

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of May 28, 2020

CORONAVIRUS DISEASE (COVID-19) NOTICE

This meeting was conducted pursuant to the provisions of the Governor's Executive Order N-35-20 issued on March 21, 2020 allowing for deviation of teleconference rules required by the Brown Act and pursuant to the order of the Health Officer of San Mateo County dated March 16, 2020 as this meeting is necessary so that the South San Francisco Unified School District can conduct necessary business and is permitted under the order as an essential governmental function.

President Patricia Murray said the Board values community engagement and appreciates and encourages participation. She said there is a link for the public to provide comments and join the meeting. As SSFUSD is an inclusive school district a Spanish language translation of the Board meeting was also available to the Spanish speaking community.

OPEN SESSION - 6:30 p.m.

A. CALL TO ORDER

CLOSED SESSION - 6:30 p.m.

1. Conference with Labor Negotiators
Agency Designated Representative: District Assistant Superintendent for HR/Student Services
Employee Organization: SSFAFT
2. Conference with Labor Negotiators
Agency Designated Representative: District Assistant Superintendent for HR/Student Services
Employee Organization: SSFCTA

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

B. ROLL CALL

Board Members:	Mr. John Baker - Present Mr. Eddie Flores - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present
Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. Keith Irish, Assistant Superintendent,

Educational Services and Categorical Programs - Present

Mr. Ted O, Assistant Superintendent,
Business Services - Present

Dr. Jay Spaulding, Assistant Superintendent,
Human Resources and Student Services - Present

- C. **PLEDGE OF ALLEGIANCE** was led by Trustee John Baker.
- D. **REPORTING OUT FROM CLOSED SESSION** - Nothing to report.
- E. **REVIEW OF AGENDA.**

Trustee Daina Lujan suggested Action Item 1a, the resolution on the Ethnic Studies Curriculum, be moved forward in the agenda, before the presentation.

Assistant Superintendent Ted O advised that he is pulling Action Item 3a, a denial of claim, as he has received additional information and will bring it back for the June 11 meeting.

Vice President Eddie Flores noted that many participants are spending a lot of time on video conferences these days and asked that a five minutes break be incorporated into each Board meeting.

IT Director Joe Siam advised that he was troubleshooting this Zoom meeting to connect with YouTube.

The Board recessed at 7:10 p.m. due to a technical issue and reconvened at 7:23 p.m.

- F. **PTA COUNCIL REMARKS** – PTA Council Communications Officer, John Sanna, reported that he notified all site PTAs to change their Thursday meetings so as not to conflict with Board meetings. He advised that the PTAs do not meet over the summer. Late August would be their first meeting unless school reopens at the regular time. They will use the summer to build information into next year's plans. Mr. Sanna congratulated students who promoted or graduated.

G. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – None

South San Francisco Classroom Teachers Association – President Danny Yanow stated that ideas and plans are being discussed in District task forces to deal with the current crisis. The task forces are dedicated to Teaching and Learning, the Social and Emotional Impact on students, and Safety and Public Health. They will be made up of Classified, Certificated, administrators, and parents. He referenced to a letter from the Los Angeles Superintendent of Schools

asking Governor Newsom to relax the guidelines for face masks, social distancing, sanitizing, etc. as they are impractical in a school setting. Mr. Yanow said this is appalling and wanted to let the Board, teachers, administrators, and community members know this is unacceptable. Teachers will not accept lower safety standards or compromise their health or that of their students and families.

California School Employees Association Chapter 197 – President Jolene
President Jolene provided the following report, which was read by President Murray.

"I recently had a very caring and compassionate interaction with Superintendent Moore, describing to her some concerns from our Classified Staff. Supt. Moore was very kind and relayed her admiration for our Classified Staff which is appreciated very much. I explained to her how worried our Classified Staff Members are about seeing headlines such as: "Gov. Newsom now projects \$18 billion shortfall in revenue for K-12 & community colleges" - edsource.com and "Trump Budget Proposes Cuts To Education" by Forbes.

I explained that many members follow Board Reports and Job Postings; seeing expenditures and proposals that would create ongoing significant expenses for our District during these uncertain times. Our Members have asked me to reach out to Cabinet and School Board Members to assure our Classified Members that there will be no pay cuts, layoffs, or furloughs for our Classified staff should the proposed cuts to education be implemented by the state.

2019-2020 school year will long be remembered by Classified Members as the year of financial inequity and perceived bias to other bargaining units and they would now like your assurance, going forward, that no Classified union jobs will be negatively impacted and our district will return to the practice of Financial Equality for all via the Me-Too agreement, going forward."

H. PERSONNEL COMMISSION – Assistant Superintendent Spaulding reported that the last meeting was held on virtually on May 18. During that meeting, they ratified eight position announcements and four eligibility lists. The Commissioners also ratified their 2020-21 meeting calendar. The next Commission meeting will take place on June 15, 2020, during which next year's budget will be reviewed.

I. ITEMS FROM BOARD

Vice President Eddie Flores reported that he, as the CSBA area delegate, along with 200 other delegates, convened virtually last Saturday. They discussed COVID-19, advocacy, and the May revise. The CSBA Planning Committee reported that the AEC annual conference is taking place in Anaheim, in December, and participants can attend virtually or in-person. Dedicated e- blasts from State and government officials are being sent to all CSBA members and an expanded audience. Updates are available by texting CSBA4Kids to 52886 to opt in.

