

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
**Minutes of the Board of Trustees' Meeting of April 14, 2022**

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

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

**A. CALL TO ORDER**

**B. ROLL CALL**

|                |   |
|----------------|---|
| Board Members: | Mr. John Baker - Present<br>Dr. Chialin Hsieh - Present<br>Ms. Daina Lujan - Present<br>Mrs. Patricia Murray - Present<br>Mrs. Mina Richardson - Present <i>via<br/>teleconference from Baden HS room #6</i><br>Ms. Abigail Verino, Student Board<br>Member - Present |
|----------------|---|

|                  |   |
|------------------|---|
| Cabinet Members: | Dr. Shawnterra Moore, Superintendent -<br>Present<br>Mr. Keith Irish, Assistant Superintendent,<br>Educational Services and Categorical<br>Programs - Present<br>Mr. Ted O, Assistant Superintendent,<br>Business Services - Present<br>Dr. Jay Spaulding, Assistant Superintendent,<br>Human Resources and Student<br>Services - Present |
|------------------|---|

**C. PLEDGE OF ALLEGIANCE** was led by Sunshine Gardens ES student Sarai Ambrosia Gabrillo. Principal Leticia Gonzalez said Sarai was nominated to participate in the Gene Academy program beginning in third grade. She is an incredible student, always giving her best to everything she does, both in and out of the classroom. She is responsible, engaged in learning, encourages other students, and takes on a leadership role. She enjoys spending time with her family and takes the role of big sister seriously.

**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. REVIEW OF AGENDA** - no changes.

**F. PTA COUNCIL REMARKS** - PTA Council President John Sanna thanked Trustee Chialin Hsieh, Assistant Superintendent Ted O, and Trustee Patricia Murray for attending the recent PTA Council meeting. At this time of the year, PTAs are holding elections to fill their boards and have viable units to start the next year. He was pleased to report that many units have returning board members. If any board is unable to get a proper slate, the Council will assist them. They are also planning for end of the year activities and several units are actively fundraising. He said their units are very strong and they look forward to moving on into the next year.

**G. STAFF ASSOCIATION REPRESENTATIVES' REMARKS**

**South San Francisco Federation of Adult Educators** - Elizabeth Bales-Stutes spoke about the mask mandate. She said the majority of people would prefer to keep the mandate in place. Personally, she wants to maintain the mandate since many community members are immunocompromised, making COVID more dangerous for them. She also noted that a few young adults in the ATP program have not been able to attend classes since they cannot wear masks and are not getting the education they deserve.

**South San Francisco Classroom Teachers Association** - President Danny Yanow announced that Heather Burns was elected SSFCTA President for next year. He said she has a strong union family and will serve as a great advocate for their members. Next year, hopefully with the end of the pandemic, will be challenging for educators since problems COVID has exacerbated will be even more in the foreground. These include gaps in educations, mental and emotional strains, and economic pressures on family, especially those at the lower end of the socioeconomic level. The teacher and paraprofessional shortage and lack of substitutes will add to the difficulty in the District. President Yanow spoke about the payroll problem in SFUSD which resulted in some teachers unable to pay rent or buy food. "What a disgrace, that in the wealthiest country in the world, in the most prosperous State in our nation, teachers are working paycheck to paycheck." "What this says about the priorities of our country is truly disturbing." He stressed the importance of the bargaining team settling on an agreement before the end of the school year. Since the District is competing for the best teacher candidates, they need to offer an attractive salary package.

Speaking for himself and not CTA members, his opinion, based on science, is that the pandemic has had a greater impact on the economically disadvantaged and everyone should consider them when making a masking decision. SSFUSD

seniors want to end their last year as normal as possible, which would be ruined by a surge in COVID cases. In the spirit of Ramadan, Easter, and Passover, he wished everyone a great holiday season.

**California School Employees Association Chapter 197** - President Jolene Malfatti said she agreed with President Yanow regarding the mask mandate. She hopes to have the first CSEA gathering during Classified School Employee Week, the third week in May. She reported being invited by City Councilmembers to a meeting with Assemblymember Kevin Mullin, community leaders, and Board members, which was very informative. She said he is progressive, supports education, and has been endorsed by many labor unions.

**H. PERSONNEL COMMISSION** - Assistant Superintendent Jay Spaulding reported that that the next Commission meeting will take place on April 18, 2022.

**I. ITEMS FROM BOARD**

Trustee Murray reported that on April 13, she attended another General Plan Committee meeting where the climate action plan was discussed. Members are looking for community feedback at the upcoming April 20 meeting and pop-up meetings. Information is available at [shapessf.net](http://shapessf.net). She also encouraged families to access [ssf.net](http://ssf.net) for Mayor Mark Nagales' comprehensive weekly newsletter. One item he recently included is that the City is offering the 2022 Jack Drego Cultural Arts Commission Youth Art Scholarship up to \$3,000 for District seniors.

**J. SUPERINTENDENT'S REPORT**

**a. Kent Awards update** - Superintendent Shawnterra Moore said the annual awards are given to recognize innovative and replicable programs being implemented in a school district, the SMCOE, or a community college district in San Mateo County. This year, SSFUSD has two schools that have submitted applications, which hopefully will be awarded.

**b. LCAP community input meetings** - Dr. Moore spoke about the Local Control Accountability Plan (LCAP), a three-year plan which includes District goals, actions, and services as well as expenditures that support positive student outcomes that address both State and local priorities. This is an opportunity for District educators to understand how, what, and why our programs and services are selected, and to have feedback into the community needs. California Dashboard data is analyzed to understand root causes. Then input and recommendations for future District goals are received. The community is encouraged to participate in the meetings and be part of the conversation. She reported that yesterday, the Ed Services Department held the first community input meeting for the 2022-23 LCAP. There were 23 participants including three Trustees. Ed Services will send out an LCAP survey which includes prompts from the presentation to elicit

feedback. The second meeting is planned for April 27, via Zoom.

- c. **Helix Cup competition** - the Superintendent said this is the tenth year of the Helix Cup, an annual hands-on science competition for problem solving skills and team work. Helix is part of the Genentech Futurelab partnership and is an important middle school program for the District. In the spring semester, 8<sup>th</sup> graders compete in three challenges which engage them in real world applications of science. Semi-finals begin tomorrow and then the top three teams from each middle school advance to the finale and compete for the Helix Cup on May 12 at Serra Vista.
- d. **Update on school breakfasts** - Dr. Moore said Director Mary Jennings is trying to stagger the return of the District's breakfast program, which requires hiring more staff. On April 11, she started the Grab and Go breakfast at Parkway Heights MS until the end of the school year. The program will be implemented at the other middle schools' cafeterias an hour before school starts, beginning April 19. Unfortunately, there is not enough staff to serve breakfast before school at the elementary sites, but it is being worked on. They are considering shelf-stable breakfast items to be passed out at lunchtime for the next day for students

## K. STUDENT TRUSTEE REPORTS

1. Abigail Verino, Spring Student Trustee and ASB President El Camino High School highlighted the following recent and upcoming events at her site; the junior and senior prom, with the theme "Written in the Stars" was an immense success; in honor of April being Sexual Awareness Month, the Student Trauma Open Platform (STOP) successfully hosted a rally themed "We Stand With You" where over 300 students attended; auditions take place tomorrow for dance; Spring sports have been in full swing with wins in baseball, softball, badminton, and track and field; the Cheer team has concluded tryouts for the 2022-23 year; varsity senior baseball player Joey Pierotti was honored as Athlete of the Week; clubs have been in election season for the past few weeks, selecting new club officers for next year and wrapping up any year-long service projects; ASB is hosting an Easter Egg Hunt where students who find eggs on campus can turn them in for a special treat; student leaders are being interviewed to join the ASB class next year; the WASC accreditation visit was a success with students, staff, and the community coming together to show what great progress has been made over the past seven years and the visiting committee was very impressed, especially with the school pride, so they are confident of being awarded another six years of accreditation; 11<sup>th</sup> and 12<sup>th</sup> graders will be taking the State CAASPP test next week; the Dance department is performing a show themed "Emotion in Motion" being held on May 5 through May 7; Senior Awards Night is taking place on May 10 during which the scholarship winner, award winners, and the class of 2022

valedictorian and salutatorian will be announced; Senior final exams will be on May 19 and 20, and final exams for grades 9 through 11 will be May 24 to 26; and graduation will be held on May 26 on Colt Field.

Student Trustee Verino said attendance was great following spring break with not many COVID cases reported. "Let's use this as a reminder to continue actively testing and doing our part in ensuring our safety as well as our community's." She wished everyone a great holiday celebration this month.

