

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
**Minutes of the Board of Trustees' Meeting of February 29, 2024**

***SSFUSD Equity Definition***

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

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

**A. CALL TO ORDER**

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

1. To consider evaluations of performance and discipline/dismissal/release of Certificated personnel in accordance with Government Code Section 54957. (Non-re-elects/Release of temps).
  - Non-reelection without cause of probationary certificated employee(s) - Education Code Section 44929.21
  - Release of temporary/long term substitute certificated employee(s) - Education Code Section 44954
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:

- Ms. Amanda Anthony - Present
- Dr. Chialin Hsieh - Present
- Ms. Daina Lujan - Present
- Mrs. Patricia Murray - Present
- Mrs. Mina Richardson - Present
- Ms. Jamie Wong, Student Board Member - Present

Cabinet Members:

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

**C. PLEDGE OF ALLEGIANCE** - was jointly led by Skyline ES student Princeton Palomo and Junipero Serra ES student Tsz Kin Wong. Skyline ES Principal Luann Daniel said Princeton is a 5<sup>th</sup> grader with great leadership skills and strong character who is a member of the safety patrol and participates in their band program. He performs well in school and is always helpful with his classmates. Junipero Serra ES Principal Teresa Sampayan said Kin embodies many of the character traits of the Pintos (school mascot). He loves learning and encourages his fellow students to do well. He has a good sense of humor and an excellent attendance record.

**D. LAND ACKNOWLEDGEMENT STATEMENT**

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

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

**E. REPORTING OUT FROM CLOSED SESSION**

MOTION #21 (Anthony/Murray) to approve the non-reelection of two (2) probationary Certificated employees at the end of the current school year pursuant to Education Code Section 44929.21, to approve the release of sixty-six (66) temporary and long term substitute Certificated employees at the end of the current school year pursuant to Education Code Section 44954, and also to release and non-reelect two probationary certificated administrators pursuant to education code sections 44929.21. Motion Carried (Unanimous)

**F. REVIEW OF AGENDA** - No changes.

**G. PTA COUNCIL REMARKS** - President Lauren Kitchen expressed her thanks for being invited to participate in the Portrait of a Graduate (PoG) committee yesterday. "It was a great meeting and I'm really excited and energized by the plans that are going to roll out over the next year, and I hope that the PTA can be a good partner in making that a reality for our students." This week was parent-teacher conferences at all elementary schools. She thanked the parent volunteers who provided lunches and snacks to help the teachers. The Scholastic Book Fairs took place this week at Spruce ES, Martin ES, Buri Buri ES, Los Cerritos ES, and Sunshine Gardens ES. These schools will receive 25% of purchases. Ms. Kitchen invited PTA members, Trustees, and Cabinet members to the 17<sup>th</sup> District PTA luncheon on March 7 where SMCOE Trustee Ted Lempert will speak on the power to create change for kids. On March 12, a Common Sense Media presentation for parents about social media will take place with sessions in English and Spanish.

**H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS**

**South San Francisco Federation of Adult Educators - None**

**South San Francisco Classroom Teachers Association** - Interim President Shari Giusti said February 29, which occurs every four years, reminds her to take time and catch up with ourselves. “For instance, we might reflect on practices, re-energize or renew plans as in the Strategic Plan, change what has not been looked at for a long time such as updating our collective bargaining agreement between SSFUSD and SSFCTA, to be more relevant to the members affected by it, and I am looking forward that we're getting this off the ground this month and sometimes right the wrongs that have been in place for such a long time.” She shared that on February 26, AB 2901 was introduced to provide educators with paid disability leave related to their pregnancies. Currently, teachers have to pay for their own substitutes. She encouraged support of this bill to fix a broken system for public school educators.

**California School Employees Association Chapter 197 - None**

- I. PERSONNEL COMMISSION** – Assistant Superintendent J. Marwan Hannon reported that the last meeting was held on February 12. During that meeting, they ratified one position announcement, two eligibility lists, and also approved one leave of absence. The Human Resources department and commissioners welcomed Michael Glines, the new appointee for CSEA Chapter 197. Information concerning the upcoming reorganization of the Human Resources department in alignment with the Strategic Plan was provided to the commissioners. The next Commission meeting will take place on March 18, 2024.

**J. ITEMS FROM THE BOARD**

Vice President Amanda Anthony reported that the Facilities subcommittee met last Thursday and gave direction to proceed with many items. At the Community Collaborative for Children’s Success today, it was announced that they are recruiting junior and senior high school students for the Youth in Government program. They would be shadowing City administrators. More information is available on the City’s website. Also the Mariposa Parks Pass Program provides free entry to San Mateo County parks for eligible residents and those receiving Medicare.

President Daina Lujan said the Joint Advisory Child Care Master Plan Committee met on Monday with most of the meeting focusing on a presentation from Norman Yee, the force behind Prop C which is passing in San Francisco.

**K. SUPERINTENDENT’S REPORT**

- a. Genentech Job Shadow Day** - Superintendent Shawnterra Moore shared that on February 8 there was a Job Shadow Day held on the Genentech

campus. This event symbolizes the unique partnership between the District and Genentech. They have hosted this for 26 years to have SSFHS Biotech students exposed to and become excited about a range of career pathways available in their industry. During the day, over 200 Genentech "...employees guided students through a series of workshops designed to illustrate various phases of the product development lifecycle. In addition to marketing, students also learned about developing and manufacturing bioceuticals, data visualization, supporting medical research through augmented or virtual reality, negotiating licensing agreements, and the impact of financial considerations on the product development process." She said this event gave the students a broader perspective on career opportunities.