Trustee Daina Lujan said the SMCOE draft strategic plan for reopening and safety precautions is under review by Superintendents and will be provided to the Board shortly. Expanded testing in the County is available for persons 18 years or older. The County is also drafting a strategic COVID-19 plan, which the Board of Supervisor will review on June 5. Vice President Flores added that in today's San Mateo Daily Journal, Superintendent Nancy Magee was interviewed regarding the "four pillars" of health and hygiene protocol, face coverings requirements, physical distancing standards, and gathering restrictions. When the plan is finalized, a 2-page synopsis will be released in several languages

Trustee Mina Richardson said during last week's City town hall, the first district elections for both the City and SSFUSD were mentioned. She said SSFUSD has mapped out five districts. The candidate and voters must reside in the same district (area). This is a transition from at-large elections. This year, both the City and the Board have two openings. Another issue discussed at the meeting was the possibility that the Magnolia Senior Center would be closed and converted to childcare. However, the mayor told the community that would not happen.

J. SUPERINTENDENT'S REPORT

- a. SSFUSD School Reopening Planning and Task Force** – Superintendent Moore said the purpose of the task force is to develop a common understanding of the pandemic as well as its impact on reopening of schools. It will also allow the public to provide input and assist with recommendations to insure the health, safety, and security of students, staff, parents, and the entire community. Updates will be provided to the Board during the process. The three task force groups are Health, Safety, and Security, Social Emotional Well-being of Students, and Teaching and Learning. Surveys were sent to the parent community and District staff for their feedback in reopening schools, childcare needs, and to assess their comfort with distance learning verses a modified in-person plan. The data is being reviewed. They are looking at three possible scenarios: a traditional model, a distance learning model, or a hybrid of the two.
- b. Donations** – the Superintendent said the District is fortunate in their partnerships. The Rotary Club donated \$40K for reimbursement of COVID-19 technology costs and the SMCOE Education Partnership grant is awarding \$15K for needs including hot spots. She appreciated the donation of time by parents in the Superintendent check-in and chat meetings and acknowledged the panel members who participated.
- c. End of Year Acknowledgement Recognition Events** – Dr. Moore said she is proud of the sites and how they organized car parades, gatherings, celebrations, videos, and virtual promotions while adhering to health guidelines. She congratulated all students, especially those being promoted and high school graduates.

Vice President Flores asked if the City Council donation through SSF Councilmember Mark Nagales has come to fruition. Dr. Moore will follow-up with the contact person.

K. COMMUNICATIONS

Public comments were submitted in advance of the meeting. They were read by Board Clerk Baker and Vice President Flores.

An anonymous District employee commented on distance learning. They thanked the teachers for working tirelessly to support their students and the parents for supporting their students during the distance learning process.

Erin Ritchie, a SSFHS teacher, commented on the Ethnic Studies resolution. “The implementation of Ethnic Studies courses in secondary education correlates with increases in student attendance, grades, and course credits earned toward graduation... allows students to cultivate the social-emotional skills, like tolerance and empathy, referenced by our district’s mission statement to graduate responsible citizens...” “... the interdisciplinary nature of Ethnic Studies, as well as its focus on perspectives of people of color, reflects the racial and ethnic makeup of our state and honors students’ experiences...”

Aristel de la Cruz, a SSFHS teacher, commented on the Ethnic Studies resolution. “...I have seen the potential of ethnic studies to create engaged and passionate young people who are invested in addressing racism and inequity in their communities. As a district that prides itself in diversity, it is critical that we support a curriculum that is rooted in highlighting voices that have been historically disenfranchised and silenced.”

Juan Jose Cortez commented on Ethnic Studies courses. “Ethnic Study Courses will not only help students excel in the classroom, but it will empower students to attack issues in society that negatively affect them. These courses will help students become politically and socially aware of the injustices in our communities.” “Let’s work together to rise above white privilege and begin to heal from all the injustice, discrimination, police brutality, gentrification, unequal pay, and most importantly closing the achievement gap for all of our students of color in SSFUSD.”

A parent commented on equity. “Something that is equitable to you may not be equitable to another. It would be best to have common language around what the district and board means when you use the word equity...” “We need to work together (board, district, teachers, parents, students), but first we need to be clear on what we are all working for.”

Mary Musallam, a teacher and parent, said she stands “in solidarity with the Ethnic Studies Model Curriculum draft as created by scholars of color from across the state. We need more resources, curricula and support to better reflect our

incredibly diverse student population in SSF. Our Arab American, Pacific Islander and Central American student populations are significant and...deserve to see themselves reflected in our classroom content.”

Sheree Roth, a Palo Alto community member, commented in opposition to the Ethnic Studies resolution. “The CDE is currently preparing a list of changes it wants to see (to be released August 13)...the State's Instructional Quality Commission and the State Board of Education have (not) had a chance to discuss the comments and concerns about this draft yet. The Department of Education reported that it expects there will be two more drafts before the State Board of Education approves an ethnic studies model curriculum in 2021.”

John Saddi commented in support of Ethnic Studies. “We need to include as many ethnicities in the curriculum as possible...” “Don’t prioritize one culture over another. Please ensure you represent as many cultures as possible including Asian Americans, Arab Americans, Central Americans, and Pacific Islanders.”

DeVante Jewett, an ECHS alumnus, commented in support of Ethnic Studies. “Ethnic Studies provides a rich, powerful, colorful, and unique lens to students. This subject highlights ethnic customs, traditions, values, beliefs, stories of struggle and triumph, and stories of people of color contributing to civilization. Research has shown that this subject narrows the achievement gap for students of color (especially students of African, Latinx, Native, and Polynesian decent) because they are learning about themselves.”

