley Wellness Conference in Napa, CA, March 4 – 6, 2026; 1b. Permission for District Office Staff member to attend the CAL-MSCS Spark Curiosity workshop in San Diego, CA, March 9 – 10, 2026; 1c. Permission for SSFHS staff and AVID students to travel to Southern California for college tours and Disneyland Amusement Park, March 11 – 13, 2026; 1d. Permission for ECHS students to attend the Junior/Senior Prom at San Francisco City Hall, on April 11, 2026; 2a. Certificated Personnel Assignment Order; 2b. Classified Personnel Assignment Order; 2c. MOU with SJSU for Special Education Interns; 3a. Purchase Order Listing, December 2025; 3b. Declaration of Surplus items; 3c. Gifts to the District, February 2026; 3d. Fundraising events for the 2025-26 school year; 3e. Professional services agreements under $25,000. Motion Carried. (Unanimous)

ACTION *(continued)*

1. ADMINISTRATION *(continued)*

b. Resolution No. 26-07 for Women's History Month

The resolution was read by Trustee Lam.

MOTION #166 (Hsieh/Anthony) to adopt Resolution #26-07: Honoring Women's History Month. (AYES: Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

The Board recessed at 8:29 p.m. and reconvened at 8:39 p.m.

O. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

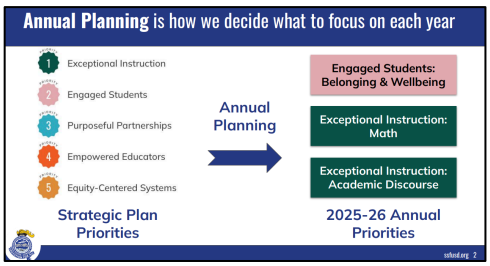
1. ADMINISTRATION

a. SSFUSD 2026-2027 Priorities and Initiatives

Superintendent Dr. Moore shared that it is a privilege to present the district's 2026–2027 priorities and initiatives to the Board. Although the current school year is well underway, she explained that the district has already been thoughtfully planning for the upcoming year.

She described the annual planning process as a structured, cyclical approach that guides decision-making about the district's focus for the following school year. While the district operates under a five-year strategic plan, the annual plan allows staff to intentionally determine which goals and initiatives will be prioritized in the coming year.

Dr. Moore noted that the annual plan encompasses key components such as district goals, major initiatives, staffing levels, budget planning, and professional learning. She also highlighted that the district has identified three annual priorities for 2026–2027, which she would discuss in greater detail in subsequent slides.



Dr. Moore explained that this year's annual planning process included extensive input from leaders across the District, similar to last year's iterative approach. The process began in October with district office department teams discussing current plans and priorities. In November, principals were asked to provide feedback on this year's priorities and initiatives, which was then shared with Cabinet and district office leaders.

Department leaders subsequently worked with their teams to

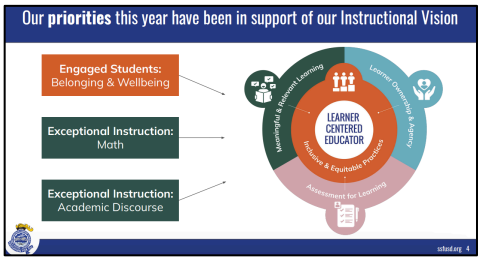
develop proposals for potential priorities and initiatives for the 2026–2027 school year. These proposals were brought back to principals for additional input, specifically asking them to consider the implications for their individual school sites. Draft priorities were also shared with CTA labor partners in February for feedback. All input was then reviewed by Cabinet, which developed recommendations for the Superintendent. Dr. Moore noted that the team is excited to present those recommendations.



Dr. Moore reviewed the District's 2025-26 annual priorities:

1. Belonging and Well-Being
2. Math
3. Academic Discourse

She explained that these priorities are aligned to the District's Instructional Vision, organized around four "fence posts" or pillars: meaningful and relevant learning; learner ownership and agency; inclusive and equitable practices; and assessment for learning. She noted that the proposed priorities directly align with and support each pillar.



After reflecting on this year's work, the District recognized the need to evolve its focus to more directly anchor priorities in the Instructional Vision rather than solely within the Strategic Plan categories.

Belonging and well-being will remain at the forefront, as students must feel connected and cared for in order to fully

engage in learning. The District will continue building staff capacity through professional learning, the California Healthy Kids Survey, and student roundtables.

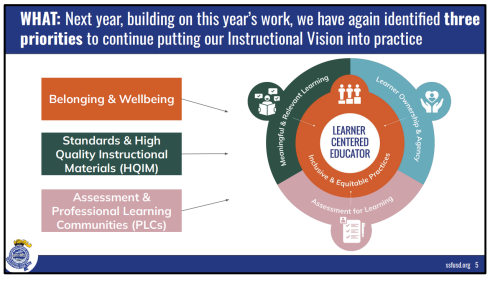
In addition, while academic discourse served as an early lever for increasing student engagement this year, next year the District will broaden its focus to emphasize grade-level, standards-based instruction using high-quality instructional materials. Dr. Moore noted that learning walks revealed growth in student talk but also variation in alignment to grade-level standards. Moving forward, discourse will be grounded more intentionally in rigorous standards-based content.

Finally, the District will elevate its focus on assessments and professional learning communities (PLCs). Building on current implementation of DIBELS and Illustrative Math unit assessments, the District plans to develop a more coherent system of standards-aligned assessments connected to CAASPP outcomes. Emphasis will be placed on using assessment data to inform instruction through structured collaboration, analysis of student work, co-planning, and instructional adjustments.

Dr. Moore reviewed the District's proposed 2026-27 priorities:

1. Belonging and Well-Being
2. Standards & High-Quality Instructional Materials
3. Assessment & Professional Learning Communities

She emphasized that these are not entirely new priorities, but rather an evolution to more fully bring the Instructional Vision to life across classrooms.



For belonging and well-being, the District will continue professional learning and invest in clinician support for student mental health while maintaining its contract with YSB

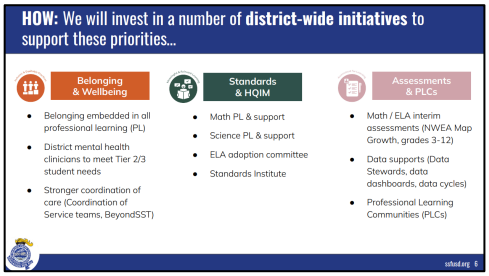
to avoid disruption of services.

For standards and high-quality instructional materials, the District will:

- Continue implementing Illustrative Math in grades 3–12
- Launch Illustrative Math in grades K–2
- Continue professional learning for new science curriculum
- Begin the ELA curriculum adoption process in 2026–2027, with Board consideration in spring 2027 for implementation in 2027–2028

District leaders and educators will also have opportunities to attend Standards Institute training, with the District covering registration and transportation costs.

For assessments and PLCs, the District will implement systemwide assessments and continue leveraging dashboards to monitor impact and inform instruction.

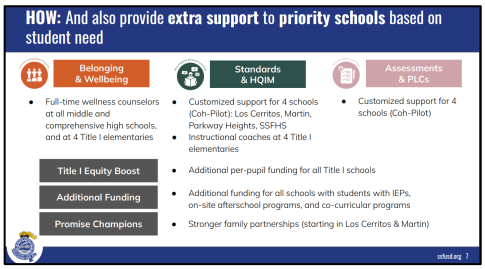


Dr. Moore emphasized equitable implementation of the priorities. The District will:

- Continue wellness counselors at middle schools, comprehensive high schools, and four Title I elementary schools
- Implement a “coherence pilot” at select Title I schools, including customized supports and instructional coaching
- Provide a Title I equity boost through additional per-pupil funding
- Allocate additional resources based on student need, including IEP populations and unique site programs

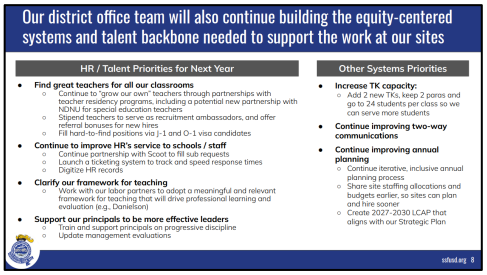
She also highlighted Promise Champions, a family

partnership fellowship designed to strengthen family understanding of literacy and math and deepen school-home collaboration.



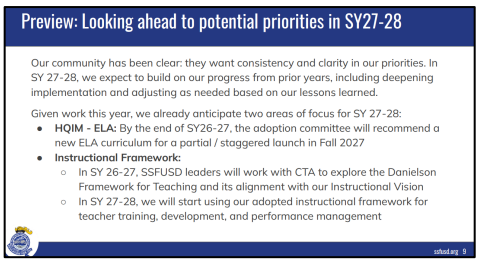
Dr. Moore described the “behind-the-scenes” systems needed to support the priorities, including equity-centered systems and talent development.

She highlighted the importance of clarifying the District’s framework for teaching in alignment with the Instructional Vision, which will inform evaluation systems and instructional expectations. She also emphasized continued focus on two-way communication and strengthening the annual planning process.



Looking ahead to 2027–2028, Dr. Moore noted that future priorities will build upon current efforts. Anticipated focus areas include:

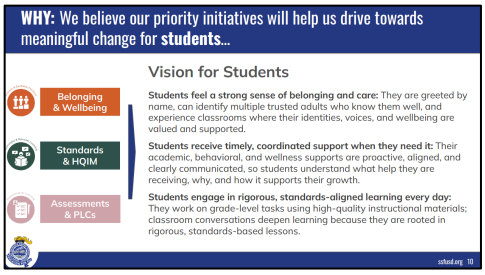
- Full implementation of high-quality instructional materials in ELA
- Adoption and implementation of the District’s instructional framework



Dr. Moore reviewed the "why" behind the priorities. The District's vision is for students to:

- Experience a strong sense of belonging and care
- Receive timely and coordinated support
- Engage daily in rigorous, standards-aligned learning

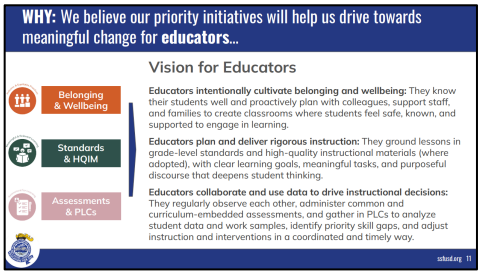
She stated that the proposed priorities are designed to advance these outcomes for all students.



For educators, the priorities aim to:

- Strengthen intentional cultivation of belonging and well-being
- Support planning and delivery of rigorous instruction
- Enhance structured collaboration through PLCs
- Use data to inform instructional decisions and course corrections

Dr. Moore emphasized the importance of continuing effective practices and pivoting when data indicates change is needed.



For site and district leaders, the priorities are intended to:

- Build coherent systems aligned to student success
- Establish clear expectations for high-quality instruction
- Model effective use of data and evidence to drive improvement

Dr. Moore concluded that implementing these priorities in a systematic, intentional, and strategic manner will lead to meaningful change across the District.



Trustee Anthony shared that she appreciated the alignment of the proposed priorities and the clear progression from the current year's work into next year's focus areas. She noted the strong alignment between the vision for students and the vision for educators. Trustee Anthony also highlighted the importance of educator collaboration and expressed hope that the plan would create additional opportunities and time for teachers to collaborate.

Trustee Lam thanked Dr. Moore for the presentation and noted that it addressed questions she previously had regarding how this year's priorities are being carried forward and woven into the evolved priorities for the upcoming school year. She acknowledged her initial reaction to the expanded focus beyond math to include science and ELA, but recognized the significant behind-the-scenes work that has been taking place over the past several years, particularly through science leadership teams, teacher cohorts, and science TOSAs. She expressed appreciation for the teacher and site leaders who have been leading this work and stated that bringing more intentional attention to it is positive.

Trustee Lam referenced prior discussions regarding the use of UFLI for intervention and the move toward adopting an

ELA curriculum, describing this as an exciting time for the District. She asked what would be different moving forward, particularly in science, now that this work is being elevated within the District's formal priorities.

Dr. Moore responded that much of the work will continue but with greater depth. She explained that repetition and sustained focus are often necessary to strengthen instructional practice. The science leadership team has developed a detailed plan to deepen instructional moves and further bring science to life in classrooms. Dr. Moore offered to provide additional specifics either during the meeting or in follow-up.

Trustee Hsieh thanked Dr. Moore for the clarity and coherence of the priorities, specifically highlighting belonging and well-being, standards and high-quality instructional materials, and assessments and PLCs. She noted that the plan logically builds upon this year's work and remains grounded in the District's Instructional Vision. Trustee Hsieh expressed appreciation for the focus on talent development and equity-centered systems, as well as the clear articulation of the "why," "what," and "how." She also recognized the alignment between the visions for students, educators, and site and district leaders, and commended the District's bold equity efforts.

Dr. Moore thanked the Board and emphasized that the plan reflects a collective team effort, designed to be rigorous, feasible, and centered on serving students.

President Murray expressed strong support for the priorities and commended the team's work. She particularly appreciated the investment in professional learning for teachers, noting that investing in educators directly benefits students. She also highlighted the additional per-pupil funding for Title I schools, stating that resource allocation reflects the District's values and commitment to equity

ACTION

1. **ADMINISTRATION**

   a. **Approval of the District's 2026-2027 Priorities and Initiatives**

      MOTION #167 (Hsieh/Anthony) to approve the District's priorities and initiatives for the 2026–2027 school year. Motion Carried. (Unanimous)

ACTION *(continued)*

1. **ADMINISTRATION**

   c. **Resolution No. 26-08 for American Red Cross Month**

      The resolution was read by Trustee Amanda Anthony.

      MOTION #168 (Anthony/Lam) to adopt Resolution #26-08: In recognition of American Red Cross Month. (AYES: Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

   d. **2026 CSBA Delegate Assembly Election**

      Trustee Anthony asked when the item had been opened, stating that she did not recall seeing it and was seeking clarification.

      President Murray responded that she believed it had been opened in February.

      MOTION #169 (Anthony/Hsieh) to elect Chelsea Bonini, Teri Chavez, and Maybeth Alexander as a write in, as representatives for the 2026 California School Boards Association Delegate Assembly from Region 5-B, San Mateo County. Motion Carried. (Unanimous)

   e. **Approval of Increased Funding to the ChildCare Careers, LLC Contract**

      MOTION #170 (Lam/Hsieh) to approve the increase in funding for ChildCare Careers, LLC for the 2025–2026 school year in the amount of $295,000. Motion Carried. (Unanimous)

f. Approval of President Murray's Travel Request

President Murray acknowledged that the trip is costly but shared that she made efforts to keep the total as close as possible to her $2,000 Board allotment. She noted that the expense exceeded her allotment by $44.10 and stated that Trustee Hsieh had offered to cover the difference from her own allotment.

Trustee Lam commented that she supports maintaining expenses within the Board's established allowance. She thanked Trustee Hsieh for offering to contribute the difference but reiterated her philosophy of adhering to the approved Board allotment.

Trustee Anthony agreed with Trustee Lam, stating that she believes the Board allowance is fair and reasonable. She added that she and Trustee Hsieh will be bringing forward proposed revisions to the Board remuneration policy for future consideration, but emphasized that she continues to view the current allotment as appropriate.

MOTION #171 (Anthony/Hsieh) to approve President Pat Murray's "Option #2" request to attend the Coast2Coast Federal Advocacy Trip in Washington D.C., April 12 – 15, 2026. Motion Carried. (Unanimous)

g. Approval of Trustee Richardson's Travel Request

Trustee Anthony stated that the total cost of the trip exceeds the $2,000 Board spending limit. She shared that she would be willing to allocate $500 from her own Board allotment to Trustee Richardson to help offset the expense and would support approval of the travel if the remaining costs were covered either through shared allotments or personal payment. However, she indicated she would not support approval of the District paying beyond what is available within existing Board allotments. She reiterated her previously stated considerations: whether the travel benefits students, whether it is within budget, and whether there are comparable alternatives. Trustee Anthony noted that her vote had changed previously because President Murray kept her expenses within the allotment.

Trustee Hsieh clarified that the discussion was regarding

Option Two and stated that she was also willing to contribute any remaining balance from her allotment toward Trustee Richardson's travel costs.

Trustee Lam referenced her prior commitment at the previous meeting to contribute $300 from her Board allowance, noting that this amount reflects what remains available in her allotment. She expressed interest in revisiting the Board remuneration bylaw in the future to allow for broader discussion, acknowledging that Board members may have differing philosophies regarding travel. Trustee Lam emphasized the importance of remaining within established Board allowances and demonstrating fiscal responsibility. She stated that, while it is preferable not to "loan" funds between members, she supports doing so as long as total expenditures remain within the combined Board allotments. She suggested that the motion reflect that contributions would be limited to available allotments and that the total reimbursement would not exceed that combined amount.

MOTION #172 (Anthony/Hsieh) to approve Trustee Mina Richardson's "Option #2" request to attend the Coast2Coast Federal Advocacy Trip in Washington D.C., April 12 – 15, 2026, with contributions from Trustee Hsieh, Trustee Lam, and Trustee Anthony, with the understanding that the District will cover any remaining balance and that Trustee Richardson will be responsible for any outstanding amount. Motion Carried. (Unanimous)

2. TEACHING & LEARNING

a. Approval of Agreement with SPG Therapy & Education, PC

MOTION #173 (Hsieh/Anthony) to approve the agreement with SPG Therapy & Education, PC to provide temporary Speech and Language Pathology services to implement IEPs and support Special Education programs through the 2025–2026 school year, in an amount not to exceed $55,000. Motion Carried. (Unanimous)

b. Approval of Agreement with Aya Healthcare, Inc.

MOTION #174 (Hsieh/Lam) to approve the contract with Aya Healthcare, Inc. to provide a Deaf and Hard of Hearing (DHH) Instructor to implement IEP services and support Special Education programs for the 2025–2026 school year, in an amount not to exceed $80,000. Motion Carried. (Unanimous)

c. Approval of a 1-Year Contract Extension with McGraw Hill, LLC

Trustee Anthony asked if this was the last year of the extension to which Dr. Campbell confirmed it was.

MOTION #175 (Hsieh/Amanda) to approve the one-year contract extension with McGraw Hill, LLC for the currently adopted ELA instructional materials (Wonders Grades K–5 and StudySync Grades 6–12) in the amount of $362,065.93. Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Approval of the MOU with Classified School Employees Association (CSEA) Chapter 197 for the Referral Bonus Program

MOTION #176 (Anthony/Hsieh) to approve the MOU with CSEA 197 for the Referral Bonus Program, effective February 13, 2026 through August 31, 2026. Motion Carried. (Unanimous)

4. BUSINESS SERVICES

a. Agreement with Joseph Cumiskey Construction Corporation for Spruce Elementary School

MOTION #177 (Hsieh/Anthony) to approve the agreement with Joseph Cumiskey Construction Corporation for exterior concrete wall and stucco repairs at Spruce Elementary School in the amount of $62,425. Motion Carried. (Unanimous)

b. Approval of Agreement with Millennium Consulting Associates for the Sunshine Gardens Elementary School Modernization Project

MOTION #178 (Lam/Hsieh) to approve the agreement with Millennium Consulting Associates to provide Hazardous Materials Consulting Services for the Sunshine Gardens Elementary School Modernization Project in the amount of $108,237. Motion Carried. (Unanimous)

c. Resolution No. 26-09: Award and Authorization of Lease-Leaseback Agreement with Rodan Builders, Inc. for the Sunshine Gardens Elementary School Modernization Project

MOTION #179 (Lam/Hsieh) to adopt Resolution #26-09 (with a waive of the reading): supporting the award of the Lease-Leaseback (Site Lease and Facilities Lease) Agreements for the Sunshine Gardens Elementary School Modernization Project and authorizing District staff to enter into the Lease-Leaseback Agreements with Rodan Builders, Inc., in an amount not to exceed $64,020. (AYES: Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

d. Approval to Amendment #1 with Gelfand Partners for Junipero Serra Elementary School New TK Classroom Project

MOTION #180 (Lam/Hsieh) to approve Amendment No. 1 to the agreement with Gelfand Partners Architecture for additional design and construction administration services for the Junipero Serra Elementary School New TK Classroom Project in the amount of $23,200. Motion Carried. (Unanimous)

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

Trustee Anthony requested information regarding future Board meeting dates in order to plan her summer schedule.