- b. **Strategic Plan** - Dr. Moore reported that yesterday staff and community members began working on bringing the PoG to life. This was the first of five times this year when the coalition will meet. They visited schools and saw elements of the PoG already being carried out. She said, "Our guiding coalition then learned more about a school centered approach versus a learner centered approach and we began to unpack the type of learner outcomes we want 100% of our students to have in SSFUSD." They discussed "...learning experiences that we hope they will experience in our system and enabling conditions needed to ensure our success." Their next step is looking at ideas generated during their meeting and taking steps to implement and build greater awareness and understanding of the PoG by the end of March.
- c. **SSF Education Foundation Update** - the Superintendent said the foundation recently granted \$13,500 through donations and grants from Colma to the District libraries to purchase books which feature a variety of student identities, promote inclusion, and foster a strong sense of student belonging. "They collaborated closely with our librarians to curate a selection of books to meet each school community's unique needs. Each elementary school purchased over 70 books...and middle and high schools each purchased 50 to 60 books with this funding. All of our schools received this special grant which aims to support student literacy, engagement, and a love for learning, with a recognition that by diversifying our books that feature diverse perspectives, it's just one additional way we can support engagement and create a stronger sense of belonging, especially for those students who have been historically unrepresented..."

## L. STUDENT TRUSTEE REPORTS

1. Jamie Wong, Spring Student Trustee and ASB President ECHS, highlighted the following recent and upcoming events at her site; On Friday, March 1, the Victory Royale Rally takes place which concludes a week of daily dress themes. They will introduce the winter team sports, including basketball, wrestling, and soccer and honor outstanding athletes with awards and

plaques recognizing individuals from each team who have displayed exceptional skills in their sport and exemplary sportsmanship; the Jazz Band attended a jazz festival in Las Vegas on March 15-18 where some of the best musicians received awards to celebrate their accomplishments, including Karen Kitchen for the honor soloist award; the Advanced Placement Dance students will be competing in Hollywood on March 16; the Science Club participated in a regional trivia competition at SLAC National Accelerator Laboratory that tested their knowledge of science and math and won against Los Altos HS and Presentation HS; On February 25, students attended their seasonal winter conference to incorporate their skills into their community to conduct better service projects; and on February 27, students competed in a challenge of reimaging educational spaces for active learning from concept to presentation.

2. Ira Sergio, Fall Student Trustee and ASB President SSFHS, shared the following news from her school; On February 9, the location of the junior and senior prom was revealed to be The Pearl in San Francisco on April 13 with the theme of 'Happily Ever After'; On February 14, the hallways were filled with the joy and of Valentine's Day and students were able to get married to their best friend or significant other. Also, that day Valentine grams with a rose and special message or handmade bracelet were passed out; 8<sup>th</sup> grade parents night took place on February 27 where students and their parents met with counselors, other students, toured the campus with ASB students, saw all the school clubs and sports available to them, and attended an assembly; the Rhythm and Rhyme Club held their open mic event yesterday during lunch and students had the opportunity to share their talents through singing, poetry performing, and more; Election season has begun for future ASB officers. Students are voting this week and applicants will be interviewed in the coming weeks; Tomorrow, the Positive Planet Club will be hosting an event and selling succulents, eternal bouquets, and eco-friendly products; Election season has begun for future ASB officers. Students are voting this week and applicants will be interviewed in the coming weeks; the boys' and girls' basketball teams as well as the boys' soccer team were able to advance to CCS round 1 over the break and although they did not advance further, they had an amazing season; and the focus is now on spring sports including softball, baseball, badminton, and track.

## **M. PUBLIC COMMENTS**

Preciosa Febres, a SpEd teacher, spoke about the J1 teacher induction program in SSFUSD. The participants learned last year that the District would no longer fund the program and they will need to pay for it themselves. She said the program provides comprehensive support, guidance, mentorship, and enhances the instructional skills of these educators. They want to provide what is best for the students. Since it will be difficult for some to remain in the program, due to financial constraints, she asked the Board to reconsider funding the program.

Grace Rhee, an ALMS math teacher and parent of two sons, spoke about the District suspending the advanced summer school math course at her school. She said this was done since the other two middle schools did not offer it. “Summer programs have always been prioritized for students who need additional support to reach proficiency at their grade level but how about the program supporting students who can go further? You're treating these students differently based on their ability.” This also takes away a student’s potential elective. She asked the Board to not set the students up for failure in the name of equity.

George Jue, a father of an ALMS student, also spoke about the summer advanced math program. He said the program benefitted his other two sons in preparing them for college and asked that the funding of the math class be reconsidered.

Assistant Superintendent Keith Irish addressed the ALMS math program comments. He said the Educational Services Department has had several internal discussions on the District’s math pathways and the placement process for the 2024-25 school year. They analyze the process and procedures annually to make decisions, while considering many factors. He stressed that no decision has yet been made. When a decision is made in the next few weeks, they will share the rationale with parents. He confirmed that there is no summer school enrichment at the high schools this year. Mr. Irish said that decision was based on construction at sites and the overall budget. “Every year, we'll look at the budget, the LCAP funds, and then make decisions in alignment with... our Strategic Plan.”

## **N. INFORMATION ONLY PRESENTATIONS**

### **1. EDUCATIONAL SERVICES**

#### **a. Teaching and learning presentation: Skyline Elementary School**

Principal Luann Daniel shared educational priorities and programs at Skyline ES. She also recognized the following parent volunteers who will receive certificates of appreciation from the Board: Zureen Castrillo, Jennifer Gong, Monica Li, Robert Lightner, Michael Linco, and Gordon Vassallo.