Alice Navarro, a parent, commented in favor of Ethnic Studies. “I believe it is imperative that all facets of ethnicity be represented in our teaching. I am vehemently asking that Arabs be included in the ethnic studies program.”

A “concerned parent” commented in support of Ethnic Studies. “It would be completely inappropriate and the perpetuation of racism to preclude Arabic history in ethnic studies. Education should be all inclusive and not selective. I implore you to ensure that Arabic history is included in ethnic studies at our schools.”

Desmond Tuck commented in opposition to the Ethnic Studies resolution, saying “...the model curriculum...has troubling framing and principles.” He asked the Board to reject the first draft.

David Meir-Levi, a Palo Alto community member, commented in opposition to the Ethnic Studies resolution. “This resolution is about a problematic, highly controversial and still incomplete draft in process of revision.” “The resolution...has you affirming support for the model curriculum's FIRST draft, its full content and its “framing,” all of which have been rejected by Governor Newsom, the State Board of Education, and over 19,000 people who submitted public comments last summer.”

A teacher asked that Board policies on the District website be updated as some

are from 2010. (*Trustee Baker confirmed the policies are updated on the website as changes are made.*)

Cesar Rodriguez commented in support of Ethnic Studies, which "...can not only improve the academic performance of students in South San Francisco, but also help to build a bridge amongst the various cultures and communities in our city."

Emma Gomez, a SSFHS parent, commented in support of Ethnic Studies. "We have never seen an adequate representation of the narratives of people of color in our textbooks, despite the enormous diversity of the community we live in. Please support the proposed School Board resolution to prevent the censorship and removal of Arab American, Pacific Islander, and Central American Studies from the California Ethnic Studies Model Curriculum."

Helene Linker, of the American Jewish Committee, commented in opposition to the Ethnic Studies resolution. "You are being asked to override Governor Newsom and members of the California Board of Education who rejected an advisory body's first draft of the Ethnic Studies curriculum..." "Our students deserve better than this."

Angelique Antelo, a parent, commented in support of Ethnic Studies. "Asking that the Arab group/history be recognized in our kids' academic career, just as others ethnic backgrounds are represented..."

Katrina Navarro, a "concerned citizen", commented in support of Ethnic Studies. "I find it important to have the Arab culture be included in our districts' ethnics' studies program." "This is something we need to change and we should not exclude any kind of ethnicity. This is a form of racism; this is directed against someone of a different race based on the belief that one's own race is superior."

Jill Silverman commented in opposition to the Ethnic Studies resolution. "...the draft curriculum encourages divisiveness and omits the greatest contributions of the very ethnic groups it hopes to empower. The CA Dept. of Education promised significant changes. Governor Newsom stated that it will be revised."

Tania Torres, a SSFHS student, commented in support of Ethnic Studies. "As a student of color in SSFHS, I do not feel represented by the curriculums provided in my school." "As students, we should be able to discuss racial issues and the oppression many of us feel as people of color. This curriculum enriches our knowledge of the very diverse world we live in."

Danny Yanow, a middle school teacher, commented in support of Ethnic Studies. "I am writing to you in support of a robust and complete Ethnic Studies program in our schools and in all California Schools. We need Ethnic Studies programs in our schools which include the narratives of all of our students and their ancestors, Native Americans, African Americans, Latinx and Asian Americans."

Trecia Cruz, an ECHS alumna, commented in support of Ethnic Studies. "It was

not until I attended SFSU where I got exposed to Ethnic Studies and I understood the importance of knowing your roots and history.” “ Having the Ethnic Studies Model Curriculum within SSFUSD will change students’ lives and push them to their greatest potential as they find out the rich history of their ancestors and understand how resilient they really are, and how there wouldn’t be a nation without them.”

Sacha D. commented in support of Ethnic Studies. “Since the Ethnic Studies class was introduced to SSFHS, countless students have signed up for the elective and have been able to learn about the voices of historically marginalized groups. When students take the class and see themselves reflected and represented, they feel a sense of belonging and a connection to their community.”

Laurel Dearborn, a History teacher, commented in support of Ethnic Studies. As a current Ethnic Studies teacher in the district, I have witnessed first-hand the great impact that a diverse, honoring curriculum can have on the student experience. This course exposes students to deep, relevant history while allowing themselves to grapple with their own identity...”

Christian Guerrero, a Skyline College alumnus, commented in support of Ethnic Studies. “Having taken ethnic studies courses at Skyline College, I have seen both the personal growth and community empowerment that these classes have fostered. I found a stronger sense of self and responsibility to give back to my community.” “A more critical look at history and how stories are told is incredibly important and can uplift people of all backgrounds.”

Cynthia Benedetti, Spruce ES Administrative Assistant, commented on a CSEA retirement incentive. “We know that the district reached an agreement with CTA to provide their retiring members with a \$5 thousand dollar incentive. Although CSEA has requested to negotiate the same for their membership, the district has not responded. I now am hearing that because of COVID pandemic, funds are short and CSEA members will not be offered any incentive. Unfortunately, this is just another example of the district treating CSEA members as second class citizens. Dedicated longtime CSEA employees deserve to be recognized. I understand that the pandemic has caused financial hardship but I recently saw postings for new positions and there are just a handful of CSEA members retiring. Please right this wrong and recognize CSEA employees for the dedication that they have provided to our district.”

Samantha Avila, a SSFHS student commented in support of Ethnic Studies. “Living as a person of color in America is difficult, you are constantly being pushed down and society tells you that you are less than and makes sure you stay that way.” “This is why ethnic studies are important, especially in SSFUSD with a large POC population. We must pride and teach our youth that they have power and that their history matters.”