2. Samantha Avila Gomez, Fall Student Trustee and ASB President South San Francisco High School shared the following news from her school; On March 23, Earth Club had their "Dinner in the Dark" in the new outdoor learning space; on March 25, a morning vigil was held for Dayra Flores, a SSFHS sophomore, where friends remembered her; Day on the Green took place on March 25 with a radio station, food vendors, games, and a petting zoo all made possible through ASB fundraisers; the ASB roster for 2022-23 has been finalized with over 70 students showing interest in running for commissions and class office; 40 staff and students made donations of blood and plasma in today's blood drive; prom is being held on April 16 at the Kohl Mansion in Burlingame, with the theme of "Enchanted Forest"; ASB continues to fundraise and these events are posted on [ssfhs\\_asb](#); spring sporting events are available to view on YouTube; during the next two weeks, the spring sports teams will play games during lunch in the quad; on April 20 there will be a vintage car show on campus; On April 22, the Cheer Squad showcase will be held; Senior Night will happen on April 22; the spring Ballet Folklórico concert takes place on April 29 and May 1 at the SSFHS auditorium; a Glow in the Dark dodge ball game will be played on May 2; on May 6, the Dance program is having a performance; and a farewell rally takes places on May 13.

Student Trustee Avila Gomez acknowledged Director Jennings and warehouse staff for bringing back the breakfast program, which made students happy. The school is working on promoting this to their students so they can be hired for the program and can help change the lives of other students.

She thanked Mr. Yanow for being a big reason for who she is today. She and Westborough MS alumni are sad to see him retire. "He got students to question why things were the way they were, and if we were upset at them, what we would do to change them. There's so many teachers like him in our District and part of appreciating them is (not only) listening to their concerns, but actually acting on their concerns."

**L. PUBLIC COMMENTS** – None at this point in the meeting.

**M. INFORMATION ONLY PRESENTATIONS**

## 1. EDUCATIONAL SERVICES

### a. Teaching and learning presentation: Sunshine Gardens Elementary School

Principal Leticia Gonzalez presented educational priorities and programs at Sunshine Gardens ES. During her presentation, she recognized the following parent volunteers who received certificates of appreciation from the Board: Zahyra Garcia, Hermalinda Martin, Yukako Matsunaga, Katrina San Felipe, and Michelle Varilla.

She said “Sunshine Gardens is a community of caring parents, devoted teachers and staff, and dedicated learners. We are a school community that is committed to supporting every student and family so that they reach their fullest potential. Focusing this school year around goals of academic achievement and social emotional learning, we utilized our Wednesday Professional Learning Communities, bi-monthly staff meetings, and school committee meetings, to identify areas that we can improve upon. We believe that every child is capable and our site decisions are based with students as the top priority. Although we have had the chance to scratch the surface this school year, we know that we still have room for growth.” “We have made every attempt to make this school year as normal as possible so that they don’t miss out on another school year of academic engagement, co-curricular activities, and interactions with peers.”

#### District vision and LCAP Goals/District Priorities

Principal Gonzalez said Sunshine Gardens ES site goals align with the LCAP and District Priorities. They are committed to building and sustaining a positive and collaborative school culture where learning is at the forefront. The data collected and shared is used to drive instruction forward. In addition, input from the Teacher Leadership Team (TLT) and School Site Council help to refine the focus.

#### CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience by visiting classrooms daily, collecting walk through data and providing ongoing feedback to teachers and support staff. Principal Gonzales said Sunshine Gardens ES is focusing on the engine and the gas tank. She said they are using PLC time to check student progress, adjust their instruction, and have data discussions to see what the needs and next steps are.

#### Mission Statement

The mission of Sunshine Gardens is to prepare all students with 21<sup>st</sup> century skills and the foundation to become Global Citizens. The staff,

families, and community work together to create a safe and engaging environment for the whole child that ensures student success, builds character, and celebrates diversity. We encourage our students to be their best selves and to reach their goals.

Principal Gonzalez said this is evident every morning as they begin school on a positive note with morning virtual announcements which include the Pledge of Allegiance, School and Safety rules, and Character Trait of the Month. This has been a great way to build community, especially during COVID. Teachers and staff contribute in modeling positive interactions to students. Weekly photos are compiled into a school video to showcase students exhibiting the monthly character trait theme. Students learn every day to make better choices. She noted that teachers are implementing Tier 1 interventions in areas of social emotional learning, literacy, writing, and math. Her site continues to support staff in relevant professional development (PD) opportunities that help to bridge the gaps based on the learning needs of their students. Through the use of family surveys and school committees, they have begun to reestablish parent communications.

**LCAP Goal 1 - ELA and Math** - ELA and Math benchmarks will increase by 10% as measured by beginning and end of the year data (Literably/Math Unit Assessments) for all student groups including English Learners (ELs), SpEd, and students identified as having low socially economical status (Low SES).

**LCAP Goal 2 - Professional Development** - Staff will continue professional growth in analyzing data, small group instruction, literacy and writing strategies, in order to better support their students.

**LCAP Goal 3 - Parent, and Community Engagement** - Sunshine Gardens ES staff will successfully engage families of the most underserved and vulnerable student subgroups (ELs, Low SES, and SpEd).

#### Student Population

Sunshine Gardens ES has 337 students this year. 46% are identified as socioeconomically disadvantaged, 35% are ELs, and 15% are students with disabilities. As a Title 1 community, their CARE TEAM, comprised of a Reading Specialist, Special Education Specialists, and School Psychologist, meets monthly to monitor students who may need additional academic interventions, behavior supports, and social emotional services. This team has had success in helping teachers reach their students and match them to specific Tier 2 interventions, in order to bridge their needs to specific services.

The school has a diversity of ethnic backgrounds, languages, and

cultures with 55% of students being Hispanic/Latinx, 19% Filipino, 11% Asian, 8% White, 3% Black/African American, 2% Pacific Islander, and 2% Native American/Alaska Native. Ms. Gonzalez said the impact of collaborating and creating solutions with students from different religions, genders, economic backgrounds, and student learning styles has a lifetime of positive reward for students.

#### Attendance 2021-22

Principal Gonzalez said their attendance data shows they remained at over 90% every month with the exception of January due to the Omicron variant. Their weekly COVID pooled testing, in which over 90% of staff and 83% of students participate, has helped to ensure the students are healthy and can continue to learn safely at school.

#### Literably Data and DIBELS

The school has been through two Literably Reading Assessments this year. Kindergarteners took the Literably assessment for the first time in February and 78% are approaching, at, or above grade level. The 1<sup>st</sup> through 5<sup>th</sup> graders made gains in their reading levels across the board. Several students from out of the District or those returning from virtual learning in October and November were unable to show growth from the start of the year since they missed the September assessment. Principal Gonzalez said teachers are proud of the students' progress and looking at data to inform their instruction, they recognize there is room for growth.

Principal Gonzalez said their Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data has helped provide additional information around the acquisition of literacy skills. Detecting risk and monitoring the development of early literacy skills has been key when matching students with supports.

The site has also have provided PD opportunities and coaching with The Write Tools program to establish writing as a focus daily. These strategies are research-based and standards aligned and allow for teachers to model the writing strategies in their classrooms.

In March they reviewed the Literably and DIBELS data and realized there is still work to do. They are committed to collaboration to find ways for supporting students, aligning teaching practices, setting up data meetings, and participating in small groups across content areas.

#### MATH IXL

Principal Gonzalez reported that Math Academic Centers before and after school were started in November for students needing more intervention. Teachers use Math IXL in TK-5 to help with differentiating instruction, help students grow in their math skills, and teach the skills

directly to the students that need the additional support. IXL is a learning platform shown to improve outcomes for all students resulting in greater growth on State assessments. She said the site will have a .5 FTE Math Intervention Teacher next year to keep the momentum of math growth for students.

CAASPP Testing

83% of students in 3<sup>rd</sup> through 5<sup>th</sup> grade took the 2020-21 online tests at home, although many parents opted out. The Federal rate of participation is required to be over 95%. Principal Gonzalez compared her school’s standards met or exceeded percentages to those of the District and San Mateo County. The site will use this as a data point in where they are and how much room they have to grow.

| CAASPP<br>Sunshine Gardens ES/SSFUSD/SMC<br>Standards Met or Exceeded |     |        |     |
|---|-----|--------|-----|
|   | SSG | SSFUSD | SMC |
| <b>ELA</b>  |     |        |     |
| 3 <sup>rd</sup> grade   | 27% | 44%    | 57% |
| 4 <sup>th</sup> grade   | 39% | 39%    | 57% |
| 5 <sup>th</sup> grade   | 55% | 50%    | 62% |
| <b>Math</b>   |     |        |     |
| 3 <sup>rd</sup> grade   | 23% | 45%    | 59% |
| 4 <sup>th</sup> grade   | 32% | 37%    | 55% |
| 5 <sup>th</sup> grade   | 29% | 33%    | 49% |

Principal Gonzalez reported that they are gearing up for the 2022 CAASPP and already started testing in early March. The goal is to lower student anxiety with testing and making them comfortable using the technology and be familiar with the questions.