#### Mission Statement

Skyline Elementary is dedicated to preparing our students for 21<sup>st</sup> Century Education through hands-on, critical thinking and collaborative learning opportunities. We value the needs of the whole child and work with our community to provide unique experiences in a supportive environment.

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

Principal Daniel said the District LCAP goals help them guide the work they do at Skyline ES. Their efforts this year are prioritizing Academic

Achievement and providing Professional Development which support Tier 1 instruction and intervention strategies. Since the number of Students with Disabilities (SWD) with IEPs have increased they are focusing their efforts to support these students to be successful.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience. Principal Daniel said the steering component is focused on instruction while they work as a team to create achievable goals to keep navigating in the right direction through the GPS. They continue to use assessment data along with information learned from professional development sessions to target their lessons and interventions. She said Skyline ES' car is on the path toward the District's PoG, and they continue to reflect and alter their course to make sure every child can learn, navigate, thrive, and have an impact.

2023-24 Skyline ES Goals

**2023-24 Skyline Educational Services Goals**

Continue to foster the development of highly effective collaborative teams at both the District and site levels through the systematic implementation of the Collaborative Inquiry Cycle with a specific focus on improving tier 1 instruction and ensuring equitable access to high-quality teaching and learning experiences for all students.

**2023-24 Skyline Priorities**

Continue to support SEL for both students and staff.

- Soul Shoppe
- CASEL Monthly Focus

Focus on instruction in foundational skills in K-2 and foundational writing skills in 3-5.

- Grade level teams completed Collaborative Inquiry Cycle
- Coaching

Continue to support ELs through Designated English Learner Development (DELD) and integrated ELD through collaborative conversations and GLAD strategies.

Enhance math instruction and interventions.

- Coaching
- Co-teaching
- Small group interventions

Attendance Data from EveryDay Labs

	<b>2021-22</b>	<b>2022-23</b> (August – February 7)
Satisfactory	52.7%	55.3%
At risk	26.1%	30.6%
Moderate chronic	16.6%	12.0%
Severe chronic	4.3%	2.7%
Extreme chronic	0.3%	0.0%

Principal Daniel reported that attendance at her site last year was 20-21% of students being moderately or severely chronically absent. This year that number has improved to only 14% in those combined categories. She said their attendance clerk has been helping to communicate with families and teachers hold meetings with families of chronically absent students to determine how the school can work with them and improve the attendance. “One trend we are noticing is that it appears many families who put off travel during the pandemic are now going overseas to see their extended families and off season pricing makes it more affordable for them to travel during school days.”

Demographics

Of the 362 total students, 52% are male, 48% are female. 19% are identified as ELs, 36% are socioeconomically disadvantaged (SED), and 14% are SWD. This year they also had a SpEd preschool, which accounts for 10 students. 8 of their English Language Learners (ELLs) are being reclassified as English proficient this year.

The Skyline ES student population is predominantly Filipino at 38%, followed by Asian at 23%, and Hispanic/Latinx at 18% being the largest groups.

CAASPP Data

**ELA**

	<u>2021-22</u>	<u>2022-23</u>
Met/Exceeded standard	50.84%	52.15%
Exceeded standard	28.49%	23.66%
Met standard	22.35%	28.49%
Standard nearly met	26.82%	27.42%
Standard not met	22.35%	20.43%

Principal Daniel noted a slight increase from last year. They have focused their professional development on instruction to help build those foundational skills. “This includes implementation of the systematic instruction, phonics, and sight words in our K-2 classrooms. With the support and coaching of our reading specialist, teachers are

using this program for small group instruction. In addition, our 3<sup>rd</sup> and 4<sup>th</sup> grade teachers have focused on building foundational writing skills and comprehension skills, which was the subject of some of their collaborative inquiries.”

**Math**

	<u>2021-22</u>	<u>2022-23</u>
Met/Exceeded standard	58.10%	51.33%
Exceeded standard	26.26%	26.20%
Met standard	31.84%	25.13%
Standard nearly met	26.26%	29.41%
Standard not met	15.64%	19.25%

Principal Daniel said the math scores decreased from 58% to 51%, but the school outperformed students in SSFUSD and California by at least 10%. “Our next collaborative inquiry cycle will be focused around math, and...finding the instructional needs of our students and providing them the support they need, specifically targeting number sense and explaining...mathematical thinking.”

DIBELS Data

For DIBELS, the data is used to monitor students and screen for any potential learning difficulties. They can determine which students may require additional formative assessments. As students progress through the grade levels, so too do the number of students at or above grade level. The assessments include IXL, STAR Reading, CRLP Spelling Inventory, BPST, and SIPPS Placement and Progress monitoring.

Community Engagement

Principal Daniel said they are very excited about their partnership with Hands on Bay Area for connecting the school with Bay Area companies who wish to give back and volunteer. Last June, 250 Genentech volunteers painted murals and created the school’s garden space. The garden was opened in October with a community celebration. She thanked the Board members for their support and also the Facilities Department for helping to make the garden a reality.

Skyline Events and Activities

Skyline ES works to build community and hold many special events during the year including Halloween activities, Spirit Days, assemblies, Winter sing-a-long, reading buddies, PAX and Soul Shoppe, PE, and Ruby Bridges Walk to School Day. Principal Daniel said, “We welcomed our community in for a strategic parent event and paired it with shopping at the book fair which helped bring in many more families.”

Principal Daniel said the staff work as a collaborative team and she is appreciative of their PTA and parents who volunteer in the classrooms. She also thanked the Technology and Facilities Departments, Dr. Moore, Cabinet members, and the Board. “Teachers provide engaging and supportive lessons for our students and work every day to make sure the students know how much they are cared for at our school. I am blessed to have an amazing office staff, custodial staff, paraprofessionals, and our hard working students who inspire me every day. I can't thank them all enough for their hard work and support, and I'm truly grateful to be their principal.”