Sheila Navarro, a K-12 Curriculum and Instruction Specialist, English Learners,

commented in support of Ethnic Studies. “As an educator, as a person of color, as a Filipina, as a colleague in SSFUSD and as a long standing member of this community, I offer my full support for the Ethnic Studies model curriculum draft. Ethnic studies provides an academic space for all students to learn about the histories, cultures and diaspora of communities of color. Students, especially English Learners, will benefit from seeing and reading stories that reflect their lives, cultures and histories, which will contribute to high student academic engagement and interest.”

Clementina Durón, a UC Berkeley alumna, commented in support of Ethnic Studies. “It was in Ethnic Studies courses that I found my voice and passion. I became a K-12 public school educator and spent 30 years as a teacher and a principal, serving students in Berkeley, Oakland, and San Francisco.” “There has been this outpouring of support, especially by communities of color, because there is a small but vociferous group of opponents that want to dismantle this model curriculum that was developed by Ethnic Studies experts from around the state. The basic claim is that the curriculum is anti-Semitic.” “In fact, the focus is on a meaningful and intersectional curriculum that promotes deep and critical analyses on the part of students regarding the histories, struggles, and movements of people of color.”

Rabbi Dev Noily, of the Kehilla Community Synagogue, commented in support of Ethnic Studies. “The following is excerpted from an article I authored with Hazzan Shalamit Wise Fairman.” “We are strong supporters of the ESMC draft, and we believe it’s critical for Jews and Jewish communities to support it.” “Torah teaches us to draw on our past experiences of oppression and violence to open our hearts to everyone who experiences injustice. We believe our future as a community depends on our ability to do this, and supporting the overall ESMC draft is a powerful way to practice this spiritual and moral imperative.”

Jaclyn, a “concerned parent” commented in support of Ethnic Studies. “You can’t just erase a culture or group of people. You can’t create a fake curriculum that shows only one side of the story or only some religions and ethnicities. The SSFSD is a very diverse school district and it is important every student feels comfortable and included when furthering their education.”

Joel Bloom commented in support of Ethnic Studies. “I will read excerpts from a public press release put out by Jewish Voice for Peace - Bay Area.” “JVP-BA” supports the proposed model Ethnic Studies curriculum for California, including the modules on Arab American history.” “The purpose of the model Ethnic Studies curriculum is to center the history of people of color who have been marginalized or ignored by the current curriculum.”

Joseph Magsaysay, an SSFHS alumnus, commented in support of Ethnic Studies. “I think especially with what is going on with the world socially, it is a must to integrate more broader, reflective of the actually diverse community our schools

serve. I think with the integrative approach of ethnic studies, our future, and students can be empowered further to be more understanding of each other, and empowered to continue to change our community for the better.”

Cecilio Amor, of Save CA Ethnic Studies Coalition, commented in support of Ethnic Studies. “Yes, authentic Ethnic Studies benefits students of color; it also benefits white students, increasing our empathy with one another. Your solidarity with our diverse communities, Black/African American, Asian American/Pacific Islander, Chicanx/Latinx, and Native Americans, is greatly appreciated...”

ACTION

1. ADMINISTRATION

a. Resolution No. 20-43 Affirming Support of AB2016 California Ethnic Studies Model Curriculum Draft

Board Clerk John Baker read the resolution.

Vice President Flores related his personal story and why this issue is relevant to him. He was born in El Salvador, but did not have an Ethnic Studies class until he attended UC Berkeley. He appreciates the support of the communities of color, white, and Jewish allies. By adopting the resolution, the Board is showing support for the Ethnic Studies curriculum written by educators. SSFUSD prides itself on inclusivity and he will vote ‘yes’ in solidarity for what the students need. He noted that SSFUSD has one of the few Boards which have two Central American-born elected officials, he, and Trustee Richardson, who was born in Nicaragua.

Trustee Lujan said it is important for students to be reflected in the curriculum to become globally aware. It will set them up for more successful futures. The District should provide students with the richest possible experience when it comes to Ethnic Studies. This will let them engage in dialogue and be respectful of every individual’s story.

Trustee Richardson said she came to the United States as a child. When she travels to other countries, she brings back lessons. Freedom is fragile. It is important to understand the global significance of cultures and what others go through. It is better when someone understand others’ cultures.

Trustee Baker noted that his BA in History over-emphasized the contributions of Judeo Christian European Americans in US History. The District’s existing curriculum needs to be diversified. He said the

opposition to the resolution is vague and the language has evolved since the first draft last year. The District can tailor it to its own needs. He pointed out that SSFUSD has only a 10% white student population. Students need to hear about the contributions of people who look like them.

President Murray stated that research shows Ethnic Studies positively affects all students. She stands with the values of the first draft, those of diversity, equity, and inclusion. On August 13, California will vote to include certain ethnic groups in the new draft and that is why the Board is moving this resolution forward. She said many school boards support inclusion.

MOTION #458 (Flores/Lujan) to adopt Resolution #20-43: Affirming Support of AB2016 California Ethnic Studies Model Curriculum Draft. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

L. PRESENTATIONS

1. HUMAN RESOURCES

a. YSB School Counseling Services

Jane Chandler, Director of Mental Health with the Urban Services YMCA of San Francisco (YSB), presented information related to on-campus mental health programs and services in the District.