ELPAC Data

The Sunshine Gardens ES EL student population comes from a variety of countries and speak over 13 languages combined. This year they reclassified four students to Fluent English Proficient based upon their ELPAC scores from last year. A total of 37 students have been reclassified over the last three years and are currently being monitored to ensure that they are making adequate academic growth. Principal Gonzalez said by continuing to provide quality designated and integrated ELD next year, they hope to increase the number of reclassified students. EL TOSA, Ms. Hartman, and Bilingual Paraprofessional Ms. Gomez, have been working with the EL students and their teachers to ensure that they are given tools to succeed in their academic setting.

### Small Guided Reading Groups

In collaboration with the TLT, small guided reading groups were identified as a school focus. A walk through tool was used to assess needs in the classroom for small group instruction. Once those needs were identified, Reading Specialists coached teachers and were able to provide targeted supports. This year, in their first Learning Walk, teachers observed other teachers model a specific teaching strategy in real time. By continuing PD and the cycle of inquiry, they are able to improve their practice. Principal Gonzalez anticipates that the practice of small group instruction will transfer over to all content areas at her school.

### Community Engagement and Support

Principal Gonzalez provided examples of programs at Sunshine Gardens ES used to build community. They include: Girls on the Run, Outdoor Education, Spirit Days, Soul Shoppe, PBIS Character Traits Awards, Principal virtual chats, Science for Scientists, Zones of Regulation groups, and Star Vista and YSB Counseling.

Principal Gonzalez thanked her amazing teachers who are reflective and share their ideas to move forward with student achievement and social emotional growth. She also recognized her dedicated classified staff for always providing the best customer service and the families, PTA, and School Site Council parents for understanding the safety protocols to keep everyone safe. She also thanked her colleagues who provided guidance during her first year as a Principal.

Vice President Mina Richardson asked which languages students at her site speak in addition to Spanish and Tagalog. Principal Gonzalez replied they include Arabic, Portuguese, Hindi, Cantonese, and Mandarin. Vice President Richardson said she appreciated the presentation and was encouraged to see the 90% student attendance.

Dr. Hsieh said she was impressed with the wonderful presentation, namely how every child is capable, that the positive growth mindset is important, the participation rates for CAASPP testing, and the CAASPP results comparing the school, District, and County. This information is very helpful for a Trustee to see the big picture.

Trustee Hsieh asked Assistant Superintendent Keith Irish what the District does to support small guided reading groups and differentiated instruction using the curriculum instruction and assessment. He replied that with the reading groups they are providing PD that is needed. Reading specialists are sent to that training and they are working on a PD survey for staff to help inform the areas. One area to focus on will be the fundamental elements of literacy.

Trustee Murray thanked Principal Gonzalez for her report. She especially liked the seven steps in the cycle of inquiry to assess what is working and what can be done to improve. “I love that you said that you look forward to the return of parents to build physical community, because I think that's so important, especially right now.” She noted that some schools are working on building the physical community since students have become so disengaged from their peers. She also liked that the school is practicing taking tests with the students.

Trustee Daina Lujan thanked Principal Gonzalez on her clear and thorough presentation. She said it was focused on building teams and is data and student-centered. She appreciated “...all of the different teams that you work with, you highlighted the different ways...to open conversations, look at data from different perspectives, and come up with ways to move forward together, all for the benefit of the students.” In addition to Principal Gonzalez, Trustee Lujan commended the Sunshine Gardens ES staff, families, and students.

President John Baker said he appreciated seeing growth in the presentation charts, like the rising IXL participation. “I know Sunshine Gardens has seen some leadership turnover over the past five, six years at this point, and I enjoy seeing someone there who's committed to the staff, committed to the school and the community...”

Principal Gonzalez acknowledged her staff and said she stepped into a very fortunate situation and is happy to be part of the community.

## **O. CONSENT AGENDA**

Vice President Richardson asked to pull Item 1a for a separate vote as she was not present for that Board meeting.

MOTION #174 (Murray/Lujan) to approve ~~Item 1a, Minutes to the special Board meeting, March 21, 2022;~~ Item 1b, SMCOE CSPP AB 131 COVID-19 relief one-time stipend agreement; Item 1c, Minutes to the special Board meeting, March 17, 2021; Item 1d, Amended SMCOE CSPP preschool contract for 2021-22; Item 2a, Certificated Personnel Assignment Order; Item 2b, SSFHS students to travel to Rocklin, CA; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 4a, Gifts to the District for March 2022; Item 4b, fundraising events; Item 4c, Professional service agreements under \$25,000. (AYES: Student Trustee Verino, Baker, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

MOTION #175 (Lujan/Murray) to approve Item 1a, Minutes to the special Board meeting, March 21, 2022. (AYES: Student Trustee Verino, Baker, Hsieh, Lujan, Murray; NOES: None; ABSTAIN: Richardson). Motion Carried on a 4-0 vote.

## **INFORMATION/DISCUSSION**

### **1. HUMAN RESOURCES**

#### **a. Williams Uniform Complaints for Third Quarter Ending 3/31/22**

Dr. Spaulding presented the Quarterly Report on Williams Uniform Complaints for the quarter ending 3/31/22, per Education Code Section 35186. This form deals with complaints regarding textbooks, facilities, and teacher misassignment.

He stated that there were no complaints filed in the District for this quarter.

## **ACTION**

### **1. ADMINISTRATION**

#### **a. Resolution No. 22-12 for Earth Day**

Board Clerk Lujan read the resolution.

MOTION #176 (Murray/Lujan) to adopt Resolution #22-12: In support of Earth Day. (AYES: Student Trustee Verino, Baker, Hsieh, Lujan, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

### **2. EDUCATIONAL SERVICES**

#### **a. Approval of Skyline Middle College Memorandum of Understanding (MOU)**

Mr. Irish said this was the annual contract between the Community College District and SSFUSD. 68 students are currently being served.

MOTION #177 (Hsieh/Murray) to approve of the Skyline Middle College MOU for the 2022-23 academic school, with the cost of \$6,800 per student. (AYES: Student Trustee Verino, Baker, Hsieh, Richardson, Murray; NOES: None; ABSTAIN: Lujan). Motion Carried on a 4-0 vote.

### **3. HUMAN RESOURCES**

#### **a. Resolution No. 22-41 for Day of the Teacher**

Board Clerk Lujan read the resolution.

MOTION #178 (Murray/Lujan) to adopt Resolution #22-41: Designating Wednesday, May 11, 2022, as the Day of the Teacher. (AYES: Student Trustee Verino, Baker, Hsieh, Lujan, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

**b. Resolution No. 22-42 for Classified School Employee Week**

Board Clerk Lujan read the resolution.

MOTION #179 (Hsieh/Murray) to adopt Resolution #22-42: Designating May 15 to May 21, 2022, as Classified School Employee Week. (AYES: Student Trustee Verino, Baker, Hsieh, Lujan, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

**4. BUSINESS SERVICES**

**a. Resolution No. 22-43 for Establishing a Revolving Cash Fund**

MOTION #180 (Lujan/Hsieh) to adopt Resolution #22-43: To establish a revolving cash fund for the Nutrition Services Department. (AYES: Student Trustee Verino, Baker, Hsieh, Lujan, Murray; NOES: None; ABSTAIN: Richardson). Motion Carried on a 4-0 vote.

**b. Approval of Architects for HVAC Upgrade Projects**

MOTION #181 (Lujan/Murray) to approve the contract with Hamilton + Aitken Architects for HVAC upgrade projects at Monte Verde ES, Ponderosa ES, Sunshine Gardens ES, Westborough MS, and El Camino HS. (AYES: Student Trustee Verino, Baker, Hsieh, Lujan, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

**c. Approval of Agreement with Tri-Valley Excavating for Site Work at ECHS**

Vice President Richardson asked if this refrigerated storage container would be leased and how long it would be kept until the permanent container arrives. Mr. O replied it is a temporary storage container and will be replaced when the permanent one is received. He said DSA approval for the permanent one is taking longer than anticipated and with the temporary one in place, the District will be ready for the universal meals program next year.

MOTION #182 (Hsieh/Lujan) to approve the agreement with Tri-Valley Excavating for site work to install a refrigerated storage container for the ECHS kitchen. (AYES: Student Trustee Verino, Baker, Hsieh,

Lujan, Richardson, Murray; NOES: None). Motion Carried.  
(Unanimous)

The Board recessed at 8:27 p.m. for a break and reconvened at 8:40 p.m.

**N. INFORMATION ONLY PRESENTATIONS** *(continued)*

**b. Performance Management - College and Career Readiness**

Director Marianne Hew presented the data and progress on the College and Career Readiness indicator within the District, County, and State, and shared performance data for all student groups.




**Performance Management**

The District has adopted Performance Management (PM) as a strategy to improve student achievement and keep the focus on continuous improvement and growth over time. PM presentations will be on a variety of topics and will provide the Board and community with a high-level look at District priorities, goals, and progress. To better understand the metrics, the PM information and coding legend is below.