Secretary Marcelino responded that the item is anticipated to be brought forward at one of the May Board meetings.

Trustee Anthony asked whether it could instead be scheduled earlier or, at minimum,

whether the July meeting dates could be confirmed to allow additional time for vacation planning.

March 12, 2026

- Presentation Teaching and Learning – Skyline Elementary
- Presentation Teaching and Learning – Junipero Serra
- Presentation on Counseling
- Presentation and approval of Second interim budget report "positive certification"
- Approval of recommended dates for 2026-27 LCAP and budget hearings and adoptions

March 26, 2026

- Presentation Teaching and Learning – Westborough MS
- Presentation on Nutrition Services
- Presentation on Induction
- Resolution for Child Abuse Prevention Awareness Month (April)
- Resolution for Autism Awareness Month (April)
- Approval of LCFF supplemental funded positions
- Resolutions for retirees

April 9, 2026

- Presentation Teaching and Learning – Buri Buri ES
- Presentation Performance Management – NGSS/Genentech
- Williams report for 3rd quarter ending 3/31/26
- Resolution for Earth Day (April 22)
- Approval of LCFF supplemental funded positions
- Approval of Skyline Middle College MOU for 2026-27
- Resolution for Day of the Teacher (5/5/2026)
- Resolution for Classified School Employee Week (5/17/23-5/23/26)

April 23, 2026

- Presentation Teaching and Learning – Monte Verde ES
- Presentation Performance Management – Multilingual Language Learners
- Approval of designated representatives to CIF (California Interscholastic Federation)
- Approval of SPSAs
- Resolution honoring Asian Pacific American Heritage Month (May)

May 2, 2026 – Special Meeting/Board Workshop (*District Office*)

- Board Workshop

May 7, 2026

- Recognition for outgoing Student Trustee Ruiz

- Presentation Teaching and Learning – El Camino HS
- Presentation on Structured Literacy Block
- Approval of the Board meeting calendar for the 2026-27 school year
- Approval for 5th graders to attend SMCOE Outdoor Education
- Approval of Graduates and Certificates of Completion - Baden HS, ECHS, SSFHS, and Adult Education
- Resolution for Fund 11 and Fund 14 account balances
- Resolution – Reappointment of CBOC members
- Approval of All City agreement for crossing guards for 2026-27
- Approval of MOU with Legarza Sports for 2026-27

May 21, 2026

- Presentation Teaching and Learning - Baden HS/ Adult Education
- Presentation on the Facilities Department
- Presentation Teaching and Learning – Special Education
- Approval of the Children's Center Program annual self-evaluation reports
- Approval for destruction of Disposable Class 3 records
- Approval of updated Board Governance Handbook
- Approval of the agreement with SMCOE for Center for Learning Data Sharing
- Information on May revision of the Governor's 2026-27 budget
- Approval of Bill Saving Facilities Consulting agreement for 2026-27
- Resolution in support of LGBTQ+ Pride Month (June)

SUMMARY OF BOARD DIRECTIVES – None

GOOD AND WELFARE

Trustee Anthony wished everyone a good week.

Trustee Lam clarified that during the earlier consent agenda discussion she inadvertently mixed up a purchase order listing with a warrant register that had been pulled at a previous meeting. She noted that she was informed the item would be brought back at a future Board meeting.

Trustee Lam shared that it had been a busy week and mentioned attending several events. She attended the PTA Founders Day luncheon, noting it was a moving celebration honoring PTA leaders. She also attended the City of South San Francisco's Youth in Government kickoff, where high school students are mentored by City officials. Additionally, she participated in Parkway Heights Middle School's Career Day, where more than 30 speakers shared their career journeys with students. She remarked that it was her first time attending and could see why the program received a Kent Award the previous year.

Trustee Lam also spoke at a South San Francisco Kiwanis Club meeting, where she provided updates on District initiatives and engaged in conversation with members. She noted that the Kiwanis Club has re-engaged as a community partner and is supporting literacy efforts at school sites, including Sunshine Gardens. She concluded by wishing Aiden a happy birthday.

President Murray encouraged community members to join PTA and shared that she attended the PTA event, where Nancy Magee, recently retired as San Mateo County Superintendent of Schools, and Dave Pine were honored. She noted that the District's PTAs received multiple awards recognizing participation and longevity.

President Murray also shared that she gave a speech at Youth Government Day and described a meaningful moment when a senior student approached her afterward to share that she felt inspired by the speech. She stated that it was one of her favorite experiences during her time on the Board.

ADJOURNMENT – 9:27 p.m.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Nia Campbell, Ed.D., Assistant Superintendent, Teaching & Learning
Sabrina Yacoub, Director of Special Education & Pupil Personnel

DATE: March 12, 2026

RE: Disposal of Obsolete Materials

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 is a list of items throughout the Special Education Department that are unusable, not operable or obsolete. The District has determined each of the items is out of publication, no longer usable and must be destroyed. The South San Francisco Unified School District would like to declare all the items obsolete and/or inoperable. The items are detailed in the list below and the total net book value for all the items is zero dollars ($0).

Name/Title	Object Type	Quantity	Reason
Wechsler Adult Intelligence Scale, Fourth Edition	Test Kit	1	Outdated, purchased new edition
Clinical Evaluation of Language Fundamentals Preschool-2nd Edition	Test Kit	2	Outdated, purchased new edition
Clinical Evaluation of Language Fundamentals Preschool-2nd Edition Record Form	Test Protocols	14	Outdated Edition
Gilliam Autism Rating Scale-Second Edition	Manual	1	Outdated, purchased new edition
Gilliam Asperger's Disorder Scale	Manual	1	Outdated
Test of Memory and Learning	Test Kit	1	Outdated Edition
Behavioral and Emotional Rating Scale, 2nd Edition (BERS-2)	Manual and Rating Scales	1	Outdated Edition
Woodcock-Johnson III Tests of Achievement	Test Kit	1	Outdated, purchased new edition

Woodcock-Johnson III Tests of Achievement Record Form	Testing Protocols	20	Outdated Edition
Woodcock-Johnson III Tests of Achievement Response Booklet	Testing Protocols	19	Outdated Edition
Test of Auditory Processing Skills, Third Edition	Testing Protocols	4	Outdated Edition
Wechsler Adult Intelligence Scale, Fourth Edition Record Form	Testing Protocols	2	Outdated Edition
Wechsler Adult Intelligence Scale, Fourth Edition Response Booklet 1	Testing Protocols	17	Outdated Edition
Wechsler Adult Intelligence Scale, Fourth Edition Response Booklet 2	Testing Protocols	21	Outdated Edition
BRIGANCE Transition Skills Inventory Record Book	Test Protocols	13	Outdated Edition
California Verbal Learning Test (CVLT)	Manual	2	Outdated Edition
Conners 3 Self-Report Response Booklet	Test Protocols	14	Outdated Edition
Conners 3 Self-Report Short Response Booklet	Test Protocols	3	Outdated Edition
Gray Oral Reading Tests-4 (GORT-4™)	Test Protocols	2	Outdated Edition
Scales for Assessing Emotional Disturbance-Second Edition Developmental/Educational Questionnaire	Test Protocols	9	Outdated Edition
Scales for Assessing Emotional Disturbance-Second Edition Rating Scale	Test Protocols	3	Outdated Edition

FISCAL IMPLICATIONS:

No money will be lost from the above recommended transaction because the items do not hold any value that has not already been amortized. Any funds generated from the disposal (sale, recycle, etc.) will be deposited into Fund 01. Upon Board approval, the District will dispose of the items.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees declare the items unusable and obsolete as surplus items with a net book value of zero dollars ($0). It is further recommended that the District be authorized to dispose of these items.

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: March 12, 2026

RE: Certificated Assignment Order

ALIGNMENT WITH STRATEGIC PLAN:

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

BACKGROUND:

In accordance with Education Code section 35035, the Superintendent is seeking the Board's approval of the certificated assignment order as detailed on the attached report.

FISCAL IMPLICATIONS:

Approval of the certificated assignment order list reflects routine staffing actions, including new hires, reassignments, temporary contracts, retirements, and resignations. Any associated costs or savings are included within the District's existing budget and do not result in additional fiscal impact.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the certificated assignment order as submitted.

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

Certificated Contract

France, Haley - Teacher at Alta Loma Middle School
Effective: 2/18/2026 | Salary Placement: A-1

Job Share 2026-2027

Favaro, Colleen, .60 FTE- Elementary Teacher, Martin Elementary Effective: 7/1/2026
Lattasima, Keonakone, .40 FTE- Elementary Teacher, Martin Elementary Effective: 7/1/2026
Velez, Cynthia, .50 FTE- Elementary Teacher, Monte Verde Elementary Effective: 7/1/2026
Lynch, Michele, .50 FTE- Elementary Teacher, Monte Verde Elementary Effective: 7/1/2026
Messina, Hazel, .90 FTE- Elementary Teacher, Monte Verde Elementary Effective 7/1/2026

Resignation

Shitamoto, Robert - Teacher at Westborough Middle School Effective 6/1/2026
Chaiebrassou, Ziri - Teacher at South San Francisco High School Effective 6/1/2026

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: March 12, 2026

RE: Classified Assignment Order

ALIGNMENT WITH STRATEGIC PLAN:

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

BACKGROUND:

In accordance with Education Code section 35035, the Superintendent is seeking the Board's approval of the classified assignment order as detailed on the attached report.

FISCAL IMPLICATIONS:

Approval of the classified assignment order list reflects routine staffing actions, including new hires, reassignments, temporary contracts, retirements, and resignations. Any associated costs or savings are included within the District's existing budget and do not result in additional fiscal impact.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the classified assignment order as submitted.

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

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

Retirement:

Tucker, Lisa- Registrar, South San Francisco High School, 7.5 hours per day | Range 37A, Step 5 | Resignation effective: June 29, 2026

Crilly, Brigid- Paraprofessional II - Special Education, Ponderosa Elementary School, 6 hours per day | Range 29A, Step 5 | Resignation effective: May 29, 2026

Cabangal, Sixto- Custodian I, Westborough Middle School, 8 hours per day | Range 33B, Step 5 | Resignation effective: March 02, 2026

Employment:

Duena, Martin - Warehouse Worker/Delivery Driver, District Office, 8.0 hours per day | Range 36, Step 2| Effective February 25, 2026

Temp Out of Class Pay:

Dollentes, Chona Yuri - Acting Nutrition Services Assistant II. Buri Buri Elementary School, 4.5 hours per day| Range 30, Step 3 | Effective November 21, 2025 - November 21, 2025

Goenawan, Emilia - Acting Nutrition Services Assistant II, Alta Loma Middle School, 6 hours per day | Range 34 | Step 4 | Effective October 3, 2025 through October 17, 2025

Alcala, Cassandra - Acting School Support Secretary I, Alta Loma Middle School - 6.5 hours per day | Range 37, Step 1 | effective: August 13, 2025 through September 30, 2025

Mejia, Jose - Acting Nutrition Services Lead II, Nutrition Services Department - 6.0 hours per day | Range 38, Step 2 | effective: September 01, 2025 through December 05, 2025

Kelly, Brenden - Acting Lead Painter, District Office - 8.0 hours per day | Range 38, Step 2 | effective: August 01, 2025 through September 29, 2025

Resignation

Campbell, Aubriana, Campus Security, El Camino High School, 7 hours per day | Range 29B, Step 5 | Resignation effective: March 20, 2026

Vitug, Alvin, Nutrition Services Supervisor, District Office, 7.5 hours per day | Range 52S, Step 5 | Resignation effective: March 9, 2026

Stevenson, Leynid Tracy, Nutrition Services Assistant I, , 5 hours per day | Range 25B, Step 5 | Resignation effective: March 13, 2026

Joaquin, Destiney, Paraprofessional II - Special Ed, Westborough Middle School, 6 hours per day | Range 29B, Step 4 | Resignation effective: March 6, 2026

Release from Probation

EIN 10263, Paraprofessional I - Special Education, Westborough Middle School, 6.0 hours per day | Range 26, Step 3 | Effective: January 23, 2026

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: March 12, 2026

RE: MOU: SFSU Multi-Clinical Program Interns 2026-2030

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 Trustees of the California State University on behalf of San Francisco State University (SFSU).

The purpose of this agreement is to address South San Francisco Unified School District's workforce needs and provide paid intern experience to University students enrolled in the Multi-Clinical intern program at SFSU Department of Counseling holding an Intern Credential issued by the California commission on Teacher Credentialing (CTC).

Paid internships allow an individual to complete the preparation program while employed in a public-school setting and holding a Commission issued Intern credential in alignment with California CTC requirements.

FISCAL IMPLICATIONS:

There is no cost to the District associated with this MOU agreement.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the MOU with the Trustees of San Francisco State University (SFSU) to provide paid internships for Intern-credentialed University-enrolled students for the 2026-2030 school years.

STUDENT INTERNSHIP PLACEMENT AGREEMENT
BETWEEN
THE TRUSTEES OF CALIFORNIA STATE UNIVERSITY
ON BEHALF OF
SAN FRANCISCO STATE UNIVERSITY
AND
SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

THIS AGREEMENT is entered into pursuant to Education Code 89036, by and between the TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY, hereinafter called the "Trustees," on behalf of SAN FRANCISCO STATE UNIVERSITY, hereinafter called "University" and SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT hereinafter called "Agency."

WITNESSETH:

WHEREAS, the University provides nursing, health sciences and para-professional training and degree programs in fields including but not limited to nursing, physical therapy, occupational therapy, dietetics, clinical laboratory science, speech language and hearing sciences, phlebotomy, kinesiology, counseling and social work and desires its students to obtain practical experience at Agency's Facilities; and

WHEREAS, the Agency is a public school district that provides services to students based on their individualized needs in the fields of physical therapy, occupational therapy, speech language and hearing sciences, counseling, and social work; and

WHEREAS, it is to the mutual benefit of the parties that students of the University use the clinical facilities of the Agency for their clinical experience in the fields of specifically in the areas of physical therapy, occupational therapy, speech language and hearing sciences, counseling, and social work as unpaid student interns,

NOW, THEREFORE, in consideration of the covenants, conditions, and stipulations hereinafter expressed and in consideration of the mutual benefits to be derived wherefrom, the parties hereto agree as follows:

I. AGENCY SHALL:

A. Permit each student who is designated by the University pursuant to Paragraph II.A below to receive clinical experience at the Agency and shall furnish and permit such students and University instructor's reasonable access to appropriate clinical facilities for such clinical experience.

B. Furnish appropriate clinical facilities, on a rotational basis, in such a manner that there will be no conflict in the use thereof between the University's student and students from other educational institutions, if any.

C. Maintain the clinical facilities used for clinical experience in such a manner that said facilities shall at all times conform to the requirements of the curriculum requirements of the University.

D. Assure the staff is adequate in number and quality to insure safe and continuous health care to individuals.

E. Provide registered, licensed or certified clinical/professionals to supervise students when performing services for a patient. Students can only perform services when under their supervision. Such registered professionals are to be certified or licensed in the discipline in which supervision is provided. Students shall work, perform assignments, and participate in ward rounds, clinics, staff meetings, and in-service educational programs at the discretion of their supervisors designated by the Agency. Students are trainees, not employees, and are not to replace Agency staff.

F. Provide first aid and other emergency treatment on-site, including, but not limited to, immediate evaluation for risk of infection and appropriate follow-up care of student in the event of a needle stick injury to or other exposure of student to blood or body fluids. In the case of suspected or confirmed exposure to the human immuno-deficiency virus (HIV), such follow-up care shall include, but not be limited to, the option for appropriate post-exposure HIV testing and the option for prophylactic therapy with zidovudine (AZT) and/or other appropriate pharmacologic agents as medically indicated.

G. Permit and encourage members of the Agency and/or resident staff of the Agency to participate in the instructional phase of the clinical experience.

H. Permit the Agency Program Supervisor and other designated personnel to attend meetings of the University's faculty or any committee thereof, to coordinate the clinical experience program provided under this Agreement.

I. Have the right, after consultation with the University, to refuse to accept for further clinical experience any of the University's students who in the Agency's judgment are not participating satisfactorily in said program.

J. Notify the University's clinical instructors, in advance, of any changes in the Agency's Program Supervisors appointments.

K. Make available current copies of publications dealing with policies and procedures of the Agency.

II. <u>TRUSTEES, THROUGH THE UNIVERSITY, SHALL:</u>

A. Designate the students who are enrolled in the Program of the University to be assigned for clinical experience at the Agency, in such numbers as are mutually agreed to by both parties.

B. Designate a faculty member to coordinate with a designee of the Agency in the planning of the Program to be provided students.

C. Keep all attendance and academic records of students participating in said Program.

D. Inform students that they shall conform to all applicable Agency policies, procedures, regulations, and all requirements and restrictions specified jointly by representatives of the University and Agency.

E. Notify, by-way-of instructors, the Agency's program supervisor in advance of:

1. Student schedules
2. Placement of students in clinical assignments
3. Changes in clinical assignments

F. In consultation and coordination with the Agency, arrange for periodic conferences between appropriate representatives of the University and Agency to evaluate the clinical experience program provided under this agreement.

G. Provide and be responsible for the care and control of the University's educational supplies, materials, and equipment used for instruction during said program.

H. University shall advise Students that they are responsible to provide the Agency a background check prior to placement. Upon execution of this Agreement, Agency shall inform the University about the individual requirements of the background check required by law or by Agency policy.

I. University shall ensure that each student complies with Agency's requirements for immunizations and tests, including but not limited to an annual health examination, rubella and rubeola titre, mumps, DT, tuberculin skin test, influenza immunization (required annually) or declination statement and chest x-ray if determined appropriate by Agency. University shall also ensure that students follow Agency's policies and procedures regarding blood-borne pathogens including but not limited to universal precautions.

J. University shall ensure that each student complies with Agency's requirements for mandatory trainings, including but not limited to state laws regarding child abuse reporting, sexual harassment, and professional conduct.

K. University will immediately notify appropriate Agency administration if University administration has knowledge of or suspects any professional or ethical violations by a University student. University and Agency agree they will cooperate in any investigation concerning the reported violation.

III. INSURANCE

A. Agency, at its sole cost and expense, shall insure its activities in connection with this Agreement and obtain, keep in force, and maintain insurance as follows:

1. Comprehensive or Commercial Form General Liability Insurance (contractual liability included) with a limit of one million dollars ($1,000,000) per occurrence. However, if such insurance is written on a claim made form, it shall continue for three years following termination of this Agreement. The insurance shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement.

2. Worker's Compensation and Employer's Liability Insurance in a form and amount covering Agency's full liability as required by law under the Worker's Compensation Insurance and Safety Act of the State of California and other applicable statutes as amended from time to time.

3. Such other insurance in such amounts from time to time may be reasonably required by the mutual consent of the parties against other insurable risks relating to performance.

4. Liability insurance policies must be endorsed to include the state of California, the Trustees of the California State University, San Francisco State University, the employees, officers, and agents of each of them as additional insured under the policies. Specific additional insured endorsement documentation is required. A statement on the insurance certificate itself is not sufficient.

It should be expressly understood, however, that the coverages required under this Paragraph III.A (1), (2), and (3) shall not in any way limit the liability of Agency.

B. University is permissibly self-insured and can provide the following coverage regarding the activities in connection with this Agreement:

1. Professional Medical and Agency Liability self-insurance with limits of one millions dollars ($1,000,000) per occurrence, with a general aggregate of three million dollars ($3,000,000).

2. General Liability Self-Insurance Program with a limit of one million dollars ($1,000,000) per occurrence, two million dollars ($2,000,000) aggregate, with no exclusion for sexual abuse or molestation. University shall maintain an Excess Liability policy of twentyfive million dollars ($25,000,000) per occurrence, twenty-five million dollars ($25,000,000) aggregate including abuse. General Liability and Excess Liability policies will cover University Students and name Agency as an additional insured under such insurance policy or policies.

3. Worker's Compensation and Employer's Liability Self-Insurance Program covering University's full liability as required by law under the Worker's' Compensation Insurance and Safety Act of the State of California and other applicable statutes as amended from time to time.

4. Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of the parties against other insurable risks relating to performance.