Trustee Mina Richardson thanked Principal Daniel for her leadership and the dedicated teachers. She said Skyline ES is a wonderful school, a great place to visit, and a happy place for the children.

Trustee Chialin Hsieh thanked Principal Daniel for the great presentation and for bringing her team along to the meeting. She said it is heartwarming to see the energy.

Trustee Patricia Murray said Skyline ES is in her Trustee area and the school has been a part of the community forever. She loves it and thanked Principal Daniel for the amazing school.

Vice President Anthony said she enjoyed her February 14 visit. “It's clearly a very supportive campus. Congratulations to you, and your certificated and classified staff for making a wonderful place for learning.”

President Lujan thanked Principal Daniel for her leadership and the presentation. “Thank you all for your commitment to the Skyline community and coming together for all the students.”

**b. Teaching and learning presentation:  
Junipero Serra Elementary School**

Principal Teresa Sampayan shared educational priorities and programs at Junipero Serra ES. She also recognized the following parent volunteers who will receive certificates of appreciation from the Board: Ronald Cabrera, Alyssa Estrada, Jennifer Gallega, Aisha Magno, and Ivy Magonon.

Mission Statement

At Junipero Serra ES, we are committed to supporting each and every learner in our inclusive community so that the whole child reaches their fullest potential. Our site decisions are student-centered and based on the belief that each and every Pinto has unlimited potential.

Vision Statement

The vision of Junipero Serra ES is to inspire a passion for learning while building character.

JS Reimagined

Principal Sampayan said this year their theme is JS REIMAGINED: we strive to be the top performing school in SSFUSD, with the lowest absenteeism rate, with happy and respectful Pintos and staff, in a safe, positive learning and working environment.

LCAP Goals/Site Goals

Principal Sampayan said their priorities are aligned with the District's LCAP goals. They center on Goals: 1 - Academic Achievement and 2 - Professional Development as they work to refine their leadership team, strengthening instructional capacity with the focus on math achievement and ELD.

She noted that they continue addressing the social-emotional need and mental health concerns of their students. They are implementing the Zones of Regulation, providing a common language and visuals for self-regulation in the students.

YSB Partnership

Principal Sampayan stated that the District's partnership with YSB was much needed, much used, and much appreciated last year, and this year. Their therapist conducts friendship groups for students and also meets individually with them weekly. This year they had a record number of referrals to counseling. The YSB counselor serves about 15 students during his 2 ½ days per week at the school.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience. Principal Sampayan said her site is focused on equity, strengthening their systems, and using data to drive their decisions. They are focused on the steering wheel and gas tank as they work to strengthen instruction, identify student needs, and provide intervention in a timely manner based on data collected to monitor student progress and adjust instruction.

Demographics

The Junipero Serra ES student population is predominantly Filipino at 47%, followed by Hispanic/Latinx at 23%, and Asian at 14% being the largest groups. They honor and celebrate students' heritage with cultural days and focusing on individual characteristics and strengths.

Of the 289 total students, 54% are male, 46% are female, 20% are identified as ELs, 20% are SWD and 37% are SED. They also have eighteen 3 and 4-year old preschoolers at the school.

### Strengthening Character

Principal Sampayan said they pride themselves on educating the whole child, strengthening character, and developing the hearts and the minds of their students.

- The entire school meets for community time over Zoom every morning, where two students lead the pledge.
- The District Behaviorist has provided in-classroom behavioral support as well as professional learning opportunities for staff to support behavioral needs.
- Strengthening character, along with addressing social-emotional needs, builds on the knowledge that when students feel safe, supported, and part of the community, they will perform better, act kinder, and want to show up in school and learn each day.

### Building Community

- Teachers, staff, and PTA support continue to provide many opportunities for students to deepen connections with each other.
- Events include Halloween Happening, Winter Performances, PTA Movie Night, and Spaghetti Social.
- Principal Sampayan creates a monthly newsletter which is sent to the Junipero Serra ES families.

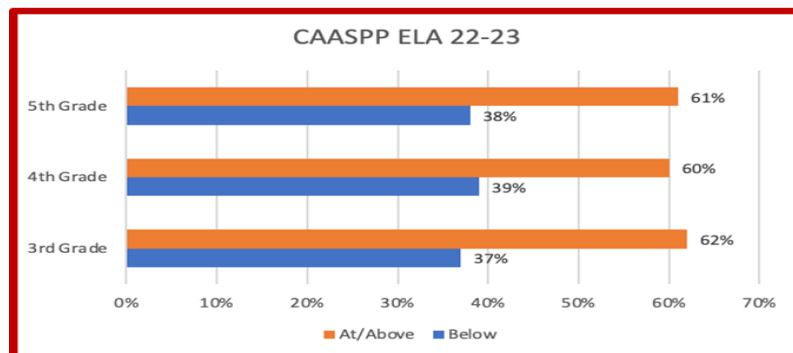
### Collaborative Inquiry Cycle (CIC)

This Fall, the 1<sup>st</sup> grade team engaged in the CIC to address the question: How might we improve student's ability to read, write, and solve math problems by applying differentiated support? Using Mathematics Assessment Resource Service (MARS) tasks to identify each student's academic needs, their focus was on instructional strategies to support each student within small groups. IXL Data from Snapshot 1 in August and Snapshot 2 in December show growth.