**NOTE: Performance Management (PM) Reminders:**

- These are intentionally designed to be concise, informative, and high-level information for the Board.
- The purpose is to provide ongoing updates to the Board about our progress on LCAP goal related items and district priorities

**Color coding legend for the dots**

-  Green dot means - the action/goal is on target or has been met
-  Yellow dot means - the action/goal is moving toward target
-  Red dot means- the action/goal is off target (and is something that may need deeper analysis, support, or resources)

Director Hew said the presentation would review the following:

- An overview of CA School Dashboard College and Career Indicator (CCI) and how students meet CCI criteria
- Student achievement indicators related to college and career readiness
  - 4-year cohort graduation rate
  - 4-year cohort A-G rate

LCAP Goals and District Priorities

- The purpose is to show that in order to achieve our vision, we have to have goals that give us something to reach towards in order to create environments where students can exemplify the 4 Es (vision).
- The District priorities and associated action steps must be aligned to the LCAP if we are going to make any positive movement, across the District.
- Essentially, we are trying to FOCUS our efforts and develop plans that are aligned and coherent and will help move the needle on student achievement.

College and Career Readiness is Goal 1, Academic Achievement.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience by visiting classrooms daily, collecting walk through data and providing ongoing feedback to teachers and support staff. Referencing the CAR graphic, Dr. Hew said the GPS makes sure of the direction they are headed.

CA Dashboard 2019

2019 was the last year for a full accountability system.



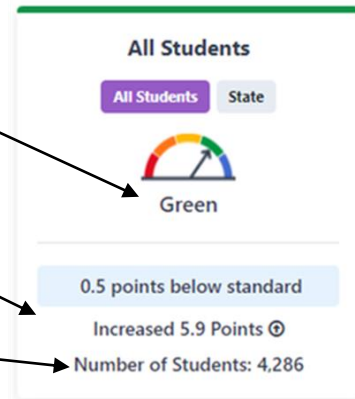
Dashboard Calculations

- Most measures include one data element (e.g. CAASPP ELA or Suspension Rate) except for English Learner Indicator and College and Career
- Performance level (STATUS) thresholds are set by the State for

- each individual measure
- Data collected one year at a time

Performance level (color) based on combination of STATUS and CHANGE

STATUS  
(most recent year performance)  
+  
CHANGE  
(progress over multiple years)



Cohort size depends on the measure, but is based on enrollment

For the College and Career Indicator

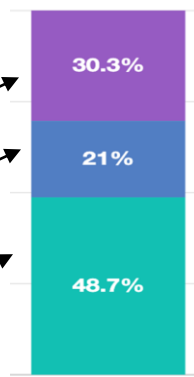
- The CCI is one of the most complex Dashboard indicator.
- There is an additional performance level - prepared, approached prepared, and not prepared.
- STATUS + CHANGE, with STATUS calculated from % Prepared
- Measure includes multiple data elements and methods that can be used to meet CCI criteria.
- Student can meet criteria for “PREPARED” for one or multiple methods but will only count once.
- Students who do not earn a high school diploma are counted as NOT PREPARED - they do not show up in that cohort, but are assigned a score of “not prepared” for the calculation.
- Cohort size is different than in the academic indicators - it is the class of 2019 plus students who earned a diploma or graduated from in 2018 as a 5<sup>th</sup> year graduate. Therefore, this cohort number is bigger in size than a regular graduation four-year cohort number.
- Data collected over up to 5 years

Additional layer of performance level:

PREPARED  
(student meets criteria)

APPROACHING PREPARED  
(student partially meets criteria)

NOT PREPARED  
(student does not meet criteria)



Class of 2019

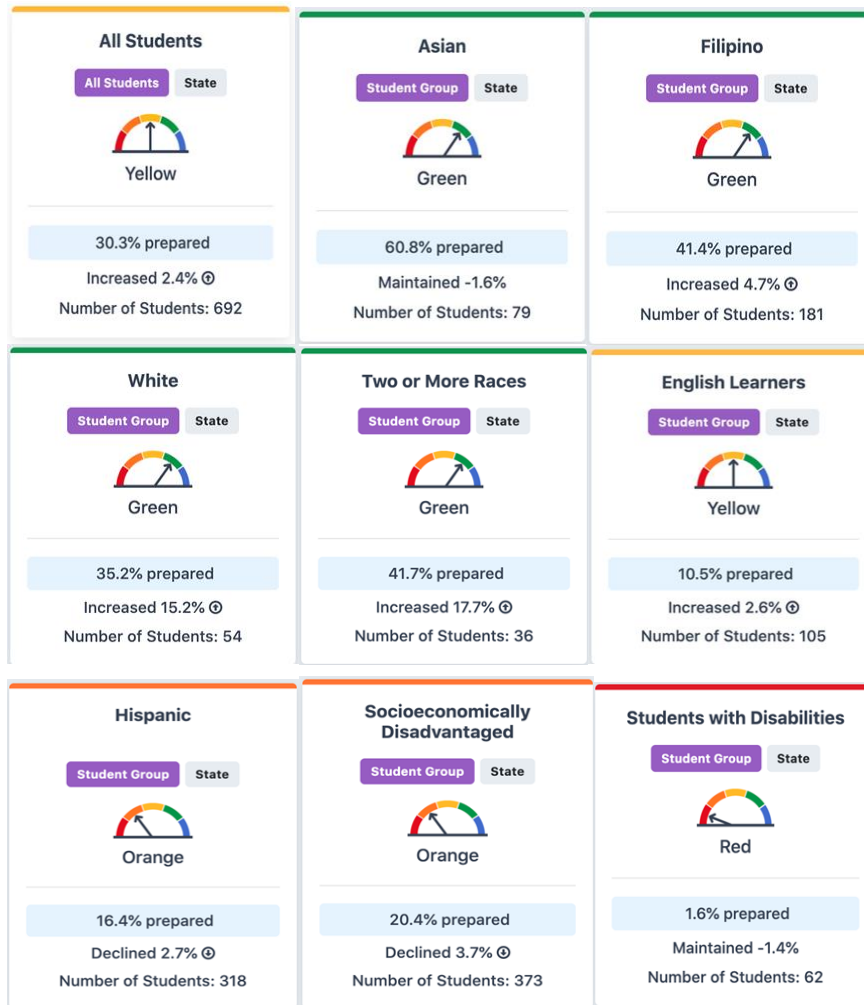
CCI Measures: 2019

- Readiness measures: yellow is for college, green is for career
- The crossed out boxes indicate those programs not available at SSFUSD.
- These are the ways a student can meet the CCI. They can meet in one or more methods but would count only once (highest performance level).
- Denominator is all students in 4-year cohort + 5 year cohort grads
- CCI metrics take more than a year to show impact on dashboard
- Several CCI dashboard metrics target similar groups of students
- Earning a HS diploma is baseline requirement for “approaching prepared” and “prepared”.
- Students who do not earn a HS diploma are counted as “not prepared” and do not meet any of these other metrics.
- This A-G completion is really A-G PLUS - students must meet all 15 course requirements, plus either a level 3 or meeting standard on ELA or Math on smarter balanced or a score of 3 or above on the AP exam or a college course or completing a CTE pathway.
- Additional career focused readiness measures will be rolled out.

|  |  |   |   |
|--|--|---|---|
| <p style="text-align: center;"><b>Smarter Balanced Summative Assessments</b></p> <p style="text-align: center;">Score of Level 3 - “Standard Met” in both ELA and Math</p> <p style="text-align: center;">grade 11</p>   | <p style="text-align: center;"><b>Advanced Placement (AP) Exams</b></p> <p style="text-align: center;">Score of 3 or higher on 2 or more exams</p> <p style="text-align: center;">up to 5 years</p>  | <p style="text-align: center;"><b>Career Technical Education (CTE) Pathway Completion</b></p> <p style="text-align: center;">Completion of CTE pathway with grade in capstone course of “C” or higher + score of Level 3 on SBAC or 1 college course</p> <p style="text-align: center;">up to 5 years</p> | <p style="text-align: center;"><b>College Credit Courses</b></p> <p style="text-align: center;">Completion of 2 semesters/3 quarters of college coursework with “C-” or higher</p> <p style="text-align: center;">up to 5 years</p> |
| <p style="text-align: center;"><b>A-G Completion</b></p> <p style="text-align: center;">Met UC/CSU requirements with grades of “C” or higher + score of Level 3 on SBAC, score of 3 on AP exam, 1 college course, or complete CTE pathway</p> <p style="text-align: center;">up to 5 years</p> | <p style="text-align: center;"><b>State Seal of Biliteracy</b></p> <p style="text-align: center;">Level 4 proficiency in World Language assessments + score of Level 3 - “Standard Met” in SBAC ELA and ELPAC (if an English Learner)</p> <p style="text-align: center;">up to 5 years</p> | <p style="text-align: center;"><b>Leadership/Military Science</b></p> <p style="text-align: center;">2 years of coursework + score of Level 3 on SBAC</p> <p style="text-align: center;">up to 5 years</p>  | <p style="text-align: center;"><b>International Baccalaureate (IB) Exams</b></p> <p style="text-align: center;">Score of 4 or higher on 2 or more exams</p> <p style="text-align: center;">up to 5 years</p>                        |

CCI Performance Colors by Student Group

- Data from 2019-last year for which we have a complete dashboard
- Dashboard data is over multiple years because it is based on both current year status (performance level) and change (over time).
- Denominator includes 4 and 5 year cohort grads



The Pacific Islander group does not include a color since the status and change for this cohort was small enough that they did not have the data released for the previous year. The group had 12 students, with 7.7% prepared, and an increase of 2.1%.