The coverage referred to under (1) and (2) of this Paragraph III.B. shall include Agency as an insured. Such a provision, however, shall only apply in proportion to and to the extent of the intentional or negligent acts or omissions of University, its officers, agents, and/or employees.

C. University shall maintain Student Professional Liability Insurance for its students for the entire duration of this agreement. Evidence of such coverage shall be furnished upon request by Agency.

IV. INDEMNIFICATION

A. Agency shall defend, indemnify and hold University, its officers, employees, agents and students harmless from and against any and all liability, loss, expense 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, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Agency, its officers, employees, or agents.

1. University shall defend, indemnify and hold Agency, its officers, employees and agents harmless from and against any and all liability, loss, expense, 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, or claims for injury or damages are caused by result from the negligent or intentional acts or omissions of University, its officers, employees, or agents.

V. STATUS OF STUDENTS

A. During the period in which a student is assigned to the Agency, the student shall be under the ultimate direction and control of the Agency's Program Director or, in the Program Director's absence, his/her designee(s).

B. It is agreed and understood by the parties that students under this Agreement are in attendance at Agency for educational purposes and such students are not to be considered as employees of Agency or University. No monetary consideration will be afforded to students under this Agreement.

C. It is understood and agreed by the parties that all students shall be considered learners and are not covered by Worker's Compensations of either party. They shall not replace Agency staff except as may be necessary as a part of their educational training.

D. Agency shall retain full and medical responsibility for the care of patients and will maintain professional and administrative supervision of students insofar as their presence affects the operation of the Agency and/or the direct and indirect care of patients.

VI. DISCRIMINATION PROHIBITION

Agency and University agree to adhere to all applicable federal, state and local non-discrimination laws in the selection and acceptance of any student pursuant to this Agreement and during the period of the placement. Agency and University agree that the non-discrimination clause in California Code of Regulations § 11105, OCP-2 prohibiting discrimination based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status applies to the activities under this Agreement.

VII. TERM

This Agreement shall become effective upon full execution and shall continue to be in effect for through June 30, 2030 or until earlier terminated.

VIII. TERMINATION

Termination for cause: In the event of a material breach of this Agreement, the aggrieved party may terminate this Agreement by giving thirty (30) days' prior written notice of termination to the breaching party.

IX. ASSIGNMENT

Neither University nor Agency shall assign their rights, duties, or obligations under this Agreement, either in whole or in part, without the prior written consent of the other. Agency may not assign students to locations other than those described in Section 2.A. without the prior written consent of the University.

X. SEVERABILITY

If any provision of this Agreement is held to be illegal, invalid, or unenforceable under present or future laws effective during the term hereof, such provision shall be fully severable. This Agreement shall be construed and enforced as if such illegal, invalid, or unenforceable provision had never been a part of the Agreement, and the remaining provisions shall remain in full force and effect unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this Agreement.

XI. WAIVER

Waiver by either party of any breach of any provision of this Agreement or warranty of representation herein set forth shall not be construed as a waiver of any subsequent breach of the same of any other provision. The failure to exercise any right hereunder shall not operate as a waiver of such right. All rights and remedies provided for herein are cumulative.

XII. EXHIBITS

Any and all exhibits attached hereto are incorporated herein by reference and made a part of this Agreement.

Exhibit A: COVID-19 Representation

XIII. MODIFICATIONS AND AMENDMENTS

This Agreement may be amended or modified at any time by mutual written consent of the authorized representatives of both parties. Agency and University agree to amend this Agreement when required by an applicable regulatory authority.

XIV. ENTIRE AGREEMENT

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersedes any prior agreements, oral or written, and all other communications between the parties relating to such subject matter.

XV. GOVERNING LAW

This Agreement is governed by and shall be construed in accordance with the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the County of San Mateo.

XVI. NOTICES

All notices required under this Agreement shall be deemed to have been fully given when made in writing and deposited in the United States mail, postage prepaid, certified mail, return receipt requested, and addressed as follows:

TO AGENCY: South San Francisco Unified School District
398 B Street
South San Francisco, CA 94080
Attn: J. Marwan Hannon
Assistant Superintendent – Human resources

TO UNIVERSITY San Francisco State University
Attn: Deanna Tam
1600 Holloway Avenue, Corp Yard 140
San Francisco, CA 94132
(415) 405-3511, dytam@sfsu.edu

In Witness whereof the parties have fully executed this Agreement as set forth below.

"University"	"Agency"
By: _____	By: _____
Name: Deanna Tam	Name: _____
Title: Buyer II	Title: _____
Date: _____	Date: _____

Exhibit A

COVID-19 Representation

AGENCY is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". AGENCY is familiar with and informed about the Centers for Disease Control and Prevention ("CDC") current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. AGENCY, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, AGENCY will take steps to comply with the modified, changed or updated guidelines or directives. If at any time AGENCY becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the UNIVERSITY of that fact.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: March 12, 2026

RE: Acceptance of Gifts

ALIGNMENT WITH STRATEGIC PLAN:

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

BACKGROUND:

The District has received the attached list of cash and in-kind gifts during the month of February 2026.

FISCAL IMPLICATIONS:

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

RECOMMENDATION:

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

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT – ACCEPTANCE OF GIFTS FOR FEBRUARY 2026.

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

$1,401.77 from Amador General Construction to South San Francisco High School in support of the girls' soccer team.

$640 – Non-monetary donation of a PlayStation 5 (PS5) game console valued at roughly $640 to El Camino High School for use as a student incentive or prize supporting student event participation.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: March 12, 2026

RE: Professional Services Agreements Under $25,000

ALIGNMENT WITH STRATEGIC PLAN:

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

BACKGROUND:

The following Professional Service Agreements are being submitted for approval:

District Office – Business Services

$12,423	CWS Construction – Installation of a key switch at the Spruce Elementary School Administration Building (main office) to enable staff to remotely operate the front gate from a secure and visible location. Work includes installation of one MMTC 1KXL-O hold-open key switch and testing to ensure proper system operation. Commencing March 19, 2026.

District Office – Teaching & Learning

$22,500	CEV Multimedia, LLC - CTE data management platform that streamlines the collection, tracking, and reporting of student and program data. The system improves efficiency by automating reporting processes, allowing staff to focus on program improvement and student outcomes. Commencing May 2026 through April 2029.

$9,176.60	Amira Jones – This position will serve as a substitute for Allison Park during her maternity leave and provide Reading Intervention Coordinator services to support targeted English Language Arts (ELA) instruction for students in grades 1–8 requiring additional academic support. Services will be provided at All Souls Private School and funded through Title I funds. Commencing March 13, 2026 through June 30, 2026.
Not to Exceed $1,500	SVMI - Provides scoring services for up to 90 Mathematics Assessment Collaborative (MAC) 2026 student exams to support the District's middle school placement process. Commencing February 2026.
$708	Scribe - Providing a suite of AI-powered tools designed to streamline the creation of process documentation, enabling teams to efficiently capture, customize, and share workflows. Commencing February 2026 through February 2027.
$8,600	Mary Beth Pala - Provides mentoring and coaching for new teachers through regular weekly meetings and ongoing communication. Services also include planning and delivering presentations at new teacher meetings. Commencing throughout the 2025-26 school year.
$1,650	Bay Area Sound Speech and Hearing Clinic, PC – Provide speech-language evaluation services, including participation in IEP meetings to review and present assessment findings. Commencing March 2026 through June 2026.

Buri Buri Elementary School

$400	CuriOdyssey - Providing grade-level educational presentations featuring wildlife biofacts to support hands-on science learning and student engagement. Commencing March 23, 2026.
$850	West Coast Lion Dance Troupe – A volunteer performance group, will provide a cultural Lunar New Year lion dance presentation to promote cultural awareness and student engagement. Commencing March 2026.

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 #26-11

Trustee Compensation

WHEREAS, California Education Code Section 35120 (a) (9) (c) states:

"A member may be paid for any meeting when absent if the board by resolution duly adopted and included in its minutes finds that at the time of the meeting, he or she is performing services outside the meeting for the school district or districts, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board."

WHEREAS, Trustee Mina Richardson was absent from the regular Board meeting on February 26, 2026, due to illness.

NOW, THEREFORE, BE IT RESOLVED that the South San Francisco Unified School District Board of Trustees adopts Resolution #26-11 and approves payment for absence at the following Board of Trustees' meeting in accordance with California Education Code Section 35120 (a) (9) (c) to:

Trustee Mina Richardson	February 26, 2026 Regular Board Meeting

REGULARLY PASSED AND ADOPTED this 12th day of March 2026.

AYES in Favor of Resolution	NOES Against Resolution
_____	_____
_____	_____
_____	_____
_____	_____

ATTEST:

_____
Clerk/Secretary of the Board

_____
Superintendent of Schools

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: March 12, 2026

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

ALIGNMENT WITH STRATEGIC PLAN:

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

BACKGROUND:

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

Recommended for adoption:

1. BP 1312.2 - Complaints Concerning Instructional Materials
2. BP 3311- Bids
3. BP 3311.1 - Uniform Public Construction Cost Accounting Procedures
4. BP 3312 - Contracts
5. BP 3516.5 - Emergency Schedules
6. BP 3580 - District Records
7. BP 4151 - Employee Compensation
8. BP 4251 - Employee Compensation
9. BP 4351 - Employee Compensation
10. BP 4158 - Employee Security
11. BP 4258 - Employee Security
12. BP 4358 - Employee Security
13. BP 5141.5 - Mental Health
14. BP 5141.52 - Suicide Prevention
15. BB 9224 - Oath of Affirmation
16. BB 9260 - Legal Protection

17. BP 0450 Comprehensive Safety Plan
18. BP 1340 Access to District Records
19. BP 1445 Response To Immigration Enforcement
20. BP 5125 Student Records
21. BP 5125.1 Release of Directory Information

Recommended for repeal/deletion:

22. BP 5145.13 Response to Immigration Enforcement

FISCAL IMPLICATIONS:

None

RECOMMENDATION:

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

CURRENT

Policy 1312.2: Complaints Concerning Instructional Materials **Status:** ADOPTED

Original Adopted Date: 11/14/2024 | **Last Reviewed Date:** 11/14/2024

The Governing Board uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of district staff, parents/guardians, and community members, and, as appropriate, students. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of children enrolled in a district school. (Education Code 35160)
However, a complaint related to the use or prohibited use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library that alleges unlawful discrimination based on a violation of Education Code 243 shall be filed, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

When deliberating upon challenged materials, the Superintendent, or any designee or committee established by the Superintendent to review the materials, shall consider the degree to which the materials aligned with the criteria for instructional materials as specified in law, Board policy, and administrative regulation. In addition, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies; the stated objectives in using the materials; community standards; the allegations in the complaint, including the extent to which the objections are based on the dislike of ideas contained in the materials; and the impact that keeping or removing the materials would have on student well-being.

The Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code 243.
If the complainant finds the Superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the Board.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

Complaints related to the sufficiency of textbooks or instructional materials shall be resolved as specified in Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

PROPOSED
FIRST READING

Policy 1312.2: Complaints Concerning Instructional Materials **Status:** ADOPTED

Original Adopted Date: 09/01/1988 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

The Governing Board uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of district staff, parents/guardians, and community members, and, as appropriate, students. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their student's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of students enrolled in a district school. (Education Code 35160)

However, a complaint related to the use or prohibited use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library that alleges unlawful discrimination based on a violation of Education Code 243 or 244 shall be filed, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

When deliberating upon challenged materials, the Superintendent, or any designee or committee established by the Superintendent to review the materials, shall consider the degree to which the materials align with the criteria for instructional materials as specified in law, Board policy, and administrative regulation. In addition, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies; the stated objectives in using the materials; community standards; the allegations in the complaint, including the extent to which the objections are based on the dislike of ideas contained in the materials; and the impact that keeping or removing the materials would have on student well-being.

The Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code 243.

Additionally, the Superintendent, or any designee or committee established by the Superintendent to the review materials, shall not authorize the continued use of an adopted textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination pursuant to Education Code 220.

If the complainant finds the Superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the Board.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

Complaints related to the sufficiency of textbooks or instructional materials shall be resolved as specified in Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

CURRENT

Policy 3311: Bids **Status:** ADOPTED

Original Adopted Date: 09/08/2016 | **Last Reviewed Date:** 09/08/2016

The Governing Board is committed to promoting public accountability and ensuring prudent use of public funds. When leasing, purchasing, or contracting for equipment, materials, supplies, or services for the district, including when contracting for public projects involving district facilities, the Board shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. When required by law, or if the Board determines that it is in the best interest of the district, such contracts shall be made using competitive bidding.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements regarding contracting after competitive bidding. (Public Contract Code 20116, 22033)

The Superintendent or designee shall establish comprehensive bidding procedures for the district in accordance with law. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

For award of contracts which, by law or Board policy, require prequalification, the procedures shall identify a uniform system for rating bidders and shall address the issues covered by the standardized questionnaire and model guidelines developed by the Department of Industrial Relations pursuant to Public Contract Code 20101.

When calling for bids, the Superintendent or designee shall ensure that the bid specification clearly describes in appropriate detail the quality, delivery, and service required, and includes all information which the district knows, or has in its possession, that is relevant to the work to be performed or that may impact the cost of performing the work.

Except as authorized by law and specified in the administrative regulation, contracts shall be let to the lowest responsible bidder who shall give such security as the Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

When the Board has determined that it is in the best interest of the district, the district may piggyback onto the contract of another public agency or corporation to lease or purchase equipment or supplies to the extent authorized by law. (Public Contract Code 20118)

PROPOSED
FIRST READING

District Policy Manual
CSBA Policy Management Console

Policy 3311: Bids **Status:** ADOPTED

Original Adopted Date: 08/01/2013 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

The Governing Board is committed to promoting public accountability and ensuring prudent use of public funds. When leasing, purchasing, or contracting for equipment, materials, supplies, or services for the district, including when contracting for public projects involving district facilities, the Board shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. When required by law, or if the Board determines that it is in the best interest of the district, such contracts shall be made using competitive bidding.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 20116)

The Superintendent or designee shall establish comprehensive bidding procedures for the district in accordance with Government Code 54202, and that meet the requirements for bidding procedures specified in law. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

For award of contracts which, by law or Board policy, require prequalification, the procedures shall identify a uniform system for rating bidders on the basis of a completed questionnaire and financial statements.

When calling for bids, the Superintendent or designee shall ensure that the bid specifications clearly describe in appropriate detail the quality, delivery, service required, and include all information of which the district knows, or has in its possession, that is relevant to the work to be performed or that may impact the cost of performing the work.

Award of Contract

Contracts shall be let to the lowest responsible bidder who shall give such security as the Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

However, the Board may let contracts to other than only the lowest responsible bidder in the following circumstances:

1. When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of the three lowest responsible bidders (Public Contract Code 20118.1)

2. When the contract is for any transportation service which involves an expenditure of more than $10,000 and which will be made with any person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of a student who is to be transported, in which case the Board may contract with other than the lowest bidder (Education Code 39802)

3. When the contract is one for which the Board has established goals and requirements relating to participation of disabled veteran or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who submits a responsive bid and complies or makes a good faith effort to comply with the goals and requirements (Public Contract Code 2000-2002)

4. When procuring a lease-leaseback contract, in which case the Board shall award the contract based on objective criteria for determining the best combination of price and qualifications in accordance with Education Code 17400 and 17406

5. When procuring a design-build contract for a public works project in excess of $1,000,000 in accordance with Education Code 17250.20, in which case the Board may award the contract to either the low bid or the best value to the district, taking into consideration, at a minimum, price, technical design and construction expertise, and life-cycle costs (Education Code 17250.20, 17250.25)

6. When procuring an alternative design-build contract for a public works project in excess of $5,000,000 in accordance with Education Code 17250.62, in which case the Board may award the contract to either the low bid or the best value, taking into consideration, at a minimum, design cost, general conditions, overhead, and profit as a component of the project price; technical design and construction expertise; and life-cycle costs (Education Code 17250.61, 17250.62)

Protests by Bidders

If the bidder believes that the award is not in compliance with law, Board policy, administrative regulation, or the bid specification, the bidder may protest the award. A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award and shall include all documents supporting or justifying the protest. A bidder's failure to file the protested documents in a timely manner shall constitute a waiver of the right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide notice to the bidder of the date and time for Board consideration of the protest at least three business days before the Board meeting. The Board's decision shall be final.

Bids Not Required

When the Board has determined that it is in the best interest of the district, the district may piggyback onto the contract of another public agency or corporation to lease or purchase any personal property, including the lease of data-processing equipment or the purchase of materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor. (Public Contract Code 20118)

Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

Without advertising for bids, the Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the district and meet the cost effectiveness requirements specified in Government Code 4217.12. The Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at

least two weeks in advance and shall be based on a cost and saving comparison finding specified in Government Code 4217.12. (Government Code 4217.12)

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 1102, 20113)

CURRENT

Policy 3311.1: Uniform Public Construction Cost Accounting Procedures **Status:** ADOPTED

Original Adopted Date: 02/28/2019 | **Last Reviewed Date:** 02/28/2019

In awarding contracts for public works projects involving district facilities, the Governing Board desires to obtain the best value to the district and ensure the qualifications of contractors to complete the project in a satisfactory manner. The Board has, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act pursuant to Public Contract Code 22030-22045, including the informal bidding procedures when allowed by law.

The Board delegates to the Superintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 22033)

Projects awarded through the UPCCAA shall be subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. (Public Contract Code 22030)

Emergency Actions

When formal bids are required by law, but an emergency necessitates immediate repair or replacements, the Board may, upon a four-fifths vote of the Board, proceed to replace or repair a facility without adopting plans, specifications, strain sheets, or working details or giving notice for bids to let contracts. The work may be done by day labor under the direction of the Board and/or contractor. The emergency action shall subsequently be reviewed by the Board in accordance with Public Contract Code 22050 and shall be terminated at the earliest possible date that conditions warrant, so that the remainder of the emergency action may be completed by giving notice for bids to let contracts. (Public Contract Code 1102, 22035, 22050)

PROPOSED
FIRST READING

District Policy Manual
CSBA Policy Management Console

Policy 3311.1: Uniform Public Construction Cost Accounting Procedures **Status:** ADOPTED

Original Adopted Date: 12/01/2016 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

In awarding contracts for public works projects involving district facilities, the Governing Board desires to obtain the best value to the district and ensure the qualifications of contractors to complete the project in a satisfactory manner. The Board has, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act (UPCCAA) pursuant to Public Contract Code 22030-22045, including the informal bidding procedures when allowed by law.

The Board delegates to the Superintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 22033)

If after the first invitation of bids pursuant to informal or formal bidding procedures under UPCCAA all bids are rejected, the Board may, by passage of a resolution by four-fifths vote, declare the project can be performed more economically by the employees of the district. (Public Contract Code 22038)

Projects awarded through UPCCAA shall be subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. (Public Contract Code 22030)

Emergency Actions

When formal bids are required by law, but an emergency necessitates immediate repair or replacements, the Board may, upon a four-fifths vote of the Board, proceed to replace or repair a facility without adopting plans, specifications, strain sheets, or working details, or giving notice for bids to let contracts. The work may be done by day labor under the direction of the Board and/or contractor. The emergency action shall subsequently be reviewed by the Board in accordance with Public Contract Code 22050 and shall be terminated at the earliest possible date that conditions warrant, so that the remainder of the emergency action may be completed by giving notice for bids to let contracts. (Public Contract Code 1102, 22035, 22050)

CURRENT

Policy 3312: Contracts **Status:** ADOPTED

Original Adopted Date: 02/24/2016 | **Last Revised Date:** 10/10/2024 | **Last Reviewed Date:** 10/10/2024

The Governing Board recognizes its responsibility to enter into contracts on behalf of the district for the acquisition of equipment, supplies, services, and other resources necessary for the achievement of district goals. In exercising this authority to enter into a contract, the Board shall ensure that the district's interest is protected, that the terms of the contract conform to applicable legal standards, including the bidding requirements in Public Contract Code 20111.

In addition, Board members and district employees involved in the making of contracts on behalf of the district shall comply with the district's conflict of interest policy as specified in Board Bylaw 9270 – Conflict of Interest.

The Board may, by a majority vote, delegate to the Superintendent or designee the authority to enter into contracts on behalf of the district. To be valid or to constitute an enforceable obligation against the district, all such contracts must be approved and/or ratified by the Board.