Scope of YMCA Youth Service Bureaus

- Three mental health clinics in San Mateo County
- Serving 32 schools in San Mateo County
- Day and evening clinic
- Continuum of care ranging from life skills, prevention and intensive intervention

Program Purpose

The Youth Service Bureaus programs are designed to support and nurture students and their families in the development of connected, healthy, and productive youth.

District Services by Frequency

1. Individual Therapy
2. Group Therapy
3. Family Interventions
4. Collaboration with Teachers & Administrators
5. Case Management & Service/ Resource Linkages
6. Crisis Interventions

7. Suicide Assessments/ 5150's

Top Treatment Services

Anxiety, depression, peer conflict, emotional regulation/anger, stress/pressure, academic and family problems, substance abuse, poor social skills/isolation, relationship problems, self-harm/suicidal ideation, somatic complaints, poor self-esteem, grief/loss, and attentional problems. Depression and anxiety affect about 90% of high school students.

YSB clinicians work at all school sites.

Ms. Chandler showed a table which highlighted the number of students served and clinician hours by site, for Fall 2019, pre-shelter in place (January 1 – March 13), and since shelter in place (March 16 – May 4). Clinicians remained connected to families through service resources.

Pre/Post Outcomes Assessment

Students were given functional assessments in seven life domains. Once shelter-in-place began, they were not able to connect with some families for the post assessment. However, there have been increases in the domains of family/relationships, school behavior, and school attendance.

Top Factors for Chronic Truancy

Middle school - Chronic illness, poor parental supervision/control, depression, anxiety, helping to care for younger siblings, and detainment.

High school – Depression, anxiety, substance abuse, family conflict or poor supervision, caring for a family member, suicidality/ideation, pregnancy or poor health, and JPD involvement/gang affiliation.

Obstacles to resolving truancy issues

- Home dynamics
- Chronic substance use/abuse
- Depression/anxiety
- Poor parental supervision/executive control
- Gaming addiction

Improvement

Truancy has slightly improved at the middle school level, with more improvement seen at high schools.

Multi-year Support

- < 40% of students get multi-year support
- Average 3 semesters
- 90% of these students are seen for depression/anxiety

- 65% of students have experienced trauma/loss
- 90% reported satisfaction with services and progress on treatment goals

Shelter-in-Place Protocol

- YSB clinicians employed a “maintain connection, support and continuity of services” protocol for students and families receiving counseling services.....including new and unique referrals from concerned teachers and administrators.
- Clinicians were able to connect with and maintain telehealth services with more than 50% of current student clients.
- Even when families did not respond or were slow to respond in the first 2 weeks with a less than 20% response rate, clients were able to connect over time with a re-engagement rate of over 50% by the third week.
- Persistence showed students that the school system cares.

Vice President Flores thanked the YSB staff for the amount of work they do with students. He asked if Ms. Chandler foresees an increase in demand due to shelter-in-place. She said some students having trouble in school, especially younger ones, have been doing fine at home. Students in families in high conflict have problems, especially within immigrant families. She said vulnerable students are doing worse and some are without parental distance learning supervision or tech access. Some families live in one room with multiple technology users. Immigrant families are not able to apply for unemployment assistant. A \$250K grant has been provided by the City of SSF to help them with rent. In SSF there are over 120 illegal room rental applications from families with small children.

Vice President Flores asked where the most support is needed in the fall. Ms. Chandler replied it is getting families technology for distance learning in a safe and responsible way.

President Murray thanked YSB for all they do and noted it will be a challenge. She believes all District students have Chrome books, but the internet connection with the State and County needs work.

In accordance with the Brown Act, since Board members were videoconferencing during this meeting, all items required a roll call vote.

L. CONSENT AGENDA

Senior Executive Assistant Nalani Allen-Cantley noted one correction to the April 28, 2020 Board minutes. On page 25, Trustee Richardson voted ‘no’ to waiving a second reading of BP 5121.

MOTION #459 (Lujan/Baker) to approve Item 1a, Minutes to the regular Board Meeting, April 23, 2020; Item 1b, Minutes to the special Board meeting, April 28, 2020; Item 2a, an agreement with Welldom to fulfill SpEd 2020-21 staffing needs; Item 3a, Certificated Personnel Assignment Order; Item 3b, Destruction of Class 3 Disposable Records; Item 4a, Purchase Order Listing, April 1 - 30, 2020; Item 4b, Warrant Register, April 1 - 30, 2020; Item 4c, Cash Receipts, April 1 - 30, 2020; Item 4d, Gifts to the District for May 2020; Item 4e, Professional service agreements under \$25,000. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

The Board recessed at 8:59 p.m. for a break and reconvened at 9:04 p.m.

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. COVID-19 and Distance Learning Updates

Superintendent Moore and Cabinet members shared the following information on distance learning and COVID-19.

Main SSFUSD Priorities

- Keeping the needs of our students, staff, and families at the center of our work and navigating it all through the lens of equity and access
- Navigating this unprecedented situation with compassion, empathy, and care for all involved
- Maintaining essential services for our students and community
- Maintaining positive and productive relationships with our union leaders and staff
- Strengthening our at home learning efforts and seeking consistency and support for staff and families
- Being intentional and methodical in making decisions that will impact students

Development of a SSFUSD Reopening of Schools Task Force

- Eliciting feedback from parents and staff via survey
- Putting together a reopening of school task force
- Focusing on developing a plan based on 3 different scenarios
- Dividing up the plan into three priority categories to focus our work:
 - Health, safety, and security of our students and staff
 - Social and emotional well-being of students
 - Teaching and learning

- Will establish a timeline to bring information to the Board in June and July
- Anticipate sharing the plan in mid-July, 2020

Dr. Moore believes the plans can be enacted and they will work to be adaptable to changing situations.