CCI Measures: 2020

- Measures in red below were impacted by the pandemic and spring school closures.
- Denominator is all students in 4-year cohort + 5 year cohort grads...who graduated with a 130 or 220 credit diploma.
- Smarter Balanced Assessment System (SBAC) not affected because students took it in 2019 as juniors
- In Spring 2020, AP exams were remote and many students opted to not take them since they did not feel prepared.
- In Spring 2020, courses were credit/no credit.

|  |  |   |   |
|--|--|---|---|
| <p style="text-align: center;"><b>Smarter<br/>Balanced<br/>Summative<br/>Assessments</b></p> <p>Score of Level 3 - "Standard Met" in both ELA and Math</p> <p style="text-align: center;">grade 11</p>   | <p style="text-align: center;"><b>Advanced<br/>Placement (AP)<br/>Exams</b></p> <p>Score of 3 or higher on 2 or more exams</p> <p style="text-align: center;">up to 5 years</p>  | <p style="text-align: center;"><b>Career Technical<br/>Education (CTE)<br/>Pathway<br/>Completion</b></p> <p>Completion of CTE pathway with grade in capstone course of "C" or higher + score of Level 3 on SBAC or 1 college course</p> <p style="text-align: center;">up to 5 years</p> | <p style="text-align: center;"><b>College Credit<br/>Courses</b></p> <p>Completion of 2 semesters/3 quarters of college coursework with "C-" or higher</p> <p style="text-align: center;">up to 5 years</p> |
| <p style="text-align: center;"><b>A-G Completion</b></p> <p>Met UC/CSU requirements with grades of "C" or higher + score of Level 3 on SBAC, score of 3 on AP exam, 1 college course, or complete CTE pathway</p> <p style="text-align: center;">up to 5 years</p> | <p style="text-align: center;"><b>State Seal of<br/>Biliteracy</b></p> <p>Level 4 proficiency in World Language assessments + score of Level 3 - "Standard Met" in SBAC ELA and ELPAC (if an English Learner)</p> <p style="text-align: center;">up to 5 years</p> | <p style="text-align: center;"><b>Leadership/Military<br/>Science</b></p> <p>2 years of coursework + score of Level 3 on SBAC</p> <p style="text-align: center;">up to 5 years</p>  | <p style="text-align: center;"><b>International<br/>Baccalaureate<br/>(IB) Exams</b></p> <p>Score of 4 or higher on 2 or more exams</p> <p style="text-align: center;">up to 5 years</p>                    |

CCI Performance Levels by Student Group

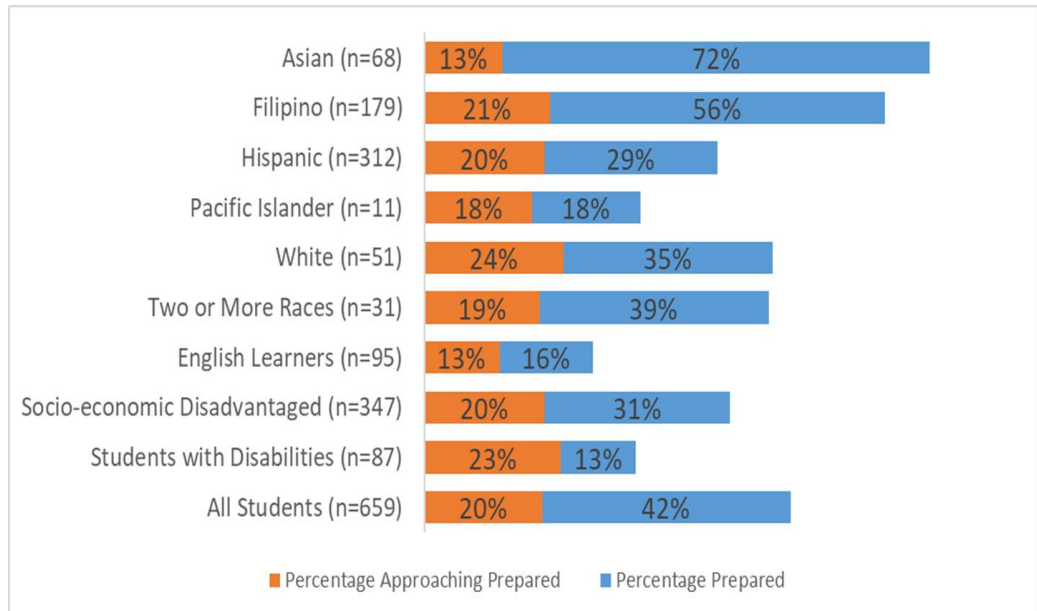
SB98 prohibited the reporting of State and local indicators on the CA School Dashboard since graduation rate and most of CCI was still collected, CDE was able to report it as "additional reports" related to Dashboard measures, but it is not technically part of the Dashboard and cannot use the performance colors (sundials). Because several methods were impacted by school closures and criteria have shifted, data can no longer be compared to the previous cohort.

Data from Class of 2020: STATUS, but no CHANGE because data is not comparable...so no colors or sundials

- Took CAASPP in 2019
- Spring 2020 grades were different
- Flexibility for granting high school diplomas

The breakdown is by student groups that either met the approaching prepared or the prepared for career college indicator.

- For the "all" students group, 20% of District students were approaching prepared and an additional 42% were prepared.



**CCI Measures: 2021**

Federal waiver granted for 2020-21 school year and AB 130 prohibited reporting of State and local indicators on CA Dashboard, but required the reporting of student data on graduation rate and other key metrics individually.

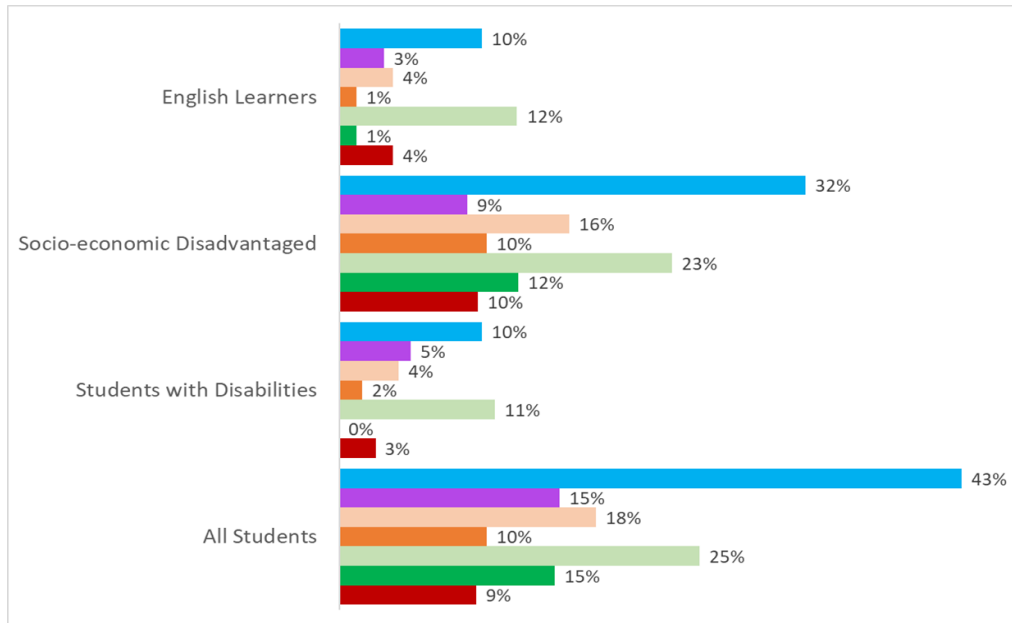
- In Spring 2021, some exams were remote and a few were offered in person. However, most students who chose to take AP had the full year to prepare for what to expect with remote testing.
- Because there was no CAASPP in Spring 2020, Seal of Biliteracy for 2021 did not include CAASPP as a criterion.
- 130 diploma does not meet A-G completion and Seal of Biliteracy and CTE Pathway Completion also not likely.
- Students who do not earn a HS diploma are counted as “not prepared” and do not meet any of these other metrics.
- With all Dashboard metrics, performance levels are calculated based on one-year status and change (over 2 or 3 years), so it will take some time before we get back to a full Dashboard. Because CCI is looking at high school outcomes, the horizon is even longer because it is an accumulation of 4+ years of high school.