Every contract entered into on behalf of the district shall be made available for public inspection, except when the law prohibits disclosure. No contract shall prohibit a district employee from disparaging the goods or services of any contracting party.

Contracts for Non-nutritious Foods or Beverages

The district shall not enter into or renew a contract for the sale of foods or beverages that do not meet applicable nutritional standards specified in Education Code 49431-49431.7, 5 CCR 1550015501 or 15575-15578, or 7 CFR 210.11 or 220.12, unless the contract specifies that such sale will occur off campus or outside the time restriction specified in the applicable law.
Before the district enters into or renews a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious foods as defined in law, the Board shall ensure that the district has sufficient internal controls in place to protect the integrity of public funds and to ensure that funds raised as a result of the contract benefit public education. (Education Code 35182.5)

The Superintendent or designee shall develop the district's internal control procedures to protect the integrity of public funds. Such internal controls may include, but not be limited to, the following:

1. Procedures that produce accurate and reliable financial statements and, at the same time, safeguard the assets, financial resources, and integrity of every employee responsible for handling money or property. Control systems shall be systematically evaluated and revised to keep pace with the changing responsibilities of management.

2. Procedures to ensure that district personnel do not handle cash or product at the school site. The contract shall specify that the vendor stock the machines and shall provide cash accounting, along with a check, for district proceeds directly to the control office.

To ensure that funds raised by the contract benefit district schools and students:

1. The Superintendent or designee may invite parents/guardians, students, staff, and interested community members to make recommendations regarding the contract, including recommendations as to how the funds will be spent in a manner that benefits public education.

2. Prior to ratifying the contract, the Board shall designate the specific programs and activities that will be funded by the proceeds of the contract and consider how the contract reflects the district's vision and goals.

3. The contract shall specify that the contractor report, on a quarterly basis, to the

   Superintendent or designee the number of food items or beverages sold within the district and the amount of money raised by the sales. The Superintendent or designee shall report these amounts to the Board on a regular basis.

4. The Superintendent or designee shall ensure that the contract does not limit the ability of student and parent organizations to plan and operate fundraising activities.

Any contract for the sale or advertisement of non-nutritious foods or carbonated or non-nutritious beverages shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. (Education Code 35182.5)

(Public hearing for the making or renewal of each contract)

The Board shall not enter into or renew any contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, on non-nutritious foods until parents/guardians, students, and members of the public have had an opportunity to comment on the contract at a public hearing held during a regularly scheduled Board meeting. The Board shall clearly, and in a manner recognizable to the general public, identify in the agenda the contract to be discussed at the meeting. Education Code 35182.5

The public hearing shall include, but not be limited to, a discussion of the nutritional value of foods and beverages sold within the district; the availability of fresh fruit, vegetables, and grains in school meals and snacks, including locally grown and organic produce; the amount of fat, sugar, and additives in the foods and beverages discussed; and barriers to student participation in school breakfast and lunch programs. (Education Code 35182.5)

The contract shall be accessible to the public and may not include a confidentiality clause that would prevent the district or a district school from making any part of the contract public. (Education Code 35182.5)

Contracts for Electronic Products or Services

The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5)

1. Enters into the contract at a noticed, public hearing of the Board.

2. Makes a finding that the electronic product or service is or would be an integral component of the education of students.

3. Makes a finding that the district cannot afford to provide the electronic product or service unless it contracts to permit dissemination of advertising to students.

4. As part of the district's normal, ongoing communication to parents/guardians, provides written notice that the advertising will be used in the classroom or other learning center.

5. Offers parents/guardians the opportunity to request in writing that their child not be exposed to the program that contains the advertising. A request shall be honored for the school year in which it is submitted, or longer if specified, but may be withdrawn by the parents/guardians at any time.

Contracts for Digital Storage and Maintenance of Student Records

The district may enter into or renew a contract with a third party for the purpose of providing services, including cloud-based services, for the digital storage, management, and retrieval of student records and/or to provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records. For these purposes, student records include any information maintained by the district that is directly related to a student and any information acquired directly from the student through the use of instructional software or applications assigned to the student by a teacher or other district employee, and do not include de-identified information. (Education Code 49073.1)

Any such contract shall contain all of the following: (Education Code 49073.1)

1. A statement that student records continue to be the property of and under the control of the district

2. If applicable, a description of the means by which students may retain possession and control of their own student-generated content, as defined in Education Code 49073.1, including options by which a student may transfer student-generated content to a personal account

3. A prohibition against the third party using any information in the student record for any purpose other than those required or specifically permitted by the contract

4. A description of the procedures by which a parent/guardian or a student age 18 years or older may review personally identifiable information in the student's records and correct erroneous information

5. A description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of student records

6. A description of the procedures for notifying the affected parent/guardian, or the affected student if age 18 years or older, in the event of an unauthorized disclosure of the student's records

7. A certification that a student's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced, except that these requirements shall not apply to student-generated content if the student chooses to establish or maintain an account with the third party for the purpose of storing that content

8. A description of how the district and the third party will jointly ensure compliance with the federal Family Educational Rights and Privacy Act, 20 USC 1232g

9. A prohibition against the third party using personally identifiable information in student records to engage in targeted advertising

Contracts for Personal Services

In order to achieve cost savings, the district may enter into or renew a contract for any personal service that is currently or customarily performed by classified employees, if the contract does not displace school district employees and meets other conditions specified in Education Code 45103.1. To enter into or renew such a contract, the Board shall ensure that the district meets the numerous conditions specified in Education Code 45103.1.
In addition, the district may enter into or renew any contract for personal service without meeting the conditions described above, if any of the following conditions exists: (Education Code 45103.1)

1. The contract is for new district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors.

2. The services contracted are not available within the district, cannot be performed satisfactorily by district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the district.

3. The services are incidental to a contract for the purchase or lease of real or personal property, including, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.

4. The district's policy, administrative, or legal goals and purposes cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary district hiring process.

5. The nature of the work is such that the criteria for emergency appointments, as defined in Education Code 45103.1, apply.

6. The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the district in the location where the services are to be performed.

7. The services are of such an urgent, temporary, or occasional nature that the delay that would result from using the district's regular or ordinary hiring process would frustrate their very purpose

PROPOSED FIRST READING

District Policy Manual
CSBA Policy Management Console

Policy 3312: Contracts **Status:** ADOPTED

Original Adopted Date: 11/01/2003 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

The Governing Board recognizes its responsibility to enter into contracts on behalf of the district for the acquisition of equipment, supplies, services, and other resources necessary for the achievement of district goals. In exercising this authority to enter into a contract, the Board shall ensure that the district's interests are protected and that the terms of the contract conform to any applicable legal standards, including, but not limited to, bidding requirements in Public Contract Code 20111.

Board members and district employees involved in the making of contracts on behalf of the district shall comply with applicable law and the district's conflict of interest policy, as specified in Board Bylaw 9270 - Conflict of Interest.

The Board may, by a majority vote, delegate to the Superintendent or designee the authority to enter into contracts on behalf of the district. To be valid or to constitute an enforceable obligation against the district, all such contracts must be approved and/or ratified by the Board. (Education Code 17604, 17605, 35161)

Unless otherwise exempt from disclosure under state or federal law, executed contracts for the purchase of goods or services, even if the contract contains provisions specifying that the contract is confidential or a proprietary record of the vendor, are public records to which members of the public shall have access. (Government Code 7928.801)

No contract shall prohibit a district employee from disparaging the goods or services of any contracting party.
(Education Code 35182.5)

If the district utilizes a private labor compliance entity, the Superintendent or designee shall verify that the entity does not have a conflict of interest. (Labor Code 1771.8)

A *private labor compliance entity* is a third-party company hired by a district to perform labor compliance and enforcement activities on public works projects on the district's behalf. (Labor Code 1771.8)

A *conflict of interest* is a situation in which a private labor compliance entity performs labor compliance work under contract for both the district and a contractor who is bidding a public works project for the district. (Labor Code 1771.8)

If the district's private labor compliance entity seeks to respond to an alleged conflict of interest, the Superintendent or designee shall confer with the entity and/or the contractor regarding the applicable contracts and relevant public works law. (Labor Code 1771.8)

Contracts for Non-Nutritious Foods or Beverages

The district shall not enter into or renew a contract for the sale of foods or beverages that do not meet applicable nutritional standards specified in Education Code 49431-49431.7, 5 CCR 15500-15501 or 15575-15578, or 7 CFR 210.11 or 220.12, unless the contract specifies that such sale will occur off campus or outside the time restriction specified in applicable law.

Before the district enters into or renews a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious foods as defined in law, the Board shall ensure that the district has sufficient internal controls in place to protect the integrity of public funds and to ensure that funds raised as a result of the contract benefit public education. (Education Code 35182.5)

The Superintendent or designee shall develop the district's internal control procedures to protect the integrity of public funds. Such internal controls may include, but are not limited to, the following:

1. Procedures that produce accurate and reliable financial statements and, at the same time, safeguard the assets, financial resources, and integrity of every employee responsible for handling money or property

   Control systems shall be systematically evaluated and revised to keep pace with the changing responsibilities of management.

2. Procedures to ensure that district personnel do not handle cash or product at the school site

   The contract shall specify that the vendor stock the machines and shall provide cash accounting, along with a check, for district proceeds directly to the control office.

To ensure that funds raised by the contract benefit district schools and students:

1. The Superintendent or designee may invite parents/guardians, students, staff, and interested community members to make recommendations regarding the contract, including recommendations as to how the funds will be spent in a manner that benefits public education

2. Prior to ratifying the contract, the Board shall designate the specific programs and activities that will be funded by the proceeds of the contract and consider how the contract reflects the district's vision and goals

3. The contract shall specify that the contractor report, on a quarterly basis, to the Superintendent or designee the number of food items or beverages sold within the district and the amount of money raised by the sales

   The Superintendent or designee shall report these amounts to the Board on a regular basis.

4. The Superintendent or designee shall ensure that the contract does not limit the ability of student and parent organizations to plan and operate fundraising activities

Any contract for the sale or advertisement of non-nutritious foods or carbonated or non-nutritious beverages shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. (Education Code 35182.5)

The Board shall not enter into or renew any contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, on non-nutritious foods until parents/guardians, students, and members of the public have had an opportunity to comment on the contract at a public hearing held during a regularly scheduled Board meeting. The Board shall clearly, and in a manner recognizable to the general public, identify in the agenda the contract to be discussed at the meeting. (Education Code 35182.5)

The public hearing shall include, but not be limited to, a discussion of the nutritional value of foods and beverages sold within the district; the availability of fresh fruit, vegetables, and grains in school meals and snacks, including locally grown and organic produce; the amount of fat, sugar, and additives in the foods and beverages discussed; and barriers to student participation in school breakfast and lunch programs. (Education Code 35182.5)

The contract shall be a public record and shall be accessible to the public. The district may not include a

confidentiality clause that would prevent the district or a district school from making any part of the contract public and may not enforce any such clause included by a contracting party. (Education Code 35182.5; Government Code 7928.801)

Contracts for Electronic Products or Services

The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5)

1. Enters into the contract at a noticed public hearing of the Board

2. Makes a finding that the electronic product or service is or would be an integral component of the education of students

3. Makes a finding that the district cannot afford to provide the electronic product or service unless it contracts to permit dissemination of advertising to students

4. As part of the district's normal, ongoing communication to parents/guardians, provides written notice that the advertising will be used in the classroom or other learning centers

5. Offers parents/guardians the opportunity to request in writing that the student not be exposed to the program that contains the advertising

   A request shall be honored for the school year in which it is submitted, or longer if specified, but may be withdrawn by the parents/guardians at any time.

Contracts for Digital Storage and Maintenance of Student Records

The district may enter into or renew a contract with a third party for the purpose of providing services, including cloud-based services, for the digital storage, management, and retrieval of student records and/or to provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records. For these purposes, student records include any information maintained by the district that is directly related to a student and any information acquired directly from the student through the use of instructional software or applications assigned to the student by a teacher or other district employee, and do not include de-identified information. (Education Code 49073.1)

Any such contract shall contain all of the following: (Education Code 49073.1)

1. A statement that student records continue to be the property of and under the control of the district

2. If applicable, a description of the means by which students may retain possession and control of their own student-generated content, as defined in Education Code 49073.1, including options by which a student may transfer student-generated content to a personal account

3. A prohibition against the third party using any information in the student record for any purpose other than those required or specifically permitted by the contract

4. A description of the procedures by which a parent/guardian or a student age 18 years or older may review personally identifiable information in the student's records and correct erroneous information

5. A description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of student records

6. A description of the procedures for notifying the affected parent/guardian, or the affected student if age 18 years or older, in the event of an unauthorized disclosure of the student's records

7. A certification that a student's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced, except that these requirements shall not apply to student-generated content if the student chooses to establish or maintain an account with the third party for the purpose of storing that content

8. A description of how the district and the third party will jointly ensure compliance with the federal Family
   Educational Rights and Privacy Act, 20 USC 1232g

9. A prohibition against the third party using personally identifiable information in student records to engage in targeted advertising

Contracts for Personal Services

In order to achieve cost savings, the district may enter into or renew a contract for any personal service that is currently or customarily performed by classified employees if the contract does not displace district employees and meets other conditions specified in Education Code 45103.1. To enter into or renew such a contract, the Board shall ensure that the district meets the conditions specified in Education Code 45103.1.

In addition, the district may enter into or renew any contract for personal service without meeting the conditions described above, if any of the following conditions exist: (Education Code 45103.1)

1. The contract is for new district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors

2. The services contracted are not available within the district, cannot be performed satisfactorily by district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the district

3. The services are incidental to a contract for the purchase or lease of real or personal property, including, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented

4. The district's policy, administrative, or legal goals and purposes cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary district hiring process

5. The nature of the work is such that the criteria for emergency appointments, as defined in Education Code
   45103.1, apply

6. The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the district in the location where the services are to be performed

7. The services are of such an urgent, temporary, or occasional nature that the delay that would result from using the district's regular or ordinary hiring process would frustrate their very purpose

CURRENT

Policy 3516.5: Emergency Schedules **Status:** ADOPTED

Original Adopted Date: 09/25/2019 | **Last Revised Date:** 08/11/2022 | **Last Reviewed Date:** 08/11/2022

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction (SPI) the necessary forms and/or affidavits for obtaining approval of apportionment credit for the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

For school closures due to emergency events occurring after September 1, 2021, the Superintendent or designee shall develop a plan for offering independent study within 10 days of school closure to any student impacted by the emergency condition. The plan shall also address the establishment, within a reasonable time, of independent study master agreements as specified in BP 6158 - Independent Study. The plan shall require reopening in person as soon as possible once allowable under the direction from the city or county health officer. The Superintendent or designee shall certify that the district has a plan for independent study in the affidavit submitted to the SPI pursuant to Education Code 46392. (Education Code 46393)

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely notice **in advance** of any resulting changes in the school calendar or school day schedule.

PROPOSED
FIRST READING

District Policy Manual
CSBA Policy Management Console

Policy 3516.5: Emergency Schedules **Status:** ADOPTED

Original Adopted Date: 12/01/1992 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental, health, or weather conditions, or other emergencies, warrant.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction (SPI) the necessary forms and/or affidavits for obtaining approval of apportionment credit for the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

For school closures or material decreases in attendance due to emergency events that occur between September 2, 2021 and June 30, 2026, the Superintendent or designee shall certify in the affidavit submitted to the SPI that the district has a plan for offering independent study within 10 instructional days of the school closure to any student impacted by the emergency condition. The plan shall address the establishment, within a reasonable time, of independent study master agreements as specified in Board Policy 6158 - Independent Study, and require reopening in person as soon as possible once allowable under the direction from the city or county health officer. (Education Code 46393)

For school closures or material decreases in attendance due to emergency events occurring on or after July 1, 2026, the Superintendent or designee shall certify in the affidavit submitted to the SPI that the district's comprehensive safety plan includes an instructional continuity plan, and that the district offered student engagement and instruction consistent with the instructional continuity plan, or that it did not do so due to extenuating circumstances. (Education Code 46393)

The Superintendent or designee shall establish a system for informing students and parents/guardians with timely notice in advance of any changes to the school day, a school closure, or if school buses are not operating as scheduled. The district's notification system shall include, but is not limited to, notifying local television, streaming services, and/or radio stations; posting on district website(s) and/or social media account(s); sending email and text messages; and/or making telephone calls.

When the district makes any notification to students and/or parents/guardians utilizing an automatic dialing-announcing device, the device shall be operated by a person who shall follow all procedures required by law prior to operating the device, and disconnect the device from the telephone line upon the termination of the call. (Public Utilities Code 2874)

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in Board Policy/Administrative Regulation 3516 - Emergencies and Disaster Preparedness Plan.

The Superintendent or designee may provide a means to make up lost instructional time later during the year.

CURRENT

Policy 3580: District Records **Status:** ADOPTED

Original Adopted Date: 09/08/2016 | **Last Reviewed Date:** 09/08/2016

The Governing Board recognizes the importance of securing and retaining district documents. The Superintendent or designee shall ensure that district records are developed, maintained, and disposed of in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall consult with district legal counsel, site administrators, district information technology staff, personnel department staff, and others as necessary to develop a secure document management system that provides for the storage, retrieval, archiving, and destruction of district documents, including electronically stored information such as email. This document management system shall be designed to comply with state and federal laws regarding security of records, record retention and destruction, response to "litigation hold" discovery requests, and the recovery of records in the event of a disaster or emergency.

The Superintendent or designee shall ensure the confidentiality of records as required by law and shall establish regulations to safeguard data against damage, loss, or theft.

The Superintendent or designee shall ensure that employees receive information about the district's document management system, including retention and confidentiality requirements and an employee's obligations in the event of a litigation hold established on the advice of legal counsel.

If the district discovers or is notified that a breach of security of district records containing unencrypted personal information has occurred, the Superintendent or designee shall notify every individual whose personal information was, or is reasonably believed to have been, acquired by an unauthorized person. Personal information includes, but is not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account. (Civil Code 1798.29)

The Superintendent or designee shall provide the notice in a timely manner either in writing or electronically, unless otherwise provided in law. The notice shall include the material specified in Civil Code 1798.29, be formatted as required, and be distributed in a timely manner, consistent with the legitimate needs of law enforcement to conduct an uncompromised investigation or any measures necessary to determine the scope of the breach and restore reasonable integrity of the data system. (Civil Code 1798.29)

Safe at Home Program

District public records shall not include the actual addresses of students, parents/guardians, or employees when a substitute address is designated by the Secretary of State pursuant to the Safe at Home program. (Government Code 6206, 6207)

When a substitute address card is provided pursuant to this program, the confidential, actual address may be used only to establish district residency requirements for enrollment and for school emergency purposes.

PROPOSED
FIRST READING

Policy 3580: District Records **Status:** ADOPTED

Original Adopted Date: 11/01/2009 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

The Governing Board recognizes the importance of securing and retaining district documents. The Superintendent or designee shall ensure that district records are developed, maintained, and disposed of in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall consult with district legal counsel, site administrators, district information technology staff, personnel department staff, and others as necessary to develop a secure document management system that provides for the storage, retrieval, archiving, and destruction of district documents, including electronically stored information such as email. This document management system shall be designed to comply with state and federal laws regarding security of records, record retention and destruction, response to "litigation hold" discovery requests, and the recovery of records in the event of a disaster or emergency.

The Superintendent or designee shall ensure the confidentiality of records as required by law and shall establish regulations to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by cybersecurity breaches.

The Superintendent or designee shall ensure that employees receive information about the district's document management system, including retention and confidentiality requirements and an employee's obligations in the event of a litigation hold or California Public Records Act request established on the advice of legal counsel. Additionally, the Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect district records from breaches to the district's digital infrastructure.

If the district discovers or is notified that a breach in the security of district records has resulted in the release of personal information, the Superintendent or designee shall notify every individual whose personal information was, or is reasonably believed to have been, acquired by an unauthorized person, if that information was either unencrypted or encrypted under the circumstances specified in Civil Code 1798.29. "Personal information" includes, but is not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account. (Civil Code 1798.29)

The Superintendent or designee shall provide the notice in a timely manner either in writing or electronically, unless otherwise provided in law. The notice shall include the material specified in Civil Code 1798.29, be formatted as required, and be distributed in a timely manner, consistent with the legitimate needs of law enforcement to conduct an uncompromised investigation or any measures necessary to determine the scope of the breach and restore reasonable integrity of the data system. (Civil Code 1798.29)

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

Safe at Home Program

District public records shall not include the actual addresses of students, parents/guardians, or employees when a substitute address is designated by the Secretary of State pursuant to the Safe at Home program. (Government Code 6206, 6207)

When a substitute address card is provided pursuant to this program, the confidential, actual address may be used only to establish district residency requirements for enrollment and for school emergency purposes.