Human Resources and Student Services

Dr. Spaulding presented the following information.

- Recruitment
 - Number of current certificated vacancies - 25
 - Number of current classified vacancies – 35
 - Personnel have begun testing and interview for 2020-21.
- Enrollment
 - The District is projecting a 2.0% decrease in student enrollment next year. This has been discussed with principals.
- Transfer Requests for 2020-21 (502)
 - Inter-District: 35
 - Inter-District Allen Bill: 20
 - Open Enrollment: 409
 - Intra-District: 38
- Task Force - Social and Emotional Well-Being of our Students and Staff
 - Being facilitated with Director Ryan Sebers.
 - Mental Health Services – including Ms. Chandler.
 - Trauma

Educational Services

Assistant Superintendent Keith Irish reviewed the following information.

- Summary of last week of school – students returned devices and picked up personal belongings.
- Celebrations for 5th, 8th and 12th grade students – included car parades, videos, slide shows, etc.
- Professional Learning opportunities for staff - Pre - recorded webinars for staff: Zoom, Google Suite, Screencastify, etc.
- Articulation meetings - 5th to 6th, 8th to 9th
- Surveys - Professional Learning and reopening of schools
 - Had a good response of 1,563 persons regarding reopening of schools
- Task Force - Teaching & Learning Committee
 - Committee of staff, parents & students
 - Provide recommendations to Cabinet/Board of Trustees on three scenarios for the fall 2020:
 - Distance Learning

- Hybrid Model - Distance and in- person
- In person learning
- First virtual meeting June 2

Trustee Richardson asked how many computers were returned to the District Office. Mr. Irish replied students who received an 'incomplete' grade are still using laptops to complete their assignments. Technology devices will be redistributed since summer school is virtual. She inquired how large the reopening committee will be. He said it would consist of 15-20 people. Trustee Richardson asked where the District is in the process of summer school enrollment. Mr. Irish stated that summer school is by invitation only with strict requirements. Registration is now closed. Due to COVID-19, enrichment courses are not being offered. Big Lift is the only in-person class.

2020-21 State Budget

Assistant Superintendent Ted O shared the information on the Governor's May Revision Budget in the next meeting item.

Trustee Richardson asked if the District is basic aid, it does not count on State funding. Trustee Baker stated that in planning the reopening, some community members are scared even with social distancing, masks, etc. If parents are reluctant to send kids back to school, this may impact ADA funds.

Vice President Flores acknowledged that each Cabinet member is heading up a Task Force area. He asked if hard copies of the survey were available to parents who could not fill them out online. Dr. Moore said they focused on Title 1 schools where hard copies were made available. In addition, staff placed calls to those parents and submitted their responses. Vice President Flores recognized that Mr. Sebers is part of the committee drafting the recovery plan. He appreciates that the District is represented within the County. He asked how Task Force members were selected. Mr. Irish asked for representatives from CTA, AFT, CSEA, PTA, leaders of various groups, and also middle and high school students.

Vice President Flores asked for an update on meal distribution during the summer. Mr. O said the State has extended the deadline through August. Due to summer school, the Westborough MS location will be changed to the SSFHS parking lot effective June 15.

2. BUSINESS SERVICES

a. May Revision of the Governor's Budget

Assistant Superintendent Ted O presented information on the May revision of Governor Newsom's State budget proposal for the 2020-21 fiscal year, as discussed at the School Services of California workshop held on May 14, 2020. This is the final statutory opportunity for the Governor to update his economic projections and make changes to his proposed budget before the enactment of the State budget in June.

The May Revision proposals bear no resemblances to the Governor's January State Budget, when the Administration anticipated a \$5.6 billion surplus in a \$222 billion spending plan. The State and the world were crippled by the coronavirus pandemic, which resulted in a COVID-19 recession. This translates to huge cuts to state programs, schools districts and community colleges.

The Governor's revised State Budget proposes a multi-year effort to address the state's budget shortfall through a combination of effects. He is canceling planned program expansions and new programs that were proposed in the January Budget proposal, making programmatic reductions across almost all governmental programs, and deferring payments, such as school districts and community colleges apportionments. Governor Newsom is also drawing down reserves from the State Budget Stabilization Account over the next three years and using up all the funds in the public education's Rainy Day Fund immediately.

Recognizing the tremendous challenges Local Educational Agencies (LEAs) face, the May Revision also includes some fiscal and programmatic flexibilities to support them through this difficult time.

Mr. O said the details of the May revision are as grim as expected due to the COVID-19 recession. The following is an update on some of the areas of the proposed budget and its impact on education and the District.

Local Control Funding Formula (LCFF)

- For the first time since its creation, the LCFF is facing a reduction instead of an increase.
- The proposal includes a COLA (Cost of Living Adjustment) of 2.31% to the LCFF.
- There is also a reduction of 10% to the LCFF.
- If the Federal government provides sufficient funding to backfill this cut, it will be "triggered off".
- This does not impact our SSFUSD because we are a Basic Aid school district.
- About 1,000 or 10% of the 10,000 California school districts are Basic Aid.

- SSFUSD receives the bulk of its revenue from property taxes.

Fair share for Basic Aid School Districts

- The Governor recognizes that Basic Aid school districts are not impacted by the 10% reduction in LCFF revenue reduction.
- He applied a “Fair Share” of 10% reduction to the portion of State Aid that Basic Aid school districts receive.
- For SSFUSD, that would be a loss of approximately \$336K.