|  |  |   |   |
|--|--|---|---|
| <p><b>Smarter<br/>Balanced<br/>Summative<br/>Assessments</b></p> <p>Score of Level 3- "Standard Met" in both ELA and Math</p> <p>grade 11</p>  | <p><b>Advanced<br/>Placement (AP)<br/>Exams</b></p> <p>Score of 3 or higher on 2 or more exams</p> <p>up to 5 years</p>  | <p><b>Career Technical<br/>Education (CTE)<br/>Pathway<br/>Completion</b></p> <p>Completion of CTE pathway with grade in capstone course of "C" or higher + score of Level 3 on SBAC or 1 college course</p> <p>up to 5 years</p> | <p><b>College Credit<br/>Courses</b></p> <p>Completion of 2 semesters/3 quarters of college coursework with "C-" or higher</p> <p>up to 5 years</p> |
| <p><b>A-G Completion</b></p> <p>Met UC/CSU requirements with grades of "C" or higher + score of Level 3 on SBAC, score of 3 on AP exam, 1 college course, or complete CTE pathway</p> <p>up to 5 years</p> | <p><b>State Seal of<br/>Biliteracy</b></p> <p>Level 4 proficiency in World Language assessments + score of Level 3 - "Standard Met" in SBAC-ELA and ELPAC (if an English Learner)</p> <p>up to 5 years</p> | <p><b>Leadership/Military<br/>Science</b></p> <p>2 years of coursework + score of Level 3 on SBAC</p> <p>up to 5 years</p>  | <p><b>International<br/>Baccalaureate<br/>(IB) Exams</b></p> <p>Score of 4 or higher on 2 or more exams</p> <p>up to 5 years</p>                    |

CCI Criteria Met by Student Group

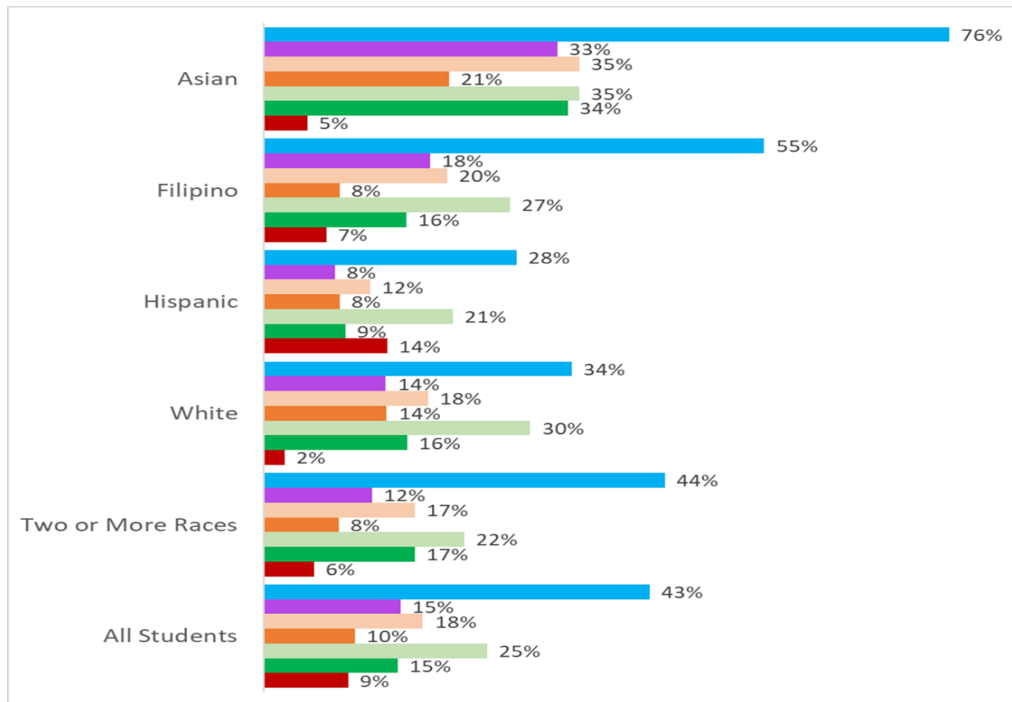
This indicates, for each individual student group, the percentages of students who met the following designated state measures for College Career Readiness; A-G completion, CTE pathway completion with capstone grade of C or higher, CTE pathway + A-G completion (would have been "prepared" vs "approaching"), college credit course with grade of C or higher, at least 2 college credit courses (would have been "prepared" vs "approaching"), and Seal of Biliteracy. While Smarter Balanced score of "standard met or exceeded" on both ELA and Math is usually also a CCI measure, it is not included for the Class of 2021 as the assessment was not administered in 2020 when they would have taken it.

There is no performance level of "Prepared," "Approaching Prepared," or "Not Prepared" for the Class of 2021. This is due to the SBAC being suspended in spring 2020, so it is not available as one of the methods for students to meet the CCI. SBAC scores are also a criterion in several of the other methods therefore no performance level could be calculated for the cohort.



- a-g met
- AP passing score
- CTE Pathway
- CTE Pathway + a-g
- College Course: 1 or more
- College Course: 2 or more
- Seal of Biliteracy

This indicates the ethnicity of student groups. There are many more students who met the A-G than met the other CCI measures.



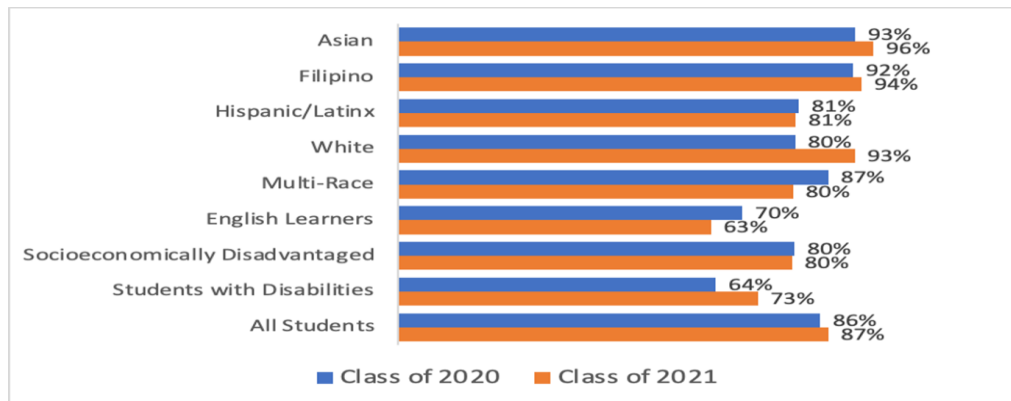
Monitoring College Readiness

- No Dashboard for 2020 (SB 98) and 2021 (AB 130)
  - shifts in context for CCI measures means direct comparisons cannot be drawn between cohorts
- Because CCI measures include Smarter Balanced which was not administered in 2020, there will be no Dashboard CCI in 2022
- Individual metrics related to college readiness are reported via DataQuest
- Reinforces the need for local measures to monitor progress

While the CA Dashboard has been suspended for the last two years, data related to college readiness does exist.

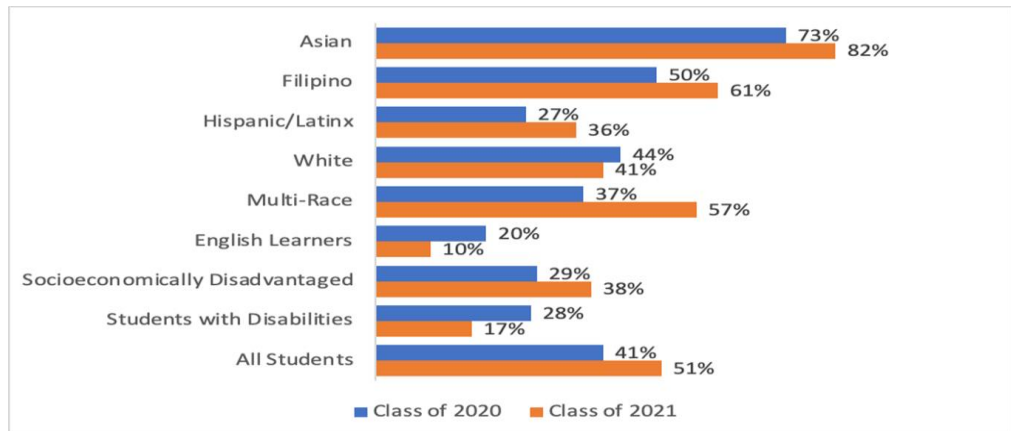
Graduation Rate by Cohort

For 2021, the State graduation rate was 84% on a target of 90%, San Mateo County was 85%, and SSFUSD was 87%. SSFUSD's graduation rate has been steady or slightly higher in the last two years.





A-G Completion by Cohort

For 2020, 41% of District students met the UC/CSU requirements and for the class of 2021, 51% met them. For the State it was 52% and 61% for San Mateo County.