Records containing a participant's confidential address information shall be kept in a confidential location and not shared with the public.

CURRENT

Policy 4151: Employee Compensation **Status:** ADOPTED

Original Adopted Date: 02/22/2018 | **Last Revised Date:** 10/07/2021 | **Last Reviewed Date:** 10/07/2021

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package which includes salaries and health and welfare benefits.

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel. These schedules shall comply with law and collective bargaining agreements and shall be printed and made available for review at the district office. (Education Code 45022, 45023, 45160, 45162, 45268)

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

The Board shall determine the frequency and schedule of salary payments, including whether payments for employees who work less than 12 months per year will be made over the course of the school year or in equal installments over the calendar year. (Education Code 45038, 45039, 45048, 45165)

In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal district operations when permitted by law and consistent with collective bargaining agreements and memoranda of understanding.

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day or 40 hours in one work week, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules Education Code 45128, 45130; 29 USC 213; 29 CFR 541.0-541.710, 553.27, 553.32)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar

months after making the request if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

PROPOSED
FIRST READING

Policy 4151: Employee Compensation **Status:** ADOPTED

Original Adopted Date: 02/01/1997 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package that includes salaries and health and welfare benefits.

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel that comply with law and applicable collective bargaining agreements. (Education Code 45022, 45160, 45162, 45268)

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

The salary schedules adopted by the Board shall be printed and made available for review at the district office. (Education Code 45023)

Additionally, by January 31, 2026, and annually thereafter, the Superintendent or designee shall complete the Salary and Benefit Schedule for Bargaining Units (Form J-90) for classified and certificated staff assigned to a district school site and report the Form J-90 to the California Department of Education. (Education Code 42238.016)

Unless otherwise provided for in any applicable collective bargaining agreement, district employees shall be paid Monthlyand in ten, eleven, or twelve equal payments over the year or semimonthly and twenty, twenty-two, or twenty-four equal payments over the year. However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments. (Education Code 45038, 45039, 45048, 45165, 45500)

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day and/or 40 hours in one work week. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules. (Education Code 45128, 45130; 29

USC 213; 29 CFR 541.204, 541.303, 541.600 , 553.27, 553.32)

If the district requires a classified employee in an exempt position to work on a holiday designated in law or by the Board, the employee shall be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay. (Education Code 45130)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months following the month the overtime was worked if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

Wage Overpayment

If the district determines an employee has been overpaid, the district shall notify the employee in writing of the overpayment, afford the employee an opportunity to respond before commencing any recoupment actions, and inform the employee of the employee's rights to dispute the existence or amount of the claimed overpayment. If the employee agrees there was an overpayment in the claimed amount, reimbursement shall be made to the district through one of the methods described in Education Code 44042.5, as mutually agreed upon by the employee and the district. (Education Code 44042.5)

If a mutual agreement on a method of reimbursement is not reached, within 30 days of the employee verifying the overpayment amount, the district shall recoup the overpayment through payroll deductions in accordance with Education Code 44042.5.

If the employee does not respond or disputes the existence or amount of the district's claimed overpayment, the district may only recover the overpayment after pursuing appropriate legal action. (Education Code 44042.5)

If the employee separates from the district before the overpayment is fully repaid, the district shall withhold the remaining balance due from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee as required by Education Code 44042.5. The Superintendent or designee may consult with legal counsel to calculate the amount to withhold.

If an outstanding overpayment balance still remains, the district may exercise any legal means to recover the remaining amount owed by the employee. (Education Code 44042.5)

Legal action to recover any overpayment under this policy shall be initiated within three years from the date of the overpayment, which for leave credits is the date that the employee receives compensation in exchange for leave erroneously credited to the employee. (Education Code 44042.5)

CURRENT

Policy 4251: Employee Compensation **Status:** ADOPTED

Original Adopted Date: 02/22/2018 | **Last Revised Date:** 10/07/2021 | **Last Reviewed Date:** 10/07/2021

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package which includes salaries and health and welfare benefits.

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel. These schedules shall comply with law and collective bargaining agreements and shall be printed and made available for review at the district office. (Education Code 45022, 45023, 45160, 45162, 45268)

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

The Board shall determine the frequency and schedule of salary payments, including whether payments for employees who work less than 12 months per year will be made over the course of the school year or in equal installments over the calendar year. (Education Code 45038, 45039, 45048, 45165)

In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal district operations when permitted by law and consistent with collective bargaining agreements and memoranda of understanding.

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day or 40 hours in one work week, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules Education Code 45128, 45130; 29 USC 213; 29 CFR 541.0-541.710, 553.27, 553.32)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar

months after making the request if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

PROPOSED
FIRST READING

District Policy Manual
CSBA Policy Management Console

Policy 4251: Employee Compensation **Status:** ADOPTED

Original Adopted Date: 02/01/1997 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package that includes salaries and health and welfare benefits.

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel that comply with law and applicable collective bargaining agreements. (Education Code 45022, 45160, 45162, 45268)

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

The salary schedules adopted by the Board shall be printed and made available for review at the district office. (Education Code 45023)

Additionally, by January 31, 2026, and annually thereafter, the Superintendent or designee shall complete the Salary and Benefit Schedule for Bargaining Units (Form J-90) for classified and certificated staff assigned to a district school site and report the Form J-90 to the California Department of Education. (Education Code 42238.016)

Unless otherwise provided for in any applicable collective bargaining agreement, district employees shall be paid monthly and in ten, eleven, or twelve_equal payments over the year or semimonthly and twenty, twenty-two, or twenty-four equal payments over the year. However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments. (Education Code 45038, 45039, 45048, 45165, 45500)

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day and/or 40 hours in one work week. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules. (Education Code 45128, 45130; 29

USC 213; 29 CFR 541.204, 541.303, 541.600 , 553.27, 553.32)

If the district requires a classified employee in an exempt position to work on a holiday designated in law or by the Board, the employee shall be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay. (Education Code 45130)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months following the month the overtime was worked if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

Wage Overpayment

If the district determines an employee has been overpaid, the district shall notify the employee in writing of the overpayment, afford the employee an opportunity to respond before commencing any recoupment actions, and inform the employee of the employee's rights to dispute the existence or amount of the claimed overpayment. If the employee agrees there was an overpayment in the claimed amount, reimbursement shall be made to the district through one of the methods described in Education Code 44042.5, as mutually agreed upon by the employee and the district. (Education Code 44042.5)

If a mutual agreement on a method of reimbursement is not reached, within 30 days of the employee verifying the overpayment amount, the district shall recoup the overpayment through payroll deductions in accordance with Education Code 44042.5.

If the employee does not respond or disputes the existence or amount of the district's claimed overpayment, the district may only recover the overpayment after pursuing appropriate legal action. (Education Code 44042.5)

If the employee separates from the district before the overpayment is fully repaid, the district shall withhold the remaining balance due from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee as required by Education Code 44042.5. The Superintendent or designee may consult with legal counsel to calculate the amount to withhold.

If an outstanding overpayment balance still remains, the district may exercise any legal means to recover the remaining amount owed by the employee. (Education Code 44042.5)

Legal action to recover any overpayment under this policy shall be initiated within three years from the date of the overpayment, which for leave credits is the date that the employee receives compensation in exchange for leave erroneously credited to the employee. (Education Code 44042.5)

CURRENT

Policy 4351: Employee Compensation **Status:** ADOPTED

Original Adopted Date: 02/22/2018 | **Last Revised Date:** 10/07/2021 | **Last Reviewed Date:** 10/07/2021

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package which includes salaries and health and welfare benefits.

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel. These schedules shall comply with law and collective bargaining agreements and shall be printed and made available for review at the district office. (Education Code 45022, 45023, 45160, 45162, 45268)

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

The Board shall determine the frequency and schedule of salary payments, including whether payments for employees who work less than 12 months per year will be made over the course of the school year or in equal installments over the calendar year. (Education Code 45038, 45039, 45048, 45165)

In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal district operations when permitted by law and consistent with collective bargaining agreements and memoranda of understanding.

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day or 40 hours in one work week, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules Education Code 45128, 45130; 29 USC 213; 29 CFR 541.0-541.710, 553.27, 553.32)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar

months after making the request if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

PROPOSED
FIRST READING

Policy 4351: Employee Compensation **Status:** ADOPTED

Original Adopted Date: 02/01/1997 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package that includes salaries and health and welfare benefits.

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel that comply with law and applicable collective bargaining agreements. (Education Code 45022, 45160, 45162, 45268)

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

The salary schedules adopted by the Board shall be printed and made available for review at the district office. (Education Code 45023)

Additionally, by January 31, 2026, and annually thereafter, the Superintendent or designee shall complete the Salary and Benefit Schedule for Bargaining Units (Form J-90) for classified and certificated staff assigned to a district school site and report the Form J-90 to the California Department of Education. (Education Code 42238.016)

Unless otherwise provided for in any applicable collective bargaining agreement, district employees shall be paid monthly and in ten, eleven, or twelve equal payments over the year or semimonthly and in twenty, twenty-two, ot twenty-four equal payments over the year. However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments. (Education Code 45038, 45039, 45048, 45165, 45500)

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day and/or 40 hours in one work week. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules. (Education Code 45128, 45130; 29

USC 213; 29 CFR 541.204, 541.303, 541.600 , 553.27, 553.32)

If the district requires a classified employee in an exempt position to work on a holiday designated in law or by the Board, the employee shall be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay. (Education Code 45130)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months following the month the overtime was worked if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

Wage Overpayment

If the district determines an employee has been overpaid, the district shall notify the employee in writing of the overpayment, afford the employee an opportunity to respond before commencing any recoupment actions, and inform the employee of the employee's rights to dispute the existence or amount of the claimed overpayment. If the employee agrees there was an overpayment in the claimed amount, reimbursement shall be made to the district through one of the methods described in Education Code 44042.5, as mutually agreed upon by the employee and the district. (Education Code 44042.5)

If a mutual agreement on a method of reimbursement is not reached, within 30 days of the employee verifying the overpayment amount, the district shall recoup the overpayment through payroll deductions in accordance with Education Code 44042.5.

If the employee does not respond or disputes the existence or amount of the district's claimed overpayment, the district may only recover the overpayment after pursuing appropriate legal action. (Education Code 44042.5)

If the employee separates from the district before the overpayment is fully repaid, the district shall withhold the remaining balance due from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee as required by Education Code 44042.5. The Superintendent or designee may consult with legal counsel to calculate the amount to withhold.

If an outstanding overpayment balance still remains, the district may exercise any legal means to recover the remaining amount owed by the employee. (Education Code 44042.5)

Legal action to recover any overpayment under this policy shall be initiated within three years from the date of the overpayment, which for leave credits is the date that the employee receives compensation in exchange for leave erroneously credited to the employee. (Education Code 44042.5)

CURRENT

Policy 4158: Employee Security **Status:** ADOPTED

Original Adopted Date: 11/18/2010 | **Last Revised Date:** 08/11/2022 | **Last Reviewed Date:** 08/11/2022

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with AR 3515.2 - Disruptions.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Labor Code 230-230.1 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately call 911 and the principal

When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

PROPOSED
FIRST READING

District Policy Manual
CSBA Policy Management Console

Policy 4158: Employee Security **Status:** ADOPTED

Original Adopted Date: 07/01/2001 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with Board policy, administrative regulation, and Penal Code 22810. Any employee authorized to carry or possess pepper spray on school property who is negligent or careless in the possession or handling of pepper spray is acting outside of the scope of employment and shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal or supervisor, who shall take appropriate action
3. Immediately call 911 and the principal or supervisor

When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

CURRENT

Policy 4258: Employee Security **Status:** ADOPTED

Original Adopted Date: 11/18/2010 | **Last Reviewed Date:** 11/18/2010

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When violence is directed against an employee by any individual and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the Superintendent or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Immediately notify the principal, who shall take appropriate action
2. Immediately notify the local law enforcement agency and the principal
3. Confiscate the object and deliver it to the principal immediately

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

PROPOSED
FIRST READING

District Policy Manual
CSBA Policy Management Console

Policy 4258: Employee Security **Status:** ADOPTED

Original Adopted Date: 07/01/2001 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with Board policy, administrative regulation, and Penal Code 22810. Any employee authorized to carry or possess pepper spray on school property who is negligent or careless in the possession or handling of pepper spray is acting outside of the scope of employment and shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal or supervisor, who shall take appropriate action
3. Immediately call 911 and the principal or supervisor

When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

CURRENT

Policy 4358: Employee Security **Status:** ADOPTED

Original Adopted Date: 11/18/2010 | **Last Reviewed Date:** 11/18/2010

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When violence is directed against an employee by any individual and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the Superintendent or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Immediately notify the principal, who shall take appropriate action
2. Immediately notify the local law enforcement agency and the principal
3. Confiscate the object and deliver it to the principal immediately

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

PROPOSED
FIRST READING

District Policy Manual
CSBA Policy Management Console

Policy 4358: Employee Security **Status:** ADOPTED

Original Adopted Date: 07/01/2001 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with Board policy, administrative regulation, and Penal Code 22810. Any employee authorized to carry or possess pepper spray on school property who is negligent or careless in the possession or handling of pepper spray is acting outside of the scope of employment and shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal or supervisor, who shall take appropriate action
3. Immediately call 911 and the principal or supervisor

When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

CURRENT

Policy 5141.5: Mental Health **Status:** ADOPTED

Original Adopted Date: 10/07/2021 | **Last Revised Date:** 09/26/2024 | **Last Reviewed Date:** 09/26/2024

The Governing Board recognizes that students' emotional well-being and mental health are critical to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to reduce the stigma associated with mental illness, facilitate access to mental health services, and help students build resiliency skills, including digital resilience, increase social connections, and cope with life challenges.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

The district shall provide instruction to students that promotes their healthy mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors, developing coping skills, and identifying resources that may provide assistance.

Information and Training

The Superintendent or designee shall provide school staff with information and training to recognize the early signs and symptoms of an emerging mental health condition or behavioral health disorder, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, safely deescalate crisis situations involving students with a behavioral health disorder, and link students with effective services, referrals, and supports. Such training shall also provide instruction on how to maintain student privacy and confidentiality. Behavioral health information and training may also be provided to parents/guardians, students, and families. (Education Code 49428.15)

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

At least twice per school year, the Superintendent or designee shall ensure that each school provides notice regarding how to initiate access to student mental health services on campus and/or in the community. The notification shall be in at least two of the following methods: (Education Code 49428)

1. Distributing the information, electronically or in hardcopy, in a letter to parents/guardians, and in a school publication or other document to students

2. Including the information, at the beginning of the school year, in the parent handbook for parents/guardians and in student orientation materials or a student handbook

3. Posting the information on the school's website or social media

Parents/guardians and students shall each receive two notices on how to initiate access to student mental health services, which may be delivered by different methods. (Education Code 494280) CSBA NOTE: Pursuant to Education Code 49428.5, as added by AB 748 (Ch. 431, Statutes of 2022), each school site serving students in any of grades 6-12 is required to create a poster, as specified below, that identifies approaches and resources about student mental health, and prominently display such poster in public areas that are accessible to and commonly frequented by students at each school site. Pursuant to Education Code 49428.5, as added by AB 748, CDE is required to develop a model mental health poster.

Each school site that serves students in any of grades 6-12 shall create an age appropriate and culturally relevant poster that identifies approaches and shares resources about student mental health, and that includes the following information: (Education Code 49428.5)

1. Identification of common behaviors of those struggling with mental health or who are in a mental health crisis, including, but not limited to, anxiety, depression, eating disorders, emotional dysregulation, bipolar episodes, and schizophrenic episodes

2. A list of, and contact information for, school site-specific resources, including, but not limited to, counselors, wellness centers, and peer counselors

3. A list of, and contact information for, community resources, including, but not limited to, suicide prevention, substance abuse, child crisis, nonpolice mental health hotlines, public behavioral health services, and community mental health centers

4. A list of positive coping strategies to use when dealing with mental health, including, but not limited to, meditation, mindfulness, yoga, breathing exercises, grounding skills, journaling, acceptance, and seeking therapy

5. A list of negative coping strategies to avoid, including, but not limited to, substance abuse or self-medication, violence and abuse, self-harm, compulsivity, dissociation, catastrophizing, and isolating

The poster shall be displayed in English and any primary language spoken by 15 percent or more of the students at the school site and be no smaller than 8.5 by 11 inches and at least 12-point font. The poster shall be prominently and conspicuously displayed in public areas that are accessible to, and commonly frequented by, students at each school site such as bathrooms, locker rooms, classrooms, classroom hallways, gymnasiums, auditoriums, cafeterias, wellness centers, and offices. Additionally, at the beginning of each school year the poster shall be distributed online to students through social media, websites, portals, and learning platforms. (Education Code 49428.5)

Mental Health Counseling and Referrals

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and their parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

Mental health and behavioral health services for students on campus may be provided by way of telehealth technology. (Education Code 49429)

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

Funding Resources

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

PROPOSED
FIRST READING

Policy 5141.5: Mental Health **Status:** ADOPTED

Original Adopted Date: 05/01/2020 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

The Governing Board recognizes that students' emotional well-being and mental health are critical to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to reduce the stigma associated with mental illness, facilitate access to mental health services, and help students build resiliency skills, including digital resilience, increase social connections, and cope with life challenges.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

Instruction provided to students shall promote student health and mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework, as specified in Administrative Regulation 6143 - Courses of Study, and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors including substance abuse, developing coping skills, and identifying resources that may provide assistance.

Information and Training

The Superintendent or designee shall provide school staff and students with information and training to recognize the early signs and symptoms of an emerging mental health condition or behavioral health disorder, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, safely deescalate crisis situations involving students with a behavioral health disorder, and link students with effective services, referrals, and supports. Additionally, such training shall provide instruction on how to maintain student privacy and confidentiality, and may be provided to parents/guardians and families. (Education Code 49428.15)

The Superintendent or designee shall ensure that all certificated employees and 40 percent of classified employes who have direct contact with students in grades 7-12 receive youth behavioral training at least one time, in accordance with Education Code 49428.2.

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

Annually, the Superintendent or designee shall provide, and require all certificated employees serving students in grades 7 to 12 to participate in, at least one hour of cultural competency training to support lesbian, gay, bisexual, transgender, queer, and questioning individuals. The district shall maintain records documenting the date that each employee completed the training and the name of the entity that provided the training. (Education Code 218.3)

At least twice per school year, the Superintendent or designee shall ensure that each school provides notice regarding how to initiate access to student mental health services on campus and/or in the community. The notification to parents/guardians and to students shall be in at least two of the following methods: (Education Code 49428)

1. Distributing the information, electronically or in hardcopy, in a letter to parents/guardians, and in a school publication or other document to students

2. Including the information, at the beginning of the school year, in the parent/guardian handbook and in student orientation materials or a student handbook

3. Posting the information on the school's website or social media

Each school site that serves students in any of grades 6-12 shall create an age appropriate and culturally relevant poster that identifies approaches and shares resources about student mental health, and that includes the following information: (Education Code 49428.5)

1. Identification of common behaviors of those struggling with mental health or who are in a mental health crisis, including, but not limited to, anxiety, depression, eating disorders, emotional dysregulation, bipolar episodes, and schizophrenic episodes

2. A list of, and contact information for, school site-specific resources, including, but not limited to, counselors, wellness centers, and peer counselors

3. A list of, and contact information for, community resources, including, but not limited to, suicide prevention, substance abuse, child crisis, nonpolice mental health hotlines, public behavioral health services, and community mental health centers

4. A list of positive coping strategies to use when dealing with mental health, including, but not limited to, meditation, mindfulness, yoga, breathing exercises, grounding skills, journaling, acceptance, and seeking therapy

5. A list of negative coping strategies to avoid, including, but not limited to, substance abuse or self-medication, violence and abuse, self-harm, compulsivity, dissociation, catastrophizing, and isolating

The poster shall be displayed in English and any primary language spoken by 15 percent or more of the students at the school site and be no smaller than 8.5 by 11 inches and at least 12-point font. The poster shall be prominently and conspicuously displayed in public areas that are accessible to, and commonly frequented by, students at each school site such as bathrooms, locker rooms, classrooms, classroom hallways, gymnasiums, auditoriums, cafeterias, wellness centers, and offices. Additionally, at the beginning of each school year the poster shall be distributed online to students through social media, websites, portals, and learning platforms. (Education Code 49428.5)

Mental Health Counseling and Referrals

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and parents/guardians may be provided referrals to mental health services in the community and/or

to mental health services at or near district schools.