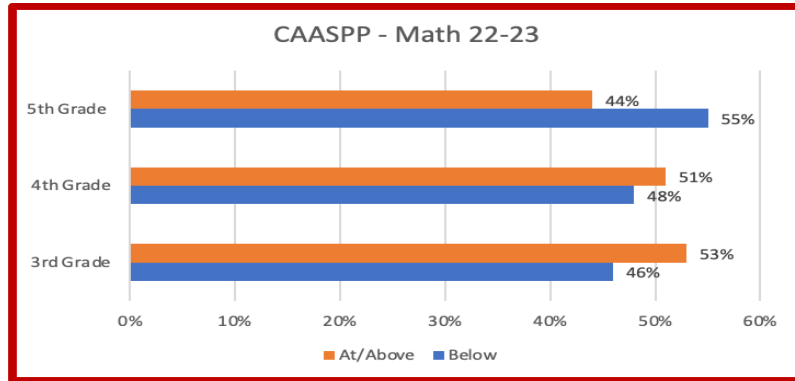
### CAASPP Data

#### **CAASPP scores by grade level comparison**

#### **ELA**



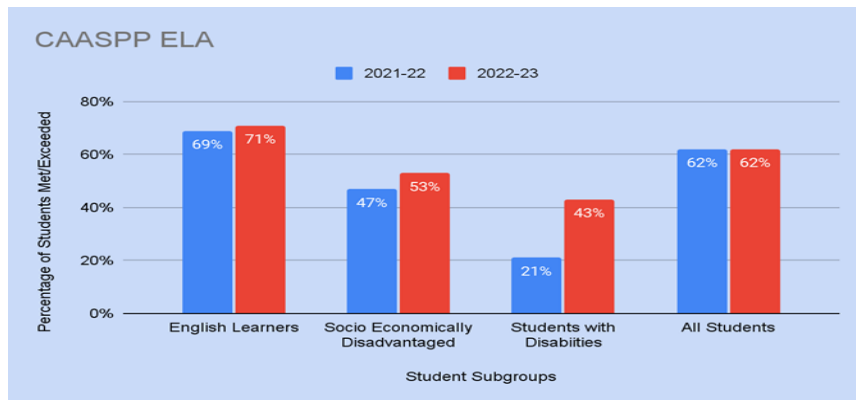
**Math**



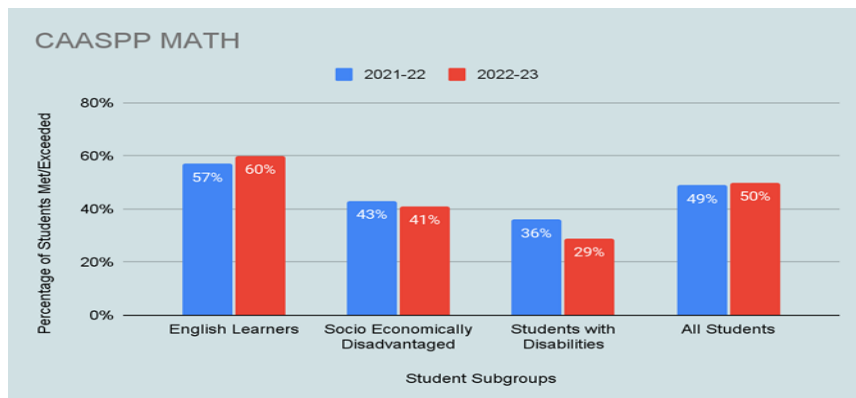
Last Spring, 3<sup>rd</sup>-5<sup>th</sup> graders participated in the CAASPP. These graphs shows both the strengths and opportunities for growth. The data indicates that providing extra support in math was imperative. ESSER funds were approved to hire a Math Interventionist to provide small group instruction for students who demonstrated gaps in skills/knowledge in mathematical concepts and needed extra support.

**CAASPP scores by student subgroups**

**ELA**



**Math**



These graphs show the CAASPP data disaggregated by student groups. Principal Sampayan said, “While we recognize celebrations, we also know that we have room for growth in addressing the needs of our Pintos. Targeted small group instruction, identifying instructional strategies through the CIC, and through data analysis identify and address the learning needs of our Pintos.”

### Achievement Data

#### **IXL Math**

Principal Sampayan reported that the IXL diagnostic snapshot data from the beginning of the year to the middle of the year shows a 12% increase in students performing at or exceeding the grade level benchmark. IXL is one of the data points used to determine 1) which Pintos will receive help from their Math Interventionist as well as in-class Tier 2 intervention support from the homeroom teacher and 2) instructional strategies to address the learning needs of the students.

#### **DIBELS**

Data received from DIBELS is used to identify those students who need additional time and support in reading. DIBELS assessments were administered to K-5 students. Principal Sampayan said they been focusing on the current 5<sup>th</sup> graders since these students were in 1<sup>st</sup> grade when schools closed in March 2020. Their students participated in their education via independent study in spring of 2020 and via distance learning in 2<sup>nd</sup> grade for the 2020- 21 school year. She said, “This is a formative time for students to build their literacy and foundational skills in math and we’ve redirected resources to assist our students in building up their foundational skills in literacy and math so they can be prepared for middle school.”

#### **ELPAC**

Principal Sampayan reported that Junipero Serra ES has 58 ELs and 19 have been reclassified as fluent English proficient based on ELPAC scores and teacher recommendations. They continue to monitor the reclassified students to ensure that they will be making adequate academic growth. “We continue to prioritize strengthening our designated English language development instruction to address all of the language needs of our students in the domains of reading, writing, speaking and listening.”

### Attendance Data – August 2023 through the 1<sup>st</sup> Week of February

Principal Sampayan shared the EveryDay Labs average daily attendance by ethnicity for both excused and unexcused absences. For the total student population, they had over 90% of their students show up every single day. She shared that a full time attendance clerk makes daily phone calls, in addition to emails or text messages, to

families who have student absences. Meetings are held with families of students with high absences.