Employee Pensions

- CalSTRS is the California State Teachers Retirement System and CalPERS is the California Public Employees Retirement System.
- The Governor is putting \$2.3B towards reducing CalSTRS and CalPERS rates for two years - 2020-21 and 2021-22.
- CalSTRS employer rate will be reduced from 18.4% to approximately 16.15% in 2020-21 and from 18.2% to 16.02% in 2021-22.
- CalPERS employer rate will be reduced from 22.68% to 20.7% in 2020-21 and 24.6% to 22.84% in 2021-22.
- This impact to school districts is minimal when compared to the 10% Fair Share reduction.

Rainy Day Fund

- Governor Newsom is using this fund to lessen the amount of cuts needed to all State programs, including school districts.
- He proposes using half of the \$16.2B for 2020-21 and the remaining over the two following years.
- The requirements of the fund do not allow him to use all of it in one year.
- If not for the Rainy Day funds, the 10% revenue reduction would have been even higher.

Deferrals

- In the last recession, the State used deferrals as a cash management tool.
- They would defer payments due to school districts to be paid at a later time or another fiscal year.
- This is happening again in this recession.
- The Governor is deferring approximately \$1.9B of LCFF funding in June 2019-20 (this year) to July 2020-21 (next year).
- He is also deferring \$5.3B from 2020-21 to 2021-22.
- This forces school districts to borrow money to pay their bills instead of the State.

- Since SSFUSD is a Basic Aid school district, it does not get LCFF funding from the State, but does receive about \$3.4M in State Aid.
- It is unsure if this will be affected by deferrals at this time.

Special Education

- Despite the dire economic circumstances, the Governor maintains a commitment to Special Education.
- He continues his budget proposal from January to increase SpecEd base rates from \$557.27 to \$645 per student, a 14% increase.
- His May Revision also includes \$15B in Federal funds a Teacher Scholarship Program to increase the number of fully-prepared SpEd teachers in the State.

Categorical Program Cuts

- Governor Newsom is also proposing cuts to various categorical programs.
- The two that impact our District is Adult Education Block Grant and Career Technical Education Incentive Grant (CTEIG).
- The amounts are unknown at this time.

Flexibilities for School Districts

- The Governor recognizes the tremendous challenges school districts face.
- The revision proposal includes some fiscal, as well as, programmatic flexibilities.
- For example, if the cash deferral creates a documented hardship, the District can request a waiver.
- He is also proposing to increase the amount districts could borrow between funds, 75% to 85%, to pay their obligations.

Summary

- During the next few weeks, the legislature will go through the proposals. They will need to hold a hearing and pass the State budget by June 15. Then, the Governor has until June 30 to sign the State budget.
- Based on the information from the Governor's Proposed May Revision Budget, Business Services is working on the District's budget for next year.
- The District's 2020-21 budget will be brought to the Board for a public hearing and approval at the June 25 meeting.

Trustee Lujan asked if the District will have STRS and PERS relief for the first two years, after which the District's obligation increases. Mr. O confirmed that is correct. She questioned whether there would be a

delay in the District receiving property taxes revenue if we enter a recession. Mr. O replied that the County Controller will cover the revenue if the homeowner doesn't pay their taxes this year. However, next year, the District will need to wait until the property taxes are paid. The longer COVID-19 lasts, the bigger the affect it will have on the reduction of property taxes.

Trustee Baker noted that the District might be subject to a fair share assessment. Mr. O said in the last recession, 40 categorical programs were combined into one lump sum of \$3.4M in funds. It is being proposed that the District will lose \$336K this year if the budget is approved. Trustee Baker said during the last recession property reassessments were done, which led to property taxes being lowered.

Vice President Flores asked if Business Services had done an analysis of the 10% cut per student or classroom. Mr. O replied they had not yet, as they are currently working on the budget and closing books. Vice President Flores stated that once they know what the 10% reduction looks like, the Board may need to make hard decisions. Dr. Moore stated that when the interim budgets are presented, they can list the priorities and funds set aside and then reassess if they are still priorities knowing the impact will be as far away from the classroom as possible and may be in the form of programs. Mr. O said the District is fortunate since the Cabinet has been conservative and budgeted funds for the long term.

ACTION *(continued)*

2. HUMAN RESOURCES

a. Approval of Assistant Principal of Alternative Education Position

Dr. Spaulding stated that Principal Stephen Redmond oversees many programs and there has been an increase in Baden HS students. He noted that in San Mateo County, SSFUSD is one of only two districts without this principal support. There will be no impact to the District's General Fund as Principal Redmond will redirect some Adult school funds, which have already been allocated, to pay for the position.

Trustee Richardson asked if students from other districts come here or if there has been an increase in programs. Dr. Spaulding said Baden HS has seen an increase in students and the number of CTE programs. Trustee Richardson asked about the Adult School classes. Dr. Spaulding said there are many English as a second language adult classes as well as computer and other classes.

MOTION #460 (Baker/Lujan) to approve of the new position of Assistant Principal of Alternative Education to support the District and the Principal with the various programs he oversees. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. Approval of Alternative Interventions and Restorative Practices Coordinator Position

Dr. Spaulding stated that last year SSFUSD was identified as disproportionate regarding suspensions. COVID-19 has resulted in some programs, such as Alternative to Suspension, being shortened. This position would oversee several programs which Mr. Sebers cannot handle by himself. This person would deal with implementation, coordination, and collaboration with high schools, parents, and students. The CDS teacher, who did not have students due to the pandemic, was filling in this year. If the District continues distance learning next year, the position would likely not be filled, but would be needed when in-person learning resumes.