The district's referral protocols shall: (Education Code 49428.1)

1. Address the appropriate and timely referral by school staff of students with behavioral health concerns

2. Reflect a multitiered system of support process and positive behavioral interventions and supports, to be used as an alternative to disciplinary action as appropriate

   The protocols shall be accessible to students who may be the subject of disciplinary action.

3. Be adaptable to varied local service arrangements for behavioral health services

4. Reflect evidence-based and culturally appropriate approaches to student behavioral health referral without disciplinary actions

   "Evidence-based" means peer-reviewed, scientific research evidence, including studies based on research methodologies that control threats to both the internal and the external validity of the research findings.

5. Address the inclusion of parents/guardians in the referral process

6. Be written to ensure clarity and ease of use by certificated and classified school employees

7. Reflect differentiated referral processes for students with exceptional needs and other populations for whom the referral process may be distinct

8. Be written to ensure that school employees act only within the authorization or scope of their credential or license

   School employees are not authorized or encouraged to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

9. Be consistent with state activities conducted by the California Department of Education in the administration of federally funded behavioral health programs

A student 12 years of age or older may consent to mental health treatment or counseling if the student, in the opinion of the attending mental health professional, is mature enough to participate intelligently in the services. Additionally, the student's parent/guardian shall consent to student's treatment, unless the mental health professional determines, after consulting with the student, that the involvement of the parent/guardian would be inappropriate. (Family Code 6924)

In delivering mental health and behavioral health services to students, the district may use telehealth or other information and communication technologies that facilitate the diagnosis, consultation, treatment, education, care management, and self-management of a student's health while the student is on campus and the health care provider is at a distant location. (Education Code 49429)

Prior to utilizing telehealth technology to manage a student's mental health or behavior, the mental health professional shall consult with the student, parent/guardian, and/or the student's individualized education program team, as required by law, unless the mental health professional determines that the involvement would be inappropriate pursuant to Family Code 6924.

In using telehealth technology to provide mental health services to students, the Superintendent or designee shall ensure that mental health professionals comply with applicable professional codes of ethics and legal authority. Additionally, space that affords privacy and confidentiality of telehealth sessions shall be provided

for students and an emergency response plan shall be put in place that lays out all legally-mandated steps to take when a student suddenly begins to exhibit suicidal ideation or other potentially dangerous behavior during a telehealth session.

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

Funding Resources

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

CURRENT

Policy 5141.52: Suicide Prevention **Status:** ADOPTED

Original Adopted Date: 09/23/2021 | **Last Revised Date:** 08/11/2022 | **Last Reviewed Date:** 08/11/2022

The Governing Board recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee shall develop measures, ~~and~~ strategies, practices, and supports for suicide prevention, intervention, and postvention.

In developing policy and procedures for suicide prevention, intervention, and postvention, the Superintendent or designee shall consult with school and community stakeholders,-school-employed mental health professionals, suicide prevention experts, and, in developing policy for grades K-6, the county mental health plan. (Education Code 215)

School and community stakeholders and school mental health professionals with whom the Superintendent or designee shall consult may include district and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the district's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans.

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, interns, school counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers.

   Note: Items #2-9 below reflect optional strategies for suicide prevention, intervention, and postvention and may be revised to reflect district practice.

2. Instruction to students in problem-solving, coping, and resiliency skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

4. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide

5. The provision of information to parents/guardians and caregivers regarding risk and protective factors, ~~and~~ warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is

present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis

6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

7. Crisis intervention procedures for addressing suicide threats or attempts

8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

   Note: The National Association of School Psychologists recommends that the district and/or school sites create a suicide prevention crisis team to assist in effectively identifying and intervening with students who are at risk of suicidal behavior, including adoption and implementation of policies and procedures. It is recommended that such teams include, at a minimum, administration, mental health staff, and school security personnel. The same crisis intervention team may be established to address broader mental health concerns as described in BP 5141.5 - Mental Health.

9. Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. (Education Code
215)

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. The Board may, at its discretion, review the policy more frequently. (Education Code 215)

The Superintendent or designee shall periodically review district data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

PROPOSED
FIRST READING

Policy 5141.52: Suicide Prevention **Status:** ADOPTED

Original Adopted Date: 07/01/2009 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

The Governing Board recognizes that suicide is a leading cause of death among youth, that prevention is a collective effort that requires stakeholder engagement, and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other associated trauma, the Superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

In developing and updating district policy and procedures for suicide prevention, intervention, and postvention, the Superintendent or designee shall consult with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. If the policy will affect K-6 students, the county mental health plan shall also be consulted. (Education Code 215)

School and community stakeholders and school mental health professionals with whom the Superintendent or designee shall consult may include district and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the district's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans.

When developing or reviewing district policy on suicide prevention, the Superintendent or designee may make a recommendation regarding the need to hire a mental health professional for the district, or for any school that is not currently served by a mental health professional, and the possible funding source(s) for such hiring.

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, interns, school counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers

2. Instruction to students in problem-solving, coping, and resiliency skills to promote students' mental, emotional, and social health and well-being; help-seeking strategies and resources; and instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious relationships among students

4. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide

5. The provision of information to parents/guardians and caregivers regarding risk and protective factors, warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis

6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

7. Crisis intervention protocols for addressing suicide threats or attempts

8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

9. Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with exceptional needs, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. (Education Code 215)

In order to address mental health disabilities, the district may, as appropriate and in accordance with law, develop trauma-informed crisis management procedures that include an individualized assessment of the student's circumstances; provide and facilitate access to mental health evaluations and services; reasonably modify policies, such as attendance policies, for individual students; and train staff to recognize and respond appropriately to signs of distress and suicidal ideation in students.

The Superintendent or designee shall establish a process for school staff to maintain daily or regular contact with all students, including during distance learning and school closures, and for such staff to communicate any concerns about a student's emotional wellbeing and/or safety to the appropriate authorities.

Additionally, the Superintendent or designee shall ensure that school-based mental health professionals maintain regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need.

The Board shall ensure that suicide prevention measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

When the district determines that a student is in need of mental or behavioral health services, the services shall be provided in accordance with protocols specified in Board Policy 5141.5 - Mental Health.

The Board shall review, and update as necessary, this policy at least every five years. The Board may, at its discretion, review the policy more frequently. (Education Code 215)

The Superintendent or designee shall periodically review district data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

The Superintendent or designee shall post this policy on the district's website, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

CURRENT

Bylaw 9224: Oath Or Affirmation

Status: ADOPTED

Original Adopted Date: 11/18/2010 | **Last Reviewed Date:** 11/18/2010

Prior to entering upon the duties of their office, all Governing Board members shall take the oath or affirmation required by law. (California Constitution, Article 20, Section 3; Government Code 1360)

The oath may be administered and certified by a Board member, secretary or assistant secretary to the Board, Superintendent, deputy or assistant superintendent, principal, or County Superintendent of Schools or any other person authorized in Education Code 60.

The executed oath shall be filed with the County Clerk. (Government Code 1363)

PROPOSED
FIRST READING

District Policy Manual
CSBA Policy Management Console

Bylaw 9224: Oath Or Affirmation **Status:** ADOPTED

Original Adopted Date: 09/01/1991 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

Prior to entering upon the duties of the office of a Governing Board member or exercising any function of a Board member, each Board member shall take the oath or affirmation required by law. (California Constitution, Article 20, Section 3; Government Code 1360)

The oath or affirmation may be administered and certified by a Board member, the secretary or assistant secretary to the Board, the Superintendent, the County Superintendent of Schools, the Superintendent of Public Instruction, or any other person authorized in Education Code 60 or Government Code 1225.

The executed oath shall be filed with the County Clerk. (Government Code 1363)

CURRENT

Bylaw 9260: Legal Protection **Status:** ADOPTED

Original Adopted Date: 11/18/2010 | **Last Reviewed Date:** 11/18/2010

Liability Insurance

The Governing Board shall provide insurance necessary to protect Board members and employees from any judgment resulting from suits brought against them alleging their liability while acting within the scope of their employment and/or under the direction of the Board. The insurance shall cover claims in such matters as civil rights actions, negligence, or other acts resulting in accidental injury to any person or damage to property.

Protection against Liability

No Board member shall be liable for harm caused by his/her act or omission when acting within the scope of district responsibilities. The act or omission must be in conformity with federal, state, and local laws and made in furtherance of an effort to control, discipline, expel or suspend a student, or maintain order or control in the classroom or school.

The protection against liability shall not apply when:

1. The Board member acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to the harmed person's right to safety.
2. The Board member caused harm by operating a motor vehicle.
3. The Board member was not properly licensed, if required, by the State for such activities.
4. The Board member was found by a court to have violated a federal or state civil rights law.
5. The Board member was under the influence of alcohol or any drug at the time of the misconduct.
6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the Board member has been convicted in a court.
7. The misconduct involved a sexual offense for which the Board member has been convicted in a court.

PROPOSED
FIRST READING

District Policy Manual
CSBA Policy Management Console

Bylaw 9260: Legal Protection **Status:** ADOPTED

Original Adopted Date: 03/01/1988 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

Liability Insurance

The Governing Board shall provide insurance necessary to protect Board members from liability caused by a negligent act or omission that occurs within the scope of the Board member's office in accordance with Education Code 35208.

Protection Against Personal Liability

No Board member shall be liable for any harm caused by the Board member's negligent act or omission when acting within the scope of the Board member's responsibilities, including, but not limited to, Board responsibilities as specified in Board Bylaw 9000 - Role Of The Board. Additionally, no Board member shall be vicariously liable for injuries caused by the district's acts or omissions. (Education Code 35208; Government Code 820.9)

In addition, no Board member shall be liable for any harm caused by the Board member's act or omission if the Board member was acting within the scope of the Board member's responsibilities, made in conformity with federal, state, and local laws, and made in furtherance of an effort to control, discipline, expel or suspend a student, or maintain order or control in the classroom or school. (20 USC 7946)

This protection against liability shall not apply when: (20 USC 7946)

1. The Board member acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to the harmed person's right to safety
2. The Board member caused harm by operating a motor vehicle
3. The Board member was not properly licensed, if required, by the State for such activities
4. The Board member was found by a court to have violated a federal or state civil rights law
5. The Board member was under the influence of alcohol or any drug at the time of the misconduct
6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the Board member has been convicted in a court
7. The misconduct involved a sexual offense for which the Board member has been convicted in a court

Nothing in this Board bylaw is intended to protect a Board member from criminal or civil liability for injury caused by the Board member's own wrongful conduct, for certain violations of law, including the Brown

Act, or for liability from the requirement to reimburse the district under certain circumstances as specified in law. (Government Code 820.9, 825, 825.6, 54959, 54960)

CURRENT

Policy 0450: Comprehensive Safety Plan **Status:** ADOPTED

Original Adopted Date: 08/17/2017 | **Last Revised Date:** 12/14/2023 | **Last Reviewed Date:**12/14/2023

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.
The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option

response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

PROPOSED
FIRST READING

District Policy Manual
CSBA Policy Management Console

Policy 0450: Comprehensive Safety Plan **Status:** ADOPTED

Original Adopted Date: 11/01/2011 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for staff and student conduct, responsible behavior, and respect for others.

The school site council at each district school shall develop a comprehensive school safety plan (CSSP) relevant to the needs and resources of that particular school. New school campuses shall develop a CSSP within one year of initiating operations. (Education Code 32281, 32286)

The CSSP shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the school site.

The CSSP(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

As necessary, the Superintendent or designee shall provide training on the CSSP to all school staff.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan
Notwithstanding the process described above, any portion of a CSSP that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by the Superintendent or designee in accordance with Education Code 32281. In developing such strategies, the Superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting
The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the CSSP that include tactical responses to criminal incidents need not be publicly disclosed.

The Superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Additionally, the Superintendent or designee shall provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

CURRENT

Policy 1340: Access To District Records **Status:** ADOPTED

Original Adopted Date: 11/18/2010 | **Last Revised Date:** 10/07/2021 | **Last Reviewed Date:** 10/07/2021

The Governing Board recognizes the right of **members of the public** to have access to public records of the district. The district **shall** provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

The district may charge for copies of public records or other materials requested by individuals or groups, **unless they are using their own personal equipment to reproduce the record**. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

PROPOSED
FIRST READING

District Policy Manual
CSBA Policy Management Console

Policy 1340: Access To District Records

Status: ADOPTED

Original Adopted Date: 02/01/1999 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

The Governing Board recognizes the right of members of the public to have access to public records of the district. The district shall provide any member of the public reasonable access to the public records of the district during normal business hours and within the requirements of law. Public access shall not be given to records that are exempt from public disclosure pursuant to the California Public Records Act or other state or federal law.

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

The district may charge for copies of public records or other materials requested by individuals or groups, in accordance with law and as specified in the accompanying administrative regulation.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

NEW - PROPOSED
FIRST READING

District Policy Manual
CSBA Policy Management Console

Policy 1445: Response To Immigration Enforcement **Status:** ADOPTED

Original Adopted Date: 01/01/2026 | **Last Reviewed Date:** 01/01/2026

The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:

    a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)

    b. The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)

4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

The Superintendent or designee shall report to the Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

1. Education records of or any information about a student or a student's family or household

2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information

3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:

1. Education records of or any information about a student or a student's family or household

2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information

3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

CURRENT

Policy 5125: Student Records **Status:** ADOPTED

Original Adopted Date: 08/16/2018 | **Last Reviewed Date:** 08/16/2018

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records consistent with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or judicial subpoena. If a district employee receives such a request, he/she shall immediately report the request to the Superintendent. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

The Superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor shall he/she disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. Such information may only be compiled or exchanged with other local, state, or federal agencies if the information is aggregated and is not personally identifiable. (Government Code 8310.3)

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Contract for Digital Storage, Management, and Retrieval of Student Records

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to

access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

PROPOSED
FIRST READING

Policy 5125: Student Records **Status:** ADOPTED

Original Adopted Date: 03/01/2009 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district

student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

The Superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws

CURRENT

Policy 5125.1: Release Of Directory Information **Status:** ADOPTED

Original Adopted Date: 02/24/2016 | **Last Reviewed Date:** 02/24/2016

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information only in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee may release student directory information to representatives of the news media or nonprofit organizations in accordance with Board policy and administrative regulation.

The Superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on his/her determination of the best interests of district students. (Education Code 49073)

Colleges and prospective employers, including military recruiters, shall have access to directory information. Military recruiters shall have access to a student's name, address, and telephone number, unless the parent/guardian has specified that the information not be released in accordance with law and administrative regulation. (20 USC 7908; 10 USC 503; Education Code 49603)

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and prospective employers, in accordance with Board policy. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled provided that they use this information only for purposes directly related to the institution's academic or professional goals. (Education Code 49073)

PROPOSED
FIRST READING

District Policy Manual
CSBA Policy Management Console

Policy 5125.1: Release Of Directory Information **Status:** ADOPTED

Original Adopted Date: 11/01/2001 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information, including to news media or nonprofit organizations, in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on a determination of the best interests of district students. (Education Code 49073)

A student's directory information shall only be included in the minutes of the Board's meeting in accordance with Board Bylaw 9324 - Minutes and Recordings.

Colleges and prospective employers, including military recruiters, shall have access to a student's name, address, email address, and telephone number, unless the student's parent/guardian, or the student, if the student is 18 years of age or older, has requested that such information not be released. (10 USC 503, 20 USC 7908)

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and employers, including prospective employers, in accordance with law, Board policy, and administrative regulation. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled, provided that they use this information only for purposes directly related to the institution's academic or professional goals. (Education Code 49073

DELETE CURRENT

Policy 5145.13: Response To Immigration Enforcement **Status:** ADOPTED

Original Adopted Date: 08/16/2018 | **Last Reviewed Date:** 08/16/2018

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code 234.7)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

Consistent with requirements of the California Office of the Attorney General, the Superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.

Teachers, school administrators, and other school staff shall receive training regarding immigration issues, including information on responding to a request from an immigration officer to visit a school site or to have access to a student.

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

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: March 12, 2026

RE: Memorandum of Understanding with South San Francisco Classified School Employees Association Chapter 197 for the Early Notification Retirement Incentive (2025-2026)

ALIGNMENT WITH STRATEGIC PLAN:

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

BACKGROUND:

The South San Francisco Unified School District ("District") and the Classified School Employees Association (CSEA) 197 (collectively, the "Parties") hereby agree to this Memorandum of Understanding ("MOU"), effective the 2025-2026 school year only, for the purpose of authorizing incentive compensation ("Early Notification Retirement Incentive") to eligible participating employees.

FISCAL IMPLICATIONS:

The District and the Association agree that eligible participating employees shall receive the early notification retirement incentive in the form of a one-time, off salary schedule payment ("stipend") equal to five thousand dollars ($5,000), prorated for part-time eligible participating employees, distributed in one installment payment during the June 2026 monthly payroll cycle. Enclosed is a copy of the fully executed MOU that details the terms and conditions including, but not limited to, the financial implications. The General Fund (01) will be utilized to cover the cost.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approves the Memorandum of Understanding with the South San Francisco Classified School Employees Association Chapter 197 for the early notification retirement incentive for the 2025-2026 school year.

Docusign Envelope ID: D7CDF3CD-E0C9-4A0D-8161-A8C81ED132F0

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
398 B Street | South San Francisco, CA 94080
Phone: (650) 877-8700 | Fax: (650) 583-4717
www.ssfusd.org

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
AND
THE CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION CHAPTER 197

EARLY NOTIFICATION RETIREMENT INCENTIVE

The South San Francisco Unified School District ("District") and the Classified School Employees Association Chapter 197 ("CSEA") (collectively, the "Parties") hereby agree to this Memorandum of Understanding ("MOU"), effective the 2025-2026 school year only, for the purpose of authorizing incentive compensation ("Early Notification Retirement Incentive") to eligible participating employees.

The parties hereby agree as follows:

1. Eligible participating employees shall be defined as CSEA bargaining unit members who are current, active employees in good standing with the District, and accumulated at least ten (10) years of service credit in a classified represented position while employed with the District.

2. Eligible participating employees shall receive the early notification retirement incentive in the form of a one-time, off salary schedule payment ("stipend") equal to five thousand dollars ($5,000), prorated for part-time eligible participating employees, distributed in one installment payment during the June 2026 monthly payroll cycle.

3. Eligible participating employees who opt for the early notification retirement incentive shall:

    - Complete and submit an irrevocable signed and dated letter of retirement from employment with the District via Informed K12 SSFUSD Notice of Retirement 2025-2026, effective the last day of the applicable calendar year based on the employee's status as a ten, eleven, or twelve month employee ("effective retirement date"), by no later than March 2, 2026.

Docusign Envelope ID: D7CDF3CD-E0C9-4A0D-8161-A8C81ED132F0

- Agree not to seek or gain reemployment in a classified represented position within the District for thirty-nine (39) months subsequent to the effective retirement date.

The parties agree that this MOU shall not constitute a binding precedent or establish any past practice for any purpose whatsoever and shall not be cited by any party in any future proceeding, except as it relates to enforcing this specific MOU.

DocuSigned by:
Jolene Malfatti
43EE10791D9F40E...

2/2/2026

Jolene Malfatti — Date
President, Classified School Employees Association Chapter 197

DocuSigned by:
J. Marwan Hannon
9BE9E0D45FBA4EA...