Appreciation of Team Pintos

Principal Sampayan thanked her team for their resilience, their courage to care deeply for students and each other, and their capacity to effectively teach and build up the students.

Trustee Richardson commented on the 47% of Filipino students and asked if they are bilingual at school or only speak Tagalog at home. Principal Sampayan replied that most education in the Philippines is taught in English, which is the predominant language for many students. Trustee Richardson said she appreciated the staff coming to the Board meeting.

Trustee Hsieh thanked Principal Sampayan for her great presentation, especially the data. The JS Reimagined is very clear. “Thank you for making all the connections and bringing your whole family here.”

Trustee Murray said she also has a connection with Junipero Serra ES as three of her sibling went there. She told Principal Sampayan, “You say that you want all the students to feel loved, and I know that they do, and I know I feel loved when I go to your school.”

Vice President Anthony said she was able to visit the school on February 14. “I also really loved the JS Reimagined. You're doing great with attendance. I'm glad to see the emphasis on it. And I'm really glad to hear that the Math Interventionist is working on supporting your students.” She appreciates the focus on 5<sup>th</sup> graders since they are likely the students most impacted by the pandemic.

President Lujan thanked Principal Sampayan for a wonderful presentation, for her leadership, and for her commitment to students.

The Board recessed at 8:25 p.m. for a break and reconvened at 8:35 p.m.

Student Trustee Wong left the meeting at 8:25 p.m.

**c. Performance Management - English Learners**




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

Assistant Superintendent Irish introduced Marcos Garcia, the Director of Special Projects, Categoricals, and English Learner (EL) Programs, who provided information on his department in terms of Performance Management as a tool for analysis and improvement of performance.

District Goals and Priorities

Dr. Garcia said the presentation will focus on EL data tied to LCAP Goal #1, Academic Achievement.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience. Dr. Garcia said he is focused on the gas tank and wheels, or the systems of assessment.

ELs by Schools

Dr. Garcia provided information on the percentage of ELs by both elementary and secondary sites. SSFUSD has 1,698 or 21.7% EL students. Title 1 schools have the highest numbers and percentages. In terms of equity, these communities need more. This information is used to determine resource allocation.

Long Terms EL Learners (LTEL) Data

Director Garcia reviewed a graph of current LTEL enrollments by school sites. LTELs are students with six or more years in US schools. There is a higher concentration of LTELs in the secondary schools and Baden HS. These students are at risk of becoming long term ELs in fifth grade, and then once they get to secondary school, they become LTELs. He said the reason this data is important is because their primary goal in the EL program is to reclassify students to English proficiency. Next year, LTEL will be added as a dashboard indicator for another metric to show growth and develop plans for the LTELs.

## California Dashboard

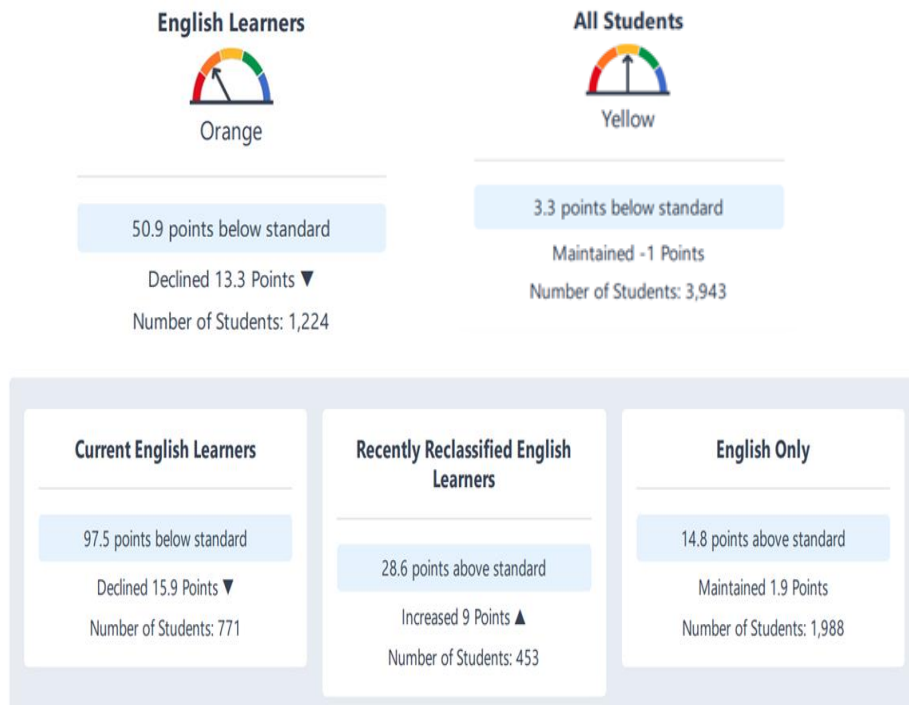


- State accountability indicators by Priority area
- 2023 is first year back to a “full” Dashboard - a return to colors
- Performance level (color) is a combination of STATUS and CHANGE
- Dashboard Accountability results are not the same as annual CAASPP, graduation, absenteeism results

**EL Progress Indicator** - measures students’ growth of at least one level in a school year. Provides data on status performance level, change result, and equity report.