College Readiness Metrics - Progress

| <u>Metric</u>                                      | <u>#/%</u>                | <u>PM Progress</u>  |
|--|---------------------------|---|
| 4-year cohort graduation rate                      | All students in 2021:87%  |  |
| 4-year cohort Students meeting UC A-G requirements | All students in 2021: 51% |  |

Dr. Hew said they are making progress, but there is much more work to be done. While they are seeing incremental movement and progress in several student groups and the “all” students group, there is quite a disparity between all the different student groups and how they are meeting graduation requirements and A-G requirements. This is where they need to focus attention and resources in helping all students meet graduation and A-G eligibility.

CCI Measures - Data Reflections

- CCI for the Class of 2020 and 2021 cannot be directly compared to the Class of 2019 (last full Dashboard).
- Some increases in graduation rate, A-G completion, CTE pathway completion, college courses, and AP.
- Significant gaps in achievement for our target student groups continue to be a focus.
- Majority of CCI measures currently related to college readiness. The state has approved plans to incorporate more work-based learning and career readiness measures into the CCI. These plans should be rolling out in the coming years and will expand the ways that students can meet the CCI.

President Baker asked if the District will need three more years of data before going back to the old system of measuring progress since the assessment methods have changed each of the last three years. Dr. Hew replied that it depends on what one is looking for in the progress data. She said that with the four year cohort graduation rate, that data is constant and has been calculated the same way and reported the same way from one year to the next. It is the more individual and simpler data. They are also focusing attention on local data that is used to monitor progress. The Dashboard will take a couple of years to come back. The college are career one will take an additional year because of the smarter balance component which students take in their junior year.

**Looking Ahead to 2022-23**

- Importance of local data, including formative, for monitoring progress in lieu of Dashboard

- Opportunities to expand how SSFUSD prepares students for both college AND career. This starts from the beginning of the student's career in the District.
- College and career readiness is a cumulative result - the impact of policy and program changes will be reflected over time.

Dr. Hew concluded her presentation by saying the District will see the impact of the policy changes and the programs being put into place. This will take place over the next few years, but they are beginning to see the progress and are monitoring both the local and State measures along the way.

Dr. Hsieh complimented Dr. Hew on her comprehensive presentation. She asked about the CCI measures which are not applicable to SSFUSD and whether staff communicates this to the high schools so they can encourage students to take college courses. Dr. Hew replied that students are encouraged to take the college courses in a couple of different ways. In the District's partnership with the San Mateo County Community Colleges, students can take concurrent enrollment while a high school student at a local community college. Students can earn dual enrollment credit with high school and college credit at the same time, which is possible with several of the CTE courses. There are also courses on Latino studies and Filipino culture which students can take to earn credits for high school and college. Students are able to access those through counseling departments which encourage students to take advantage of those opportunities.

Dr. Hsieh said the growth mindset is very important and students need to be encouraged to take the courses and know they can succeed. She would like to see a more pro-active role instead of waiting for the policy, which may be too late. Dr. Hew stated that there was originally a part of the presentation focused on the "how", talking about equal opportunity schools. But it would have taken much more time to discuss. She said, "When I refer to impact on program policy changes, that is one of them because it is resulting in changes to how we go about the course selection process for our students." "...that is some of the work being done to impact our college and career readiness indicators goals for our students." Trustee Murray asked if the Board could receive more information. Mr. Irish replied that they are considering having a second presentation in the summer or fall.

Trustee Lujan thanked Dr. Hew for her thoughtful and thorough look at the data and for explaining the difference from year to year. It was also important to look at where the District is and ahead to where they are going. She appreciated seeing the local data since the challenge with the CA Dashboard is that it shows one annual data point, making

it difficult to know where they are making an impact.

Student Trustee Verino thanked Dr. Hew for the comprehensive and insightful presentation.

Vice President Richardson said she appreciated the in-depth explanation of the data which is not in the dashboard due to the ripple effects of the pandemic. The presentation helped them understand the situation and what needs to be done. She knows the District is on the right path.

President Baker also thanked Dr. Hew for the very thorough presentation and said his questions had been answered.

## **N. PRESENTATION WITH POTENTIAL ACTION**

### **PRESENTATION**

#### **a. ADMINISTRATION**

##### **b. Masking Update for SSFUSD Schools**

Superintendent Moore presented an update on County and District COVID rates and updated SSFUSD proposals and recommendations. At the March 10 Board meeting, a robust discussion on masking took place with a lot of considerations and feedback. Effective February 28, Governor Gavin Newsom announced that California was changing its masking policy to “strongly recommended” effective March 12. The CDPH guidance still continues to strongly recommend masking. She then reviewed information provided at the March 10 Board meeting.

#### **California Department of Public Health (CDPH) Guidance for Schools (Based on Science & Medical data)**

- Masks have been one of the main strategies required up to this point. A lot of data shows the efficacy of mask wearing.
- California accounts for roughly 12% of all U.S. students but had only 1% of COVID-19 related school closures.
- Now masks are moving to **Strongly Recommended**.

#### **Board Direction**

- On March 14, 2022, the Board voted to maintain the mask requirement in SSFUSD until April 18.
- The Board agreed to transition to a strongly recommended status on outdoor masking, effective March 14.

#### **Next Steps**

- On April 14, the Board will evaluate the impact and determine

whether to maintain the masking requirement through the end of the year or transition to a strongly recommended status.

County COVID Rates Data (Week of March 28 - April 1)

- According to the SMCH, County case numbers have stayed between 60-80 for a few weeks.
- Hospitalizations have been dropping and there are currently six people in acute care for COVID. No one is in the ICU.
- The positivity rate is low and was at 1.7% last week. The County said that no one has been referred to its isolation hotels over the last few weeks.
- As of April 4, there were 180 cases in SSF.

SSFUSD COVID Rates Data

Dr. Moore presented the COVID rates in the District which reflect the uptick following the winter holiday and the lower, current cases.

| <b>Week of</b> | <b># of staff cases</b> | <b># of student cases</b> | <b>TOTAL # of cases</b> |
|----------------|-------------------------|---------------------------|-------------------------|
| January 3      | 36                      | 78                        | 114                     |
| January 10     | 40                      | 213                       | 253                     |
| January 17     | 20                      | 177                       | 197                     |
| January 24     | 13                      | 117                       | 130                     |
| January 31     | 7                       | 45                        | 52                      |
| February 7     | 5                       | 27                        | 32                      |
| February 14    | 1                       | 13                        | 14                      |
| February 21    | 2                       | 10                        | 12                      |
| February 28    | 3                       | 20                        | 23                      |
| March 7        | 1                       | 4                         | 5                       |
| March 14       | 2                       | 7                         | 9                       |
| March 21       | 2                       | 9                         | 11                      |
| April 4        | 3                       | 9                         | 12                      |
| Thru April 14  | 3                       | 17                        | 20                      |

SSFUSD Proposals and Recommendations

- Current quantitative data and trends suggest it is time to transition to strongly recommended for masking in schools.
- Some anecdotal data, however, indicates a desire from some community members to maintain masks through the end of the school year.
- Given current Count and District data and trends, and because we are a data-driven organization, staff recommends the following;  
**To transition to strongly recommend mask wearing effective April 19, 2022.**

Superintendent Moore shared two pieces of data for added context. She informally surveyed her colleagues across the County and many recommended transitioning to strongly recommend masking. 16 out of the 23 school districts that transitioned indicated they have not seen an uptick in cases. The range of how many students and staff are wearing masks is from 40% to 90%. In SSFUSD, at the elementary school level, the percent of students with two vaccinations is 38%, for middle schools it is 51%, and 41% at high schools.

## **ACTION**

### **1. ADMINISTRATION**

#### **a. Approval to Accept the Masking Recommendation in SSFUSD**

The Board discussed the recommendation before voting.

Trustee Lujan asked, for clarification, if the District transitions to strongly recommend, a parent could still tell their children they should wear a mask or the child could mask if they chose to do so. Superintendent Moore confirmed that that they will continue to message that strongly recommended means wearing a mask.

## **N. PUBLIC COMMENTS**

Mr. Yanow said the number of cases is increasing and asked if the recommendation is strongly recommended, why not keep the mask mandate in place.

Trustee Murray advocated for keeping masks until the end of the year. Cases are going up and one case could infect students who would miss graduation or other senior activities. She supports not taking a chance. Her other considerations include allowing parents back on campus, PTAs, and holidays over the new few weeks where people in community gatherings could possibly get COVID.

Dr. Hsieh said the District and Superintendent have always strived for data-informed decision making while trying to balance the needs and desires of the community also. The information presented to the Board from health experts, the District's COVID rate trending up, the low vaccination rate, and feedback from principals, the PTA, and public comments supports staff's recommendation to transition to strongly recommended mask wearing effective April 19. She said this is a hard decision and she was open to being influenced by her fellow Trustees.

Student Trustee Verino said she supports maintaining the mandate for the six weeks remaining in the school year. At prom, the mandate was strongly recommended, and while many students chose not to wear a

mask, the students felt safe in that setting since all attendees needed to be vaccinated. “If we were to transition to strongly recommend and someone in our community chooses to under mask and they aren't vaccinated that compromises the health and safety of everyone else.” If masking transitions to strongly recommended, she encourages all staff and teachers to continue to mask because they lead by example.