1/28/2026

J. Marwan Hannon — Date
Assistant Superintendent, Human Resources

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: March 12, 2026

RE: Greenheart International d.b.a. Greenheart Exchange Memorandum of Understanding for SY2026-27 J-1 Visa Exchange Visitor Program Agreement SY2026-27

ALIGNMENT WITH STRATEGIC PLAN:

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

BACKGROUND:

Greenheart International USA d.b.a. Greenheart Exchange is a J-1 Visa Exchange Visitor Program that partners with schools/districts to place international teachers. Their partnership will bolster and enhance our recruitment and hiring strategy, specifically for special education teachers, in alignment with Priority 4 Empowered Educators. SSFUSD currently partners with Greenheart to host one J-1 international exchange teacher and seeks to expand the partnership to a cohort of up to 12 J-1 international exchange teachers for SY2026-27.

FISCAL IMPLICATIONS:

The District has the option to pay Greenheart International d.b.a. Greenheart Exchange for the Placement Services Fee for international teachers placed with the District. The cost per international teacher is $4,500 to the District. For a cohort of up to 12 international teachers, the estimated financial impact is not to exceed $54,000.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Greenheart International d.b.a. Greenheart Exchange Memorandum of Understanding for SY2026-27.

Teach USA Program: Academic Year 2026-27

The intent of this document is to describe the memorandum of understanding (MOU) on the **BridgeUSA Teach USA program** between the visa sponsor, Greenheart International (doing business as **"Greenheart Exchange"** herein), a nonprofit cultural exchange organization in the United States in collaboration with the Management Firm, CET Management Ltd., and the **Host School** listed below and referred to throughout this document as the "Host School." By signing this MOU, all parties acknowledge that they have read, understood, and agreed to the terms as stated herein

BridgeUSA J-1 Visa Sponsor:	Greenheart International, doing business as Greenheart Exchange
Address:	742. N. LaSalle Dr., Suite 300, Chicago, IL 60654
Phone:	1-312-944-2544
Emergency Phone:	1-855-767-5642
Website:	www.greenheartexchange.org
Host School:	**South San Francisco Unified School District**
Contact Name & Title:	Ted O, Assistant Superintendent, Business Services
Address:	398 B St South San Francisco, CA 94080
Phone:	650-887-8725
Emergency Phone:	
Email Address:	TedO@ssfusd.org
Website:	https://www.ssfusd.org/
Management Firm:	CET Management Ltd.
Contact Name & Title:	Simon Brown, Billing and AR Manager
Address:	12 Ashfield Road, Cheadle, SK8 1BB, UK
Phone:	+44 (0) 1252 625001
Website:	www.cetmanagement.org

Program Goals

The primary goal of Greenheart Exchange's Teach USA program is to promote interaction and enhance mutual understanding between U.S. and international teachers while supporting all stakeholders involved in the exchange. During this program, international teachers can expect to sharpen their professional skills and take part in cross-cultural activities within their schools and local communities. We are interested in placing teachers in U.S. schools to enhance the current workforce and fill open positions with international teachers who have a specific skill set for which the school is seeking. Teachers are required to meet the state's certification or licensure requirements for the subject area and grade level they are assigned to teach, including provisional, temporary, or alternative certifications where permitted by state law.

Services Provided by Greenheart Exchange

- J-1 Visa sponsorship (DS-2019 form) for the length of the school contract offer (1-3 year)
- Application processing
- Full host school vetting and confirmation of job offer
- Customized placement services including matching highly qualified Teachers with open host school positions
- Interview support including scheduling and troubleshooting
- Dedicated account manager to support Host Schools from placement throughout hosting program
- Teacher English proficiency interview with Greenheart Exchange
- Virtual pre-departure orientation
- Foreign Credential Evaluation discount with Greenheart partner The Evaluation Company (TEC)
- Accident & illness insurance coverage + emergency evacuation (EV) insurance that meets Department of State requirements24/7 in-country emergency support from Greenheart Exchange
- Eligibility for Greenheart grants, scholarships, and conferences through the Greenheart Schools Program
- Cultural immersion and volunteer resources
- Participation in the Greenheart Club

Greenheart Exchange provides guidance and resources related to certification processes when appropriate but does not guarantee licensure approval, as certification decisions are governed by state and local licensing authorities.

Services Provided by Host School

The Host School will at minimum provide the following services as a result of this MOU:

- Abide by all requirements listed in the Terms and Conditions of the host school application

- *Offer guidance and support to exchange teachers in navigating the process of obtaining and maintaining the appropriate teaching certification required by their state, including providing relevant information, timelines, and institutional documentation, based on individual needs and circumstances.*
- Complete the Greenheart Teach USA Host School Application and vetting process for each school accepting Greenheart Exchange Visitor Teachers
- Conduct an arrival orientation
- Notify Greenheart of any changes to host school or district contact information promptly
- Be authorized by the district to offer full-time, lead teacher positions to exchange teachers
- Support the Teacher in their efforts to perform the two mandatory cross-cultural activities each year during their program
- Maintain regular communication with Greenheart including providing timely updates if there are any changes to a teacher's placement; if there are any performance concerns about a teacher; if there is an emergency involving an exchange teacher, including health or legal issues; or if an exchange teacher is fired, elects to quit, or leaves the program early
- Provide continuous on-site direct supervision by experienced and knowledgeable staff
- Assign on-site mentor to oversee and support the Teacher
- Stay informed of program policies and J-1 visa regulations by reviewing the Host School Orientation and other resources provided by Greenheart
- Pay required school fees to Greenheart on behalf of the teacher
- Abide by the terms listed in the job offer letter or contract
- Be an accredited primary or secondary school and remain so throughout the length of the academic year. If the accreditation status is under threat of revocation, inform Greenheart immediately.
- Provide teaching positions including duties, responsibilities, hours of employment, and compensation commensurate with those of similarly situated U.S. teachers in the school district or host school where the exchange visitor is assigned to teach.
- Commensurate benefits must include option to enroll in Host School insurance benefits for U.S. employees.
- Ensure exchange teachers do not displace full-time, part-time, or temporary or permanent U.S. teachers

Services Provided by Management Firm

The Management Firm will provide the following services as a result of this MOU:

- Invoicing and collecting of program related fees

Application Deadline

Teach USA Deadlines	
Renewal Application due	February 13
New Host School Application due	June 1
Program Fees due	June 30

Program Fees

TEACH USA PROGRAM FEES (1-year net fee) – includes insurance	
Program Type	
Placement Services Fee	$4,500
SEE ADDITIONAL FEES: MISCELLANEOUS FEES TABLE	

Positions

The host school authorizes Greenheart Exchange to recruit and place the following number of applicants during this contract term. Please note that the positions are the maximum number of candidates we will recruit on our program. Candidates are not guaranteed a teaching position since Host Schools will make the final hiring decision.

Full Program (FP) Positions: **12**

Placements are arranged by Greenheart Exchange Teach USA, matching participants with appropriate Host Schools

Position type(s): SPED

Program Invoicing, Refund and Payment Procedure

CET Management invoices the Host School for its participant's program related fees once the participant has been accepted to Greenheart's program and placed with the host school. Once program fees are received by Greenheart, the Form DS-2019 is issued to the participant.

Payment Policies

Program and Administrative fees (if applicable), will be invoiced by CET Management. Upon receipt of the invoice via email, Host School has 30 days to submit full payment. No DS-2019 forms will be released until payment is made in full. Payment instructions must be followed for the payment transactions to be properly registered under Host School's account in a timely manner.

- All payments must be paid in full and transactions (credit cards, wire transfers, ACHs) must include information listed below. Failure to provide required details could result in rejection of the payment or cause delays in identifying that the funds should be applied to your account.
    - Host School business name as listed on this MOU.
    - Invoice number(s).
- Host School is responsible for all charges by their local bank for either incoming or out-going payments.
- Credit Card transactions generally take 3 business days for clearing/settlement. Credit card payments can be made here: https://buy.stripe.com/14kg285Fo10f8qQdQQ.
- International wire payments generally take 3 business days for clearing/settlement.
- All account credits/payments will be posted to Host School account within 5 business days after the settlement.
- Checks: CET Management does not receive payment via check.

Electronic payment confirmation (Wire, Credit Card) and inquiry: ops@greenheart.org

Force Majeure

In signing this MOU, Host School thereby acknowledges, understands, and accepts that certain unforeseeable circumstances beyond Greenheart's right or ability to control and/or prevent may result without notice in the delay, disruption, and/or termination of certain programs, the cancellation or suspension of planned activities within such programs, and/or otherwise render Greenheart's reasonable and good faith performance of its contractual obligations impractical and/or impossible to carry out. Examples of such circumsotances include, but are not limited, to: (1) acts of God, such as severe acts of nature or weather events including, but not limited to, floods, fires, earthquakes, hurricanes, tornadoes, explosions, and similar acts and/or events; (2) war, acts of civil or military authority, national emergencies, insurrection, riots, and/or acts of terrorism; (3) epidemics, pandemics, and/or similar widespread public health phenomena; (4) strikes, labor disputes, and/or work stoppages; (5) acts or events that disrupt channels of communication and/or power supply; and/or (6) any other acts, events, or circumstances not within Greenheart's reasonable right or ability to control and/or prevent that would render Greenheart's reasonable and good faith performance of its contractual obligations impractical and/or impossible. Host School appreciates and accepts the risk that in the event a program or element thereof is disrupted due to unforeseeable circumstances beyond Greenheart's reasonable right or ability to control and/or prevent, program participants may be requested and/or required to return to their home country early at their own expense. Host School agrees to review all Greenheart program disruption and cancellation policies prior to agreeing to participate in any Greenheart program. Host School further agrees to renounce any and all legal claims against Greenheart and/or its representatives that may arise from the occurrence of unforeseeable circumstances beyond Greenheart's reasonable right or ability to control and/or prevent, including, but not limited to, claims for the costs of repatriation, loss of income, loss of academic credit, unanticipated housing expenses, program fee refunds, ground transportation costs, etc.

Privacy Policy

This privacy notice describes how Greenheart International collects, uses, and discloses Personally Identifying Information (also known as "PII") or Personal Data (collectively "Personal Information") from and about users of Greenheart International websites. This privacy notice also applies to any associated paper forms. Please read this privacy notice before using Greenheart International websites or submitting any personal information. https://greenheart.org/privacy/

These practices may be changed at any time. Changes will be posted along with the date of the change. You should review this privacy notice when you visit Greenheart International websites to make sure that you understand how Personal Information is collected, used, and disclosed.

My signature below confirms that the organization I represent, including myself, the other staff and representatives, have read, understand and agree to abide by the terms above and appendices below, as well as to the 2025 Host School Application Terms and Conditions throughout the duration of Greenheart Exchange's Teach USA program.

Signed and agreed to:

Ted O
Assistant Superintendent, Business Services

Date

Leslie R. Durgin
Program Director, Teach USAs
Greenheart International
742 N. LaSalle Drive, Suite 300, Chicago, IL, 60654 USA
1.312.796.0238

Date

Appendix 1

Cancellation Fees & Visa Denials

Greenheart Exchange's cancellation policy allows for participants to cancel their participation for any reason, including visa denials. Certain fees — including the application fee; SEVIS fee; and fees for couriers, site visits, and expedited processing —are non-refundable.

Host School
A program cancellation for any reason (including visa denials), following application review and acceptance by Greenheart Exchange, will result in the following cancellation fees, calculated based on the number of intended participants hired

CANCELLATION REASON	CANCELLATION FEE
Visa Denial or Participant Choice to cancel	$0
Rescinded offer before DS-2019 start date	$200
Rescinded offer on or after DS-2019 start date	Entire program fee

Appendix 2

Miscellaneous Non-Refundable Fees

Fee Name	Amount	Fee Description	Paid By
Application Fee	$200	A non-refundable application fee is charged as soon as a candidate has been approved for J-1 Teacher sponsorship. The application fee must be paid before Greenheart Exchange will review the completed application.	Teacher
SEVIS/U.S. Government Fee	$220	The I-901 SEVIS Fee is mandated by the U.S. Congress to support the program office and the automated system that keeps track of students and exchange visitors. Every J-1 Teacher is responsible for paying this non-refundable fee before being issued an initial DS-2019 form.	Teacher
Change of Host School	$500	Changes of host school are reviewed on a case-by-case basis and are subject to Greenheart Exchange approval. Participant must follow Greenheart Exchange's change of host school procedure (see Section 2 of Partner Handbook).	Teacher
Program Renewal (Years 2-5)	$2,050 per year	Program renewals are reviewed on a case-by-case basis and are subject to Greenheart Exchange approval. Participant must follow Greenheart Exchange program renewal procedures and be in good standing. Program renewal fees include insurance.	Teacher
Extension Application Fee (paid in year 3)	$200	This fee covers the cost of Greenheart's preparation and processing of the teacher's application for 2-year program extension	Teacher
Department of State EVP Extension Fee (paid in year 3)	$367	This fee is collected by Greenheart and paid to Department of State for their processing of the teacher's 2-year extension application	Teacher

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: March 12, 2026

RE: Resolution # 26-10: Classified Reduction in Force

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:

Pursuant to Education Code sections 45117, 45298, and 45308, the District is authorized to lay off classified employees due to lack of work and/or lack of funds.

After review of District operations and services for the 2026–2027 school year, it is necessary to reduce services in the area of Nutrition Services supervision. Specifically:

Service	***Number of Full-Time Equivalent Positions***
Supervisor – Nutrition Services	2.0 FTE
Total	**2.0 FTE**

This reduction requires decreasing a corresponding number of classified unrepresented employees at the close of the current school year in accordance with Education Code requirements.

FISCAL IMPLICATIONS:

The reduction eliminates 2.0 FTE classified unrepresented positions, resulting in salary and benefits savings for the 2026–2027 school year.

RECOMMENDATION:

It is recommended that the Board of Trustees adopt Resolution #26-10 and approve the reduction of 2.0 FTE classified unrepresented positions due to elimination of services at the close of the 2025–2026 school year.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Resolution # 26-10

RESOLUTION REGARDING REDUCTION IN FORCE

WHEREAS, Education Code sections 45117, 45298 and 45308 authorize the South San Francisco Unified School District ("District") to layoff classified employees for lack of work and/or lack of funds; and

WHEREAS, it is the opinion of the Governing Board that due to a lack of work and/or lack of funds, the following services now being provided by the District must be eliminated for the 2026-2027 school year:

Services	**Number of Full-Time Equivalent Positions**
Supervisor – Nutrition Services	2.0
Total:	**2.0 FTE**

WHEREAS, it is the opinion of the Governing Board that it is necessary by reason of the above condition(s) to decrease a corresponding number of classified unrepresented employees in the District at the close of the current school year in accordance with Education Code sections 45117, 45298 and 45308.

NOW, THEREFORE, be it resolved that the Governing Board of the District hereby finds it necessary and in the best interest of the District to terminate at the end of the 2025-2026 school year the employment of 2.0 full-time equivalent classified unrepresented positions of the District as a result of the above reduction in services.

BE IT FURTHER RESOLVED, the District Superintendent or designee will give appropriate notices including copies of this Resolution by March 15, 2026, to affected persons employed in the eliminated position that these services will be reduced or eliminated, and will give additional layoff notices to any individual employees who, due to placement on the seniority list, may be laid off as a result of displacement by more senior employees in service areas that this action reduces or eliminates; and

BE IT FURTHER RESOLVED, the District Superintendent or designee will inform employees affected by this action of their approximate seniority, displacement, voluntary demotion, and reemployment rights and provide them with the opportunity to meet with District administrative personnel to discuss these issues.

ADOPTED by the Governing Board of the South San Francisco Unified School District on March 12, 2026, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

_____
Clerk of the Board

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: March 12, 2026

RE: New Job Description: Nutrition Services Manager

ALIGNMENT WITH STRATEGIC PLAN:

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

BACKGROUND:

The South San Francisco Unified School District (SSFUSD) Nutrition Services Department serves approximately 8,000 students across 15 schools. To strengthen operational oversight, regulatory compliance, and program efficiency, the District is establishing the position of Nutrition Services Manager.

Under the direction of the Director of Nutrition Services, this Classified Unrepresented Management position will assist with daily department operations, compliance with federal and state meal program requirements, menu planning, procurement, inventory management (including USDA commodities), catering coordination, staff supervision, and budget support. The position will also serve in the Director's absence as assigned.

FISCAL IMPLICATIONS:

The estimated total annual cost, including salary and benefits, is approximately $122,001.45 – $145,761.62 depending on placement. Funding will be provided through the Nutrition Services Fund (Cafeteria Fund 13). No General Fund impact is anticipated.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the creation of a Nutrition Services Manager position as presented.

JOB TITLE:	Nutrition Services Manager
CLASSIFICATION:	Classified Unrepresented Management
SALARY RANGE:	$122,001.45 to $145,761.62
WORK YEAR:	260 days
LOCATION:	District Office
BENEFITS:	Medical, dental, and vision plans; defined benefit pension plans; disability; life insurance; 403(b)/457(b) tax-deferred retirement savings plans; flexible spending account options; employee assistance program; Master's/Doctoral Degree stipends; and vacation time.
APPROVAL:	Board of Trustees (03/12/2026) - pending Personnel Commission (03/23/2026) - pending

OVERVIEW OF SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

The South San Francisco Unified School District (SSFUSD) community includes 15 schools supporting 8,000 students in Daly City, San Bruno, and South San Francisco.

Our mission is that in partnership with our community, SSFUSD will provide exceptional instruction, engaging experiences, and equitable and accessible opportunities and resources to further support our diverse student body so that students are equipped to learn, thrive, navigate their future with purpose, and impact their community.

POSITION SUMMARY:

Under the direction of the Director of Nutrition Services, assist in the planning, organization and management of the daily activities and operations of the District's Nutrition Services programs and school cafeterias; coordinate and schedule catering events; train and supervise the performance of assigned staff.

ESSENTIAL DUTIES:

Operations, Compliance, and Quality Assurance:

- Assist in the planning, organization and management of the daily activities and operations of the District's Nutrition Services programs and school cafeterias to assure quality standards and timelines are met.
- Participate in daily food service preparation and serving activities as necessary.
- Ensure compliance with all applicable Federal, State, and local regulations, policies, and procedures, including preparing and maintaining required reports and applications.
- Inspect and review the food preparation and serving areas to ensure that

appropriate health and safety standards are maintained; oversee quality control in the preparation and handling of foods; drive a vehicle to conduct site visits and monitor operations.

Menu, Procurement, and Inventory:

- Participate in the planning, development, preparation, and evaluation of menus for various school food programs, including coordinating special diet menus and maintaining related records.
- Determine, recommend, and coordinate the procurement of the types and quantities of food, supplies, and equipment.
- Order and manage inventory (including USDA commodity foods/entitlement) in accordance with established guidelines.

Catering and Stakeholder Communication:

- Coordinate and schedule catering and special events, including preparing proposals, estimating needs, and ordering supplies.
- Communicate and confer with administrators, school site staff, students, District departments, and vendors to coordinate activities, exchange information, and resolve issues.
- Evaluate vendors and attend vendor fairs.

Staff Management and Development:

- Train, supervise, and evaluate the performance of assigned staff (including Central Kitchen and Warehouse/Driver staff).
- Analyze and review labor hours in accordance with staffing formulas.
- Participate in the recruitment process by interviewing and selecting employees, and recommending personnel actions such as transfers, reassignment, termination, and disciplinary actions.
- Coordinate and provide on-site training to individuals or groups concerning nutrition service operations, demonstrating food preparation techniques, operational, safety, and sanitation procedures.

Administration and Strategic Planning:

- Provide technical expertise, information, and assistance to the Director of Nutrition Services regarding assigned functions.
- Collaborate with the Director to develop, define, and monitor the short-term and long-term goals, objectives, policies, procedures, and department budgets; assist in establishing quality standards.
- Prepare and maintain a variety of reports, records, and files related to assigned activities and personnel, including reviewing and verifying accuracy of daily cash reports.

- Operate a variety of office equipment including a computer and assigned software; operate and maintain a variety of commercial kitchen equipment.
- Attend and participate in a variety of meetings.

Other Duties:

- Assist in the development and preparation of annual preliminary budgets for assigned nutrition service operations; assist in the preparation of bids for food items.
- Serve as the Director of Nutrition Services in the absence of the Director as assigned.
- Assist staff in conducting periodic inventories.
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Procedures, methods, techniques and equipment used in the preparation, cooking and serving of large quantities of food, including quality and portion control.
- Nutrition, food values, food combinations, economical substitutions and menu planning.
- Commercial kitchen equipment, utensils and measurements.
- National School Breakfast and Lunch Program requirements including nutrition education components.
- Health and safety regulations.
- Banquet planning, preparation and service.
- Oral and written communication skills.
- Principles and practices of supervision and training.
- Record-keeping and report preparation techniques.
- Applicable laws, codes, regulations, policies and procedures.
- Interpersonal skills using tact, patience and courtesy.
- Public speaking techniques.