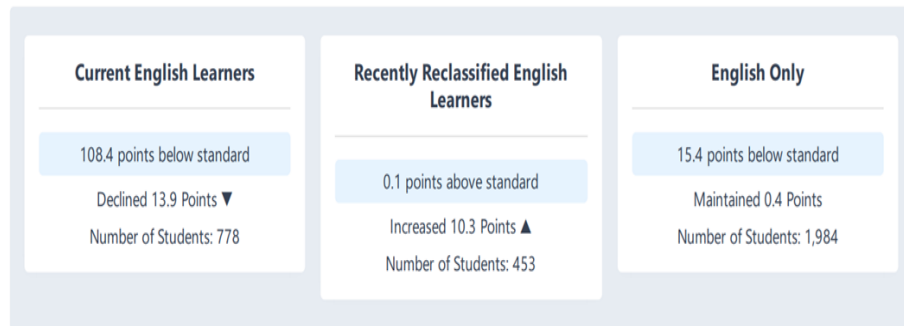
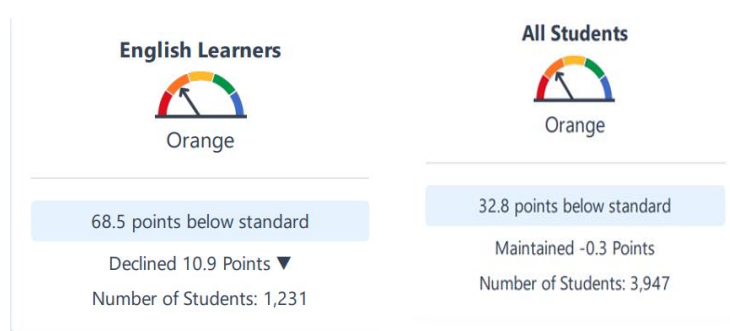
### CAASPP ELA

Recently reclassified ELs are showing a positive trend. They are performing 28.6 points above the standard which is actually outperforming the District’s English-only students.

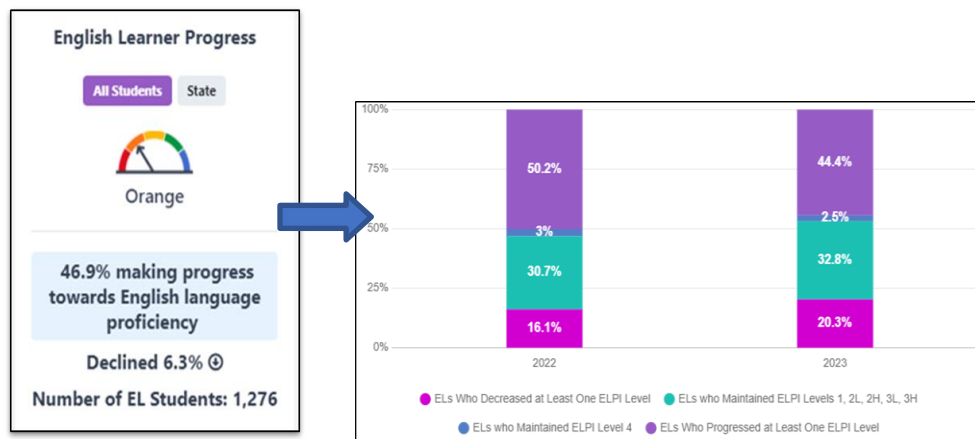


### CAASPP Math

ELs have a similar trend in math. While there is a decline for ELS as a whole, reclassified ELs are performing at 10.3 points above the standard. Dr. Garcia suggested, “...doing exit interviews to gather those strategies that have been working and trying to duplicate that.”



**English Learner Progress Indicators (ELPI)**



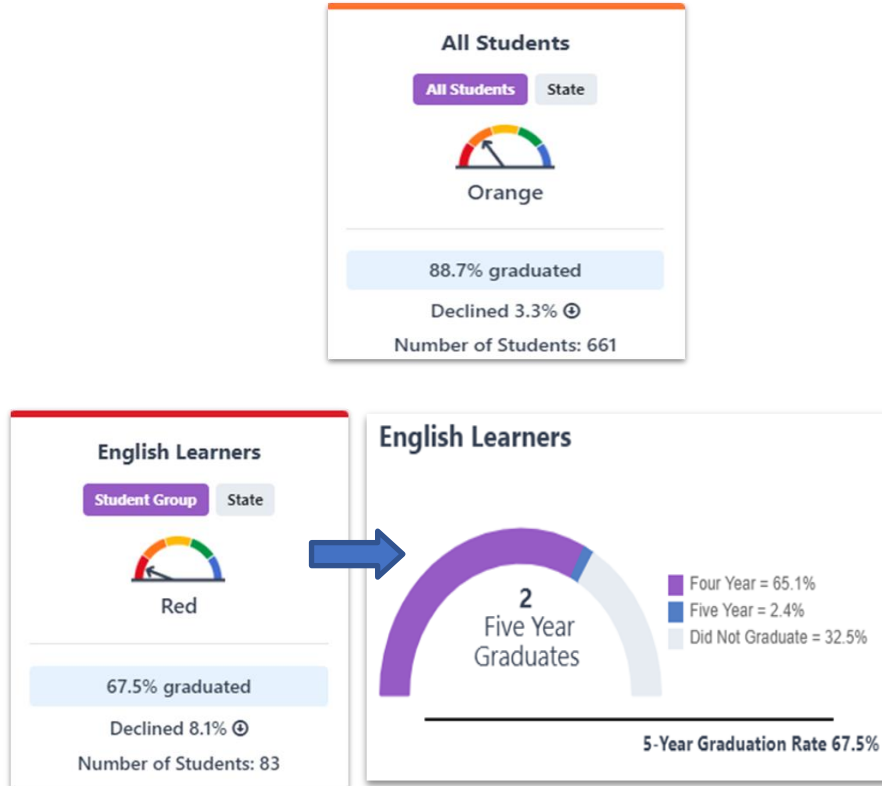
Dr. Garcia said this reflects EI growth of at least one level in a year. SSFUSD did decline 6.3%. Students making progress towards proficiency is 46.9% vs. the State’s 48.7%. The data highlights the necessity for the Strategic Plan that addresses the needs of ELs.