Vice President Richardson said hospitals have not shown a severe reaction to the COVID variant which makes her a little more lenient as far as mask wearing, except for those who are immunocompromised. “I would like to leave it up to the person who wants to feel safe.” No one at the District schools will be penalized for unmasking. She has seen that children are not unhappy with masks.

Trustee Lujan said in the district where she works, the transition to strongly recommended has not led to a significant uptick. 90% of staff and students continue to wear masks. She thanked Dr. Moore for providing helpful data for the Board to understand. She questioned what the masking requirements for summer school or the next school year will be. “I will still wear a mask because I value my health and I care about the people around me. But it is important to provide people choice and the data suggests if we look to our 16 other neighbors there wasn't a huge uptick.” She feels comfortable following CDPH guidance and hopes the community follows the recommendation that strongly recommended still means you should wear a mask.

President Baker said, as a District parent with children at two different levels of school who both received close contact notices this week, he is a little more cautious than the recommendation. He does not see a significant public input on this one way or another. He is motivated by student comments on not wanting to risk missing out on activities. He acknowledged that rates are increasing in Europe and last week Philadelphia reinstated their indoor mandate. President Baker suggested not changing the District's masking mandate for another two weeks and then moving to strongly recommended with evidence that the transmission rate is shrinking. He chooses to wear a mask for everyone else's safety, not his own.

Trustee Murray said she has heard from a lot of parents that they would like to wait until the end of the year. “...I don't want to take the chance these kids are going to miss out on graduation or...the Senior Sunset or any of the many activities they have at the end of the year.”

#### **N. PUBLIC COMMENTS** *(continued)*

Ms. Bales-Stutes said she wanted to address another perspective. She has four

immediate family members who are high-risk. Her co-worker is the primary caretaker for two frail, elderly parents. “There are so many high-risk individuals out there, we can talk about infection rates, we can talk about risk rates for people who are vaccinated but a lot of us are not really deeply acquainted with a lot of people who have been quarantining essentially since this whole thing started. And I hope we can keep them in our minds, as well.”

Trustee Lujan said she also cares for two aging parents. If the concern is truly protection, then masks mandates should require wearing KF-94s and KN-95s.

Vice President Richardson agreed with the staff recommendation, which is well thought out. It is a fairly safe environment to move to strongly recommended.

President Baker said he was not inclined to vote for the staff recommendation and that the masking change should be later, either based on data or effective to the end of the school year,

MOTION #183 (Murray/Baker) to maintain the current mask requirement to the end of the 2021-22 school year. (AYES: Student Trustee Verino, Baker, Murray; NOES: Lujan, Richardson; ABSTAIN: Hsieh). Motion Died for lack of a quorum. President Baker noted that the Student Trustee’s vote cannot be counted towards a quorum on a Board action.

MOTION #184 (Lujan/Hsieh) to approve the staff recommendation to follow CDPH guidance and transition from a mask requirement to strongly recommended, effective April 19, 2022. (AYES: Hsieh, Lujan, Richardson; NOES: Student Trustee Verino, Baker, Murray). Motion Carried on a 3-2 vote.

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

### **April 28, 2022**

- Teaching and learning presentation - Parkway Heights MS
- Presentation on the Information Technology Department
- Approval of designated representatives to CIF
- Resolution honoring Asian Pacific American Heritage Month (May)

### **May 12, 2022**

- Recognition for outgoing Student Trustee Verino
- Teaching and learning presentation - Junipero Serra ES
- Teaching and learning presentation - Skyline ES
- Presentation on Boys and Girls Club of No. San Mateo County

- Approval of the Board meeting calendar for the 2022-23 school year
- Approval of Graduates - Baden HS, ECHS, SSFHS, and Adult Ed.
- Resolution for Fund 11 & Fund 14 account balances

**May 18, 2022 – Board study session** (*Board room*)

- Equity Network 2.0 discussion session #4

**May 26, 2022**

- Teaching and learning presentation – Baden HS/Adult Ed.
- Presentation on the Facilities Department
- Approval of the Children’s Center Program annual self-evaluation reports
- Approval for destruction of Disposable Class 3 records
- Information on May revision of the Governor’s 2022-23 budget
- Resolution in support of LGBTQ+ Pride Month (June)

**June 9, 2022**

- Presentation on the Fiscal Services Department
- Presentation on YSB Counseling and Safe School Advocates Services
- Approval of School Services 2022-23 contract
- Public Hearing 2022-23 LCAP draft plan
- Public Hearing 2022-23 Preliminary Budget
- Approval of Board of Trustees Compensation increase for 2022-23
- Resolution on Budgetary increases and year end transfers

**June 23, 2022**

- Approval of SMCOE Outdoor Education dates for 2022-23
- Approval of Children’s Center 2022-23 CCTR childcare contract
- Approval of Children’s Center 2022-23 CSPP childcare contract
- Approval to increase facility use fees for 2022-23
- Approval to increase District rental/leasing rates for 2022-23
- Approval of Commercial Food Items and Food Supplies Award for 2022-23
- Adoption of 2022-23 LCAP
- Adoption of 2022-23 Preliminary Budget
- Resolution on Education Protection Account Funds

**SUMMARY OF BOARD DIRECTIVES - None**

**GOOD AND WELFARE**

Trustee Murray reported that she attended the PTA Council meeting and visited Alta Loma MS and Buri Buri ES. Some Buri Buri ES students shared their words of wisdom and one said, “To be helpful, honest, great, awesome, and happy.” She said they are being taught good things and she saw the social emotional learning at both schools, which is needed right now. Vice Mayor Buenaflor Nicolas’s husband, a member of the Masons, awarded Mrs. Carlino’s 5<sup>th</sup> grade class \$400 for their Ruby Bridges work. One

Martin ES student gave an eloquent speech on AAPI hate, said police in Chinatown were helping community members cross the streets, and she learned the lesson of love and kindness from Ruby. At last night's LCAP meeting, the community members were engaged and surfaced many good ideas. She appreciated the presentation, by Mr. Irish and his staff, which showed attendees the needs of the community. This morning, she participated in the Skyline College President's Breakfast, a fundraiser for the Skyline College Promise Scholars Program where students are supported with everything from transportation to meals, books, and tuition.

Trustee Lujan thanked Mr. Yanow for taking his students to Washington D.C. during the break. She wished students the best on their CAASPP testing and thanked staff for ensuring students are prepared. She encouraged students and staff to stay strong as the end of the school year is almost here. She thanked her fellow Trustees for their honest conversations and collaboration when they do not all agree on an agenda item.

Trustee Hsieh said she was honored to attend the Skyline College President's Breakfast with Dr. Moore, Vice President Richardson, and Trustee Murray and learned a lot. She appreciates Trustee Lujan mentioning the vote and that Board members can agree to disagree. She thanked faculty and staff for preparing students for the CAASPP and wished them good luck.

Student Trustee Verino reported that she was a cabin leader for Junipero Serra ES students at Outdoor Education. It was a great experience and she hopes the District will continue to support this program. In reference to Trustees agreeing to disagree, she said she was grateful to serve as a Student Trustee because she has learned so much in the past two years alongside the amazing Board members. It has taught her about life. She has completed her applications and will disclose where she will be attending college at the next meeting.

Vice President Richardson congratulated Mr. Yanow on his retirement. She wished everybody a nice holiday however they celebrate. The Skyline College President's Breakfast was a wonderful, well-attended event. In addition to Dr. Moore, Dr. Hsieh, and Trustee Murray, Councilman James Coleman represented the City. During yesterday's site visits, she was amazed to see what they are doing with students who have a transition issue upon returning from the pandemic lockdown. Educators are using circles and behaviors that the Board had approved and doing wonders with young people. She is proud to see the Board's decisions being used with such great work. Yesterday Vice President Richardson also attended the SEPAC and LPAC meetings. It was a nice collaboration with parents who felt empowered to speak up about how the District can help their child(ren).

President Baker attended a few community events along with others from the District. One was the 100<sup>th</sup> anniversary celebration for Jefferson HS with many alumni showing their school pride. He was also at the ceremonial opening of the new SSF Caltrain station, which is safer than the previous one, more economical, and is easier for residents, students, and commuters to access. He saw the rivalry matchups between

ECHS and SSFHS with the later winning the softball game and the former winning the baseball game. President Baker also participated in the Alta Loma MS and Buri Buri ES visits as well as the SEPAC meeting which will benefit when they return to in-person meetings. He thanked his fellow Board members and staff for the robust masking debate and said, “ We may not all agree but we're all trying to get to the same place at the end and I thank you all for that.”

**ADJOURNMENT – 10:05 p.m.** in memory of community member Hector Arce who passed away earlier this month at the age of 77. He attended Spruce ES and SSFHS before serving our country in Vietnam.