Ability to:

- Assist in the planning, organization and management of the daily activities and operations of the District's Nutrition Services school cafeterias.
- Assist in the development of efficient and effective nutrition service operational methods and procedures.
- Demonstrate appropriate cooking, baking, serving and cleaning methods and techniques.

- Train and supervise the performance of assigned staff.
- Ensure compliance with health and safety regulations.
- Coordinate and schedule catering events.
- Communicate effectively both orally and in writing.
- Maintain records and prepare reports related to assigned activities.
- Evaluate food products, supplies and equipment.
- Interpret, apply and explain applicable laws, codes, rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate and maintain commercial nutrition service machines and equipment.
- Operate a variety of office equipment including a computer and assigned software.
- Analyze operations and recommend improvements.
- Prepare and present oral presentations.
- Meet schedules and time lines.
- Work independently with little direction.
- Plan and organize work.

EDUCATION AND EXPERIENCE:

Bachelor's Degree in nutrition or related field and three (3) years of experience in school food service management or combination and/or experience that could likely provide that knowledge and ability.

LICENSES AND OTHER REQUIREMENTS:

- Valid California driver's license and proof of current California auto liability insurance at time of appointment, and throughout employment in this classification.
- Personal automobile for job-related travel.
- Must possess or obtain the Food Safety Manager Certification by the end of the probationary period.
- Food Safety Certification Instructor Certificate from accredited program by completion of probation.
- Valid Serv-Safe Certificate.

WORKING CONDITIONS:

Environment:

- Kitchen and office environment.
- Subject to heat from ovens.
- Driving a vehicle to conduct work.

Physical demands:

- Sitting or standing for extended periods of time.
- Lifting, carrying, pushing or pulling moderately heavy food trays, carts and supplies.
- Dexterity of hands and fingers to operate Nutrition Service equipment.
- Reaching overhead, above the shoulders and horizontally.
- Bending at the waist, kneeling or crouching.
- Hearing and speaking to exchange information.
- Seeing to monitor food quality and quantity.

Hazards:

- Exposure to very hot foods, equipment, and metal objects.
- Working around knives, slicers or other sharp objects.
- Heat from ovens.

VERIFICATION:

Applicants may be required to submit verification of qualifying education, experience, licenses, and certifications* at any point during the recruitment and selection process.

***Note:** Falsifying one's education, experience, licenses, certifications, or related training, or attempted deception on the application, may result in disqualification from present and future job opportunities with the South San Francisco Unified School District.*

NON-DISCRIMINATION POLICY:

South San Francisco Unified School District programs, activities, and employment shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex,sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Board Policy 0410)

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services
Wazi Chowdhury, Director – Facilities and Safety

DATE: March 12, 2026

RE: Approval of Amendment No. 2 to the Agreement with RS+M Design for Additional Engineering Design Services related to the El Camino High School Aquatic Center Heating System Replacement 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:

The SSFUSD Board of Trustees had previously approved the agreement with RS+M Design Engineering to design the replacement of the heating system at El Camino High School, which is at the end of its useful life. The original plan was to design a replacement in kind.

It has since been determined that due to the age of the old systems, the District will be required to design a project that will involve a different set of equipment. The effort will also require the approval of both the County Health Department as well as the Division of the State Architects (DSA). The proposed scope will require the consultant to retain specialty engineers, including Structural and Fire Life Safety.

FISCAL IMPLICATIONS:

The total cost of the additional services is $29,500.00. This will be paid for through the Facilities Fund (Fund 40).

Agreement	Date	Total
Original Agreement	November 13, 2025	$ 11,500.00
Amendment No. 1	March 12, 2026	$ 29,500.00
Total Amended Compensation		**$ 41,000.00**

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve Amendment #1 to the Agreement with RS+M Design for additional Engineering Design Services relating to the El Camino High School Aquatic Center Heating System Replacement Project in the amount of $ 29,500.00.

January 28, 2026 Udated FEB 2, 2026

Scott Severi
Mechanical Department Lead
South San Francisco Unified School District
398 B Street
South San Francisco, California 94080

Phone: (415) 517-2485
Email: sseveri@ssfusd.org

Regarding: Proposal for Professional Aquatic Consulting Services
El Camino HS - Heater Replacement – DSA Review
RSM Project No. 095.2601

Dear Mr. Severi,

Thank you for contacting RSM to discuss your project. Rogers Stringer & McClelland, Inc. (RSM) is pleased to have the opportunity to present this amendment to the original Proposal (RSM PN 095.2501) for professional aquatic consulting services to South San Francisco Unified School District (Client) for the Heater Replacement at El Camino High School in South San Francisco, California.

Project Information

This project is a continuation of RSM project 095.2501 El Camino Heater Replacement. The scope has been expanded to include project management and engineering required for the required full DSA review. The 100% Construction Documents from 095.2501 shall be used as the basis of design for RSM and it's subconsultants. Expanded scope of work to include pipe support structural design by a licensed structural engineer and electrical drawings by a licensed electrical engineer.

The Project shall be designed to conform to the 2025 CBC Title 24, Chapter 31B (Public Swimming Pools) and other applicable codes.

Additional Scope of Services

RSM will provide the above services through the following phases:

<u>DSA Pre-Application Meeting</u>

A. RSM and it's structural subconsultant shall attend (1) pre-application meeting with DSA (Virtual Attendance). Note, any major revisions to scope identified by DSA in the Pre-Application meeting may require an update to this proposal.

<u>Exploratory Phase Services</u>

B. RSM and it's subconsultants shall provide one (1) site observation visit to observe and evaluate the current condition of the existing swimming pool equipment room structure, electrical service and gas service. RSM shall also review any existing construction documents related to the equipment room.

Construction Document Phase Services

A. Based on the provided construction documents and any further requested adjustments in the scope or quality of the Project or the construction budget authorized by the Client, RSM shall prepare, for approval by the Client, Construction Documents consisting of Drawings and Technical Specifications set forth in detail the requirements for the construction of the Project.

Agency Review Phase Services

A. All permits from governmental agencies shall be obtained by the Client/Contractor.

B. RSM and it's structural sub-consultant shall attend one DSA Pre-Application meeting to clarify scope. Note, major alterations in scope directed by DSA during the Pre-Application meeting may require an alteration in design fee.

C. RSM shall lead submission of the plan set for the Division of the State Architect (DSA). Response revisions to address the DSA comments are included in this proposal. Separate submissions and responses to multiple agency comments will be subject toa additional fees and billed per the rate listed under Additional Services

Construction Administration Phase Services

A. Attend one (1) pre-construction meeting, provide updated drawings which shall include incorporation of all addenda incorporated into the plans and specifications prior to a pre-construction conference.

B. Review contractor's shop drawings and submittals.

C. Provide written clarification to the construction documents in response to the General Contractor's written Requests for Information.

D. Provide a final site observation visit to establish a contractor's punch list for the Project.

E. Complete all DSA Closeout Paperwork

Exclusions / Provided by Others

The following services are specifically excluded from RSM's scope of services as outlined above. Such services can be provided as Additional Services upon written authorization by the Client.

- FA/FS Fire protection engineering services (provided on a design-build basis by the general contractor);
- Coordination for any existing structures other than indication on construction documents.
- Special Testing/Inspections;
- Legal work, i.e.: parcel map, easements, lot line removal, radius maps, etc.;
- Cost of all permits, plan check fees and any/all other related fees;
- Environmental approvals.

Compensation

RSM shall provide the services described above for a lump sum fee of Twenty Nine Thousand Five Hundred Dollars ($29,500.00).

Travel expenses related to the site visits enumerated in this proposal are included in the lump sum fee above and are not considered Reimbursable Expenses.

RSM shall submit monthly invoices for services based upon the percentage of RSM's services completed at the time of billing. Services described in the preceding phases and any other services shall be phased as follows:

Phase		Amount
Exploratory Phase	$	4,000.00
Construction Documents Phase	$	13,500.00
Agency Review Phase (DSA Add.)	$	4,500.00
Construction Administration Phase (Add.)	$	7,500.00
Total	$	29,500.00

In the event the Project size changes by +5% or more throughout the Project, the fee shall be proportionately adjusted.

Additional Services

Services in addition to those enumerated in the scope of services above shall be executed, upon prior written authorization, as Additional Services per the hourly rate schedule below.

- Any observable substandard condition found during the assessment that requires additional time or services as a result of RSM's legal responsibility as licensed professionals.
- Services to revise recommendation letter based on supplemental comments in addition to the Client's initial review.
- Detailed justifications of recommendations.
- Any unforeseen condition exposed during excavation or demolition which requires drawing alteration or resulting in additional time or services and/or services required by any subsurface site conditions; e.g., inadequate soils or soil conditions requiring anything other than typical spread footings.
- Services to revise completed design and/or construction documents due to design revisions initiated by the Client.
- Services to comply with unprecedented or heretofore undocumented or unpublished Code interpretations; and discrepancies which occur between documents initially approved or disapproved by any governing agencies, and subsequently reversed by said governing agencies, field inspector on-site requirements and/or new agencies taking over jurisdiction, and such that time or services are required, including mediation and/or clarification.
- Detailed justifications of design rationales or decisions.

- Special cost accounting tallies/backup data and customized invoicing formats.

Hourly Rate Schedule

Principal	$300.00/hour
Associate	$265.00/hour
Project Architect	$245.00/hour
Project Engineer	$245.00/hour
Project Manager	$175.00/hour
Job Captain	$150.00/hour
Staff Engineer	$150.00/hour
Revit Designer	$150.00/hour
CAD Drafter	$140.00/hour
Administration	$150.00/hour
Office Aide	$100.00/hour
Entitlement Presentations	$300.00/hour
Consultation Services	
Testimony, Management Consulting	$500.00/hour
Non-Testifying Forensic Support	$385.00/hour
Mileage	0.90/per mile

Additional expenses billed as reimbursable expenses reproductions/car/air/hotel)

The rates and multiples set forth for the Hourly Rate Schedule shall be annually adjusted in accordance with normal salary review practices of RSM.

Indemnification

In addition, and notwithstanding any other provisions of this Agreement, the Client agrees, to the fullest extent permitted by law, to indemnify and hold harmless the Consultant, its officers, directors, employees, and subconsultants (collectively, Consultant) against all damages, liabilities or costs including reasonable attorneys' fees and defense costs, arising out of or in any way connected with this Project or the performance by any of the parties above named of the services under this Agreement, excepting only those damages, liabilities or costs attributable to the negligent acts or negligent failure to act by the Consultant.

Authorization

Project initiation may be expedited by sending a copy of the signed Proposal via e-mail to Danny.Stringer@rsm-de.com.

We appreciate the opportunity to provide this Proposal and look forward to working with you on this Project. If you have any questions or comments regarding this Proposal or require additional information, please contact us.

Rogers Stringer & McClelland, Inc.

By: D. Stringer

Danny Stringer, *PE*
Vice President

Date: January 26, 2026

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 – Facilities & Safety

DATE: March 12, 2026

RE: Approval of Amendment #1 to the Independent Consultant Agreement with SIM Architects for Additional Design and Construction Administrative Services for the Monte Verde Elementary School New TK Classroom Project.

ALIGNMENT WITH STRATEGIC PLAN:

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

BACKGROUND:

On September 11, 2025, the Board of Trustees approved an Independent Consultant Agreement with SIM Architects for architectural and engineering services associated with the New Transitional Kindergarten Classroom Project at Monte Verde Elementary School.

During ongoing project development, the District identified the need to incorporate two new play structures and associated site improvements. The additional scope includes stormwater treatment measures required as the project now exceeds the 5,000 square foot regulatory threshold, thereby triggering bioretention and related civil engineering compliance requirements.

To support this added scope of work, SIM Architects has submitted a proposal to provide revisions to the architectural drawings, coordination of a Division of the State Architect addendum, and additional civil engineering services, including design and documentation of required bioretention improvements necessary for regulatory compliance and construction implementation.

FISCAL IMPLICATIONS:

The total cost of the additional services is $8,850. This will be paid for through the Capital Facilities Fund (Fund 25).

Agreement	Board Approval Date	Total
Original Agreement	September 11, 2025	$168,400.00
Amendment No. 1 (CM#1)	March 12, 2025	$8,850.00
Adjusted Total		**$177,250.00**

RECOMMENDATION:

It is recommended that the Board of Trustees approve Amendment #1 to the agreement with SIM Architects, Inc. for additional design and construction administrative services for the Monte Verde Elementary School New TK Classroom Project in the amount of $8,850.

SIM ARCHITECTS INC
ARCHITECTURE PLANNING INTERIORS
3675 MOUNT DIABLO BLVD., SUITE 310 TEL (415) 362-8081
LAFAYETTE FAX (415) 362-8082
CALIFORNIA 94549 www.simarchitectsinc.com

February 19, 2026

Robert Kitchens, Facilities Construction Project Manager
South San Francisco Unified School District (SSFUSD)
398 B Street, South San Francisco, CA 94080

RE: **ADDITIONAL SERVICE REQUEST (ASR) No. 01**
Monte Verde Elementary School TK Classroom – New Play Structure, Additional Paving and New Bioretention Basin.
South San Francisco Unified School District, South San Francisco, California
Reference:

Dear Robert,

The following is our ASR #01 for additional service related to District-directed additional scope of work that includes a new play structure, extended paving areas and associated new bioretention basin that will be packaged into DSA Addendum #01 for a **Stipulated Sum of $8,850 (*Eight-Thousand Eight-Hundred and Fifty Dollars*).**

ASSUMPTIONS:

SCOPE OF ADDITIONAL WORK:

- Coordination with consultants, District's consultants and play structure provider/installer for the placement of the new play structure, additional paving areas and associated bioretention basin.
- Production of addendum drawings and documents for the additional scope of work listed above.
- DSA Coordination and Communications.
- Excludes work beyond scope listed above.

ASR #26 FEE BREAKDOWN:

We propose to provide the above noted services on a lump sum basis as follows:

1.	SIM Architects	$2,850
2.	BKF Engineers	$6,000
	TOTAL:	$8,850

Prior to commencing the project, we will need a signed Work Authorization for the professional services. Please feel free to call me if you have any further questions related to this matter. We look forward to hearing from you soon.

Sincerely,

Eugene Sim, AIA
Principal Architect

Approved:

(*signature*) (*date*)
Authorized District Representative
South San Francisco Unified School District

Attachment: **EXHIBIT 'A'**

SIM ARCHITECTS INC
ARCHITECTURE PLANNING INTERIORS
3675 MOUNT DIABLO BLVD., SUITE 310 TEL (415) 362-8081
LAFAYETTE FAX (415) 362-8082
CALIFORNIA 94549 www.simarchitectsinc.com

EXHIBIT 'A': Hourly Rates Schedule:

ASR #01 – New Play Structure, Additional Paving and New Bioretention Basin

February 19, 2026.

HOURLY RATES SCHEDULE:

SERVICE	**2026** HOURLY RATES	**2027** HOURLY RATES
SIM Architects, Inc.		
Principal Architect	$265.00	$290.00
Project Manager	$245.00	$260.00
Senior Architect	$235.00	$240.00
Project Architect	$215.00	$220.00
Project Designer	$205.00	$215.00
Spec. Writer	$190.00	$190.00
Job Captain/Project Coordinator	$165.00	$180.00
Designer/Drafter	$140.00	$160.00
Admin	$115.00	$120.00
Printing & Special Delivery	Actual Cost (No Mark-up)	Actual Cost (No Mark-up)

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 – Facilities & Safety

DATE: March 12, 2026

RE: Approval Amendment #2 for Additional Architectural and Electrical Design Services with Hibser Yamauchi Architects, Inc. for the Skyline ES HVAC Replacement 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:

Hibser Yamauchi Architects, Inc. (HY Architects) is currently providing architectural services for the Skyline Elementary School HVAC Replacement Project.

Subsequent to initial DSA review coordination, additional fire alarm system requirements were identified. DSA has required revision of the drawings to incorporate replacement of the Fire Alarm Control Panel (FACP) and the addition of heat detectors within existing furnace closets.

Amendment No. 2 includes architectural and electrical design revisions necessary to incorporate these requirements into the DSA submittal set, including updated plans, specifications, riser diagrams, conduit routing, cut sheets, CSFM listings, and DSA backcheck revisions. Construction administration support related to these revisions is also included.

FISCAL IMPLICATIONS:

The total cost of the additional services is $6,500. This will be paid for through the Facilities Fund (Fund 40).

Agreement	Board Approval Date	Total
Original Agreement	January 23, 2025	$124,000.00
Amendment No. 1 (CM#1)	July 10, 2025	$21,165.00
Amendment No. 2 (CM#2)	March 12, 2026	$6,500.00
Adjusted Total		**$151,665.00**

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve Amendment #2 to the Independent Consultant Agreement with Hibser Yamauchi Architects, Inc. to provide additional architectural and electrical design services for the Skyline Elementary School HVAC replacement project in the amount of $6,500.

HIBSER YAMAUCHI Architects, Inc.

December 17, 2025

Wazi Chowdhury
Director of Facilities and Safety
South San Francisco Unified School District
398 B Street
South San Francisco, CA 94080

Re: Skyline ES HVAC Replacement Project
Add Services No. 2 Fee Proposal

Dear Wazi:

Per your recent call, we are submitting this proposal for additional Architectural and Electrical Services. Our understanding is that you will be modifying our original scope of services by adding heat detectors in the existing furnace closets.

PROJECT DETAILS

Scope of Work:

Your scope of work requirements have changed as follows:

Revise drawings for the addition of the fire alarm control panel replacement and addition of heat detectors in the furnace closets per DSA's requirements.

Schedule and Phasing:

Contract Modification does not impact original schedule.

SCOPE OF SERVICES

The scope of our services will be modified as indicated below. Services noted below and in our original proposal, unless removed here, will still be performed per the terms of our Master Agreement or Terms and Conditions.

1. Architectural

a. Provide support to Fire Alarm engineer in tasks listed below.
b. Incorporate Fire Alarm set into DSA submittal set.
c. Update Architectural sheets.
d. Provide Fire Alarm support on Construction Administration services.

2. Consultants

a. Electrical
   1) Provide floor plans of existing fire alarm system where required.

2) Provide required upgrades to FACP and addition of new heat detectors. Per meeting and conversations with Siemens the new devices will be on a new card and require separate wiring and will be shown with new conduit to all locations.
3) Provide plans, specifications, cut sheets, CSFM listing sheets and riser diagram for replacement of existing fire alarm control panel with new to support new heat detectors.
4) Drawings shall be updated for DSA backcheck.

PROJECT TEAM

Original project team remains unchanged.

PROPOSED FEE

For the above work we herein propose Fixed Fee of $6,500. This fee is broken down as follows:

Basic Services:

Architectural	$1,000
Electrical	$5,500
Total Basic Services	**$6,500**

Total Additional Services	**$6,500**

Our project schedule and fee is based on the scope of work as described above. For any additional scope of work beyond what is described above we may submit a contract modification prior to commencement of the additional scope of work.

I hope that this proposal meets with your expectations. If you have any additional questions, please do not hesitate to call. This proposal is valid for the next 60 days. We are available to begin work immediately upon receipt of your written approval. I look forward to continuing this project with you.

Very Truly Yours,

Craig Durand, Principal

/Enclosures: 2025 Standard Billing Rates

HIBSER YAMAUCHI
Architects, Inc.

Standard Billing Rates
2025

Architectural

Principal	$280 per hour
Associate	$240 per hour
Senior Project Manager	$230 per hour
Project Manager	$210 per hour
Project Architect	$190 per hour
Job Captain	$175 per hour
Senior Designer	$155 per hour
Designer	$145 per hour
Junior Designer	$130 per hour
CASp Access Specialist	$200 per hour

Interiors

Lead Interior Designer	$210 per hour
Senior Interior Designer	$175 per hour
Interior Designer	$145 per hour
Staff Interior Designer	$130 per hour

Project Coordinator	$115 per hour
Administrative Staff	$100 per hour