Trustee Baker said this has been a necessary component in equity and mental health, so a coordinator is needed.

MOTION #461 (Baker/Lujan) to approve the new position of Alternative Intervention and Restorative Practices Coordinator to support the District's alternative programs, restorative interventions, and coordination between schools, the Director of Student Services, families, and additional services. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

3. BUSINESS SERVICES

a. Approval of Denial of Claim

This item was pulled from the agenda.

b. Resolution No. 20-42 for Fund 11 and Fund 14

MOTION #462 (Baker/Lujan) to adopt Resolution #19-42: Authorizing the establishment of fund balances for Fund 11- Adult Education and Fund 14 – Deferred Maintenance. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

c. Approval of Amendment #2 to the Construction Management Services Contract with Cumming, Inc.

Trustee Richardson said the change order did not include enough information and asked what a closeout was. Management Consultant Bill Savidge confirmed the item is for an extension of construction management services since the District no longer has an on-site Construction Manager. He said the closeout phase of projects includes accounting and collecting guarantees and warranties, closing contractors' reconciliations and adjustments, and closing out the project with the DSA. On the major items punch list, the architect, along with an engineer and the owners list incorrect items at Martin ES, Buri Buri ES, and SSFHS. Trustee Richardson asked for specific examples. Mr. Savidge said he would provide the punch lists for the sites. Mr. O noted that the punch list, containing about 180 items, is included in the Board update.

Trustee Baker said the reasoning in the staff report for extending the contract was clear. He asked if SSFUSD had ever had a staff Construction Manager. Mr. Savidge replied that Victoria Vargas previously held the position. In 2016, there was one individual and two managers for Measure J.

MOTION #463 (Lujan/Flores) to approve amendment #2 to the Cumming, Inc. contract, in the amount of \$26,700, for the extension of construction management services for the ECHS softball field and closeout of fields projects and the Martin ES modernization project. (AYES: Baker, Flores, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

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

Dr. Moore recommended a study session to discuss the plan for reopening of schools. The Board agreed to a meeting on June 18, beginning at 5:00 p.m. A second session will likely take place in the second week of July, before the Board approves the plan.

Vice President Flores suggested that due to the many virtual meetings everyone is participating in these days, that the summer Board meetings begin at an earlier time. The Board will discuss this at the June 11 meeting. He also requested a discussion of mental health supports during COVID-19 and reopening of schools. This will be agendaized in a July Board meeting. Vice President Flores said he does not want to cut or furlough District staff and would like to create a Board committee to engage with elected officials to advocate for not making funding cuts. He noted that several Board policies regarding hygiene and mental health need immediate consideration, which was recommended by County Superintendent Nancy Magee. Trustee Baker described the group as an ad hoc sub-committee. Trustee Lujan asked for it to be discussed in the June 11 Board meeting.

June 11, 2020 - *(videoconference)*

- Approval of Board of Trustees Compensation increase for 2020-21
- Approval of MOU for YSB School Counseling and Safe School Advocates Services
- Approval to increase school meal prices
- Resolution on budgetary increases and year end transfers
- Discussion to move to earlier start times for summer Board meetings
- Discussion of Board advocacy ad hoc sub-committee
- Resolution #20-46: LGBTQ+ Pride Month

June 18, 2020 – Board study session - *(videoconference)*

- Review of plan for reopening schools

June 25, 2020 - *(videoconference)*

- Presentation on District Health Technicians
- Approval to increase facility use fees
- Approval to increase District rental/leasing rates
- Public Hearing 2020-21 Budget
- Adoption of 2020-21 Budget
- Invitation for Bid (IFB) 2020:Milk and Dairy Products
- Request for Proposal Fresh Produce 2020
- Request for Proposal Commercial Food Items and Food Supplies 2020
- Request for Proposal Distribution of Processed USDA Food Items 2020
- Resolution on Education Protection Account Funds

SUMMARY OF BOARD DIRECTIVES

1. Agendize a June 18 Board study session on school reopening plan.
2. Agendize a discussion on earlier start times for summer Board meetings for the June 11 meeting.
3. Agendize a discussion on mental health supports (alternatives to health centers, and resources in COVID-19) at a July Board meeting.
4. Agendize a discussion on creating an ad hoc sub-committee to engage elected officials and advocate for no funding cuts for the June 11 Board meeting.

MOTION #464 (Baker/Richardson) to approve extending the meeting to 10:40 p.m. Motion Carried. (Unanimous)

GOOD AND WELFARE

Trustee Baker noted that tomorrow is graduation day for the District high schools and congratulated them. This is not a typical experience. He also congratulated those students being promoted to middle and high school next year.

Trustee Lujan also congratulated all graduates. She acknowledged staff for their quick

response to changes and their hard work.

Trustee Richardson echoed the congratulations. She acknowledged everyone's hard work in the last eight weeks as well as the resiliency of students and said she appreciates the teachers.

Vice President Flores also congratulated students for enduring difficult times. He recognized all District staff, especially the custodial team and those who ensured the safety for car parades, including parents, PTA members, and the police department. Vice President Flores wished students the best in their future endeavors. He said his thoughts and prayers are with members of the black community, the good police officers, communities reuniting, and George Floyd's family.

President Murray also congratulated the District's graduates and thanked Dr. Moore, parents, and students who are promoting. She hopes they grow and flourish.

ADJOURNMENT – 10:36 p.m.