**2023 Summative ELPAC**

	<b>SSFUSD</b>	<b>State</b>
Level 1 - beginning to develop	23.17%	20.33%
Level 2 - somewhat developed	26.24%	29.40%
Level 3 - moderately developed	34.52%	33.77%
Level 4 - well developed/proficient	16.08%	20.43%

- Overall decline; we need to better understand what is happening for RFEP
- High leverage strategies include Designated ELD (protected time and language acquisition instruction) and Integrated ELD (infusing explicit language instruction across all content areas)
- Both require ongoing professional development and coaching

### EL Graduation Data in 2023 Dashboard




- Need to support PLCs to develop an EL focus at the high schools to help identify root causes and strategies to increase graduation and A-G eligibility
- Need case-management at the secondary levels to ensure ELs have a graduation and career plan beginning in the 9<sup>th</sup> grade.
- 5<sup>th</sup> year option
- Explore a pathway or program for newcomer students in 11<sup>th</sup> and 12<sup>th</sup> grade.

### A-G Eligibility

In 2023, 27% of ELs were A-G eligible


### English Learner Program Goals

These categories are on target/completed. 

---

These signify maintenance of the current EL program.

- **Systems & Monitoring** - Ellevation, EL Monitoring, RFEP Monitoring, Parent Liaison, Newcomer Intake Form for Elementary and Secondary, Flooding Model at Spruce
- **Training and Professional Development** - Curriculum trainings, GLAD (Online Cohorts and PLCs), CRLP Strategies, ELPAC trainings, Newcomer Pilots, ELD 101, Ellevation, Essential Practices (EP), Counseling, Designated ELD in all schools, etc.
- **Parent Engagement** - Parent and Community Liaison positions, DELAC, site ELAC meetings
- **Funding/Staffing** - EL C & ITOSA and 6 EL TOSAs supporting 15 sites

These categories are moving towards target. 

---

These are actions that have been in the works but they have not had consistent at sites and District level; for a variety of reasons (capacity, and other factors). Some of the staffing issues have to do with filling vacancies

- **Training** - Developing an EL shadowing form, development of a robust professional learning series differentiated by school and grade spans, develop and implement a coaching model for the integration of ELD support, review and implement the EL Professional Learning Plans, review EL data semi-annually to identify LTELs for placement in specially designed designated ELD and ELA courses at the secondary level
- **Funding/Staffing** - Increase hours of Bilingual Aides @ Title I sites and non-title 1 sites, Fund Newcomer aides at Parkway & SSFHS (third party contracts)

These categories are making little or no progress 

---

Dr. Garcia said the team is:

- Rolling out the EP framework that would support site based EL planning and reflection
- Rolling out coaching to support the PD we have developed and cycles of inquiry

“What the team and I feel is that we are at capacity with maintenance systems from the “on target slide”. [This] leaves us little room for follow up coaching.”

- **Training** - EL Essential Practices Framework and Roll Out, Coaching Cycles with teachers
- **Data** - supporting data-driven decision making, instructional program analysis, and instructional practice

Dr. Garcia acknowledged his team of EL TOSAs and one Curriculum and Instruction Specialist who support over 1,700 ELs. The TOSAs support 15 schools, and over 300 teachers across multiple subjects and grade spans. He shared their key responsibilities and said they spend the bulk of their time maintaining the current EL program with assessment and monitoring EL data, and the reclassification process.

Dr. Garcia said, “We want to make sure that right now as we are launching the Strategic Plan, that the EL component is going to be weaved into every aspect of that.”

Vice President Anthony asked about newcomer programs in the District. Dr. Garcia replied that at Parkway Heights MS and SSFHS there is a program with ELD labs and sheltered sections of core classes such as math, science, and history, where students move in cohorts to receive additional language support in the cohort. This traditional newcomer program is done for at least the first two or three years. He said a newcomer curriculum with a few different options is currently being piloted and Mr. Irish will present it in a couple of weeks. Vice President Anthony asked if the newcomer program at SSFHS is new roles or vacancies. Dr. Garcia said they are vacancies.

Trustee Hsieh thanked Dr. Garcia for the wonderful presentation. She asked about the case management to encourage high schoolers to get their graduation requirements. He replied the counselors could develop a case management model specially for ELs where they would have a quarterly check-in to make sure they are on track to complete the a-g requirements. However, without the staff, he would look at adding a case manager who would split their time between sites.

Trustee Richardson said she enjoyed meeting all the DELAC parents and seeing their enthusiasm. They are engaged and she is glad the District is implementing many things on the equity level, through the equity lens. She asked how the ELs are tracked to ensure they are making the correct progress. Dr. Garcia replied it begins with the initial ELPAC, with enrollment in the EL program to determine what level the students are at. The summative ELPAC is done yearly and measures writing, reading, speaking, and listening which provides a composite score based on these four areas. Once an EL receives an overall ‘4’ in all components, they are eligible for reclassification when they have a teacher recommendation along with parent input. Trustee Richardson

said she is glad to know the ELs are not just being passed along. She complimented Dr. Garcia on his leadership.

Trustee Murray thanked Dr. Garcia for his report. She appreciated the reflection that he and his team put into it.

President Lujan thanked Dr. Garcia for the presentation and his leadership. She asked him to extend the Board's thanks to his team for all their hard work.

**O. PRESENTATION WITH POTENTIAL ACTION - None**

**P. CONSENT AGENDA**

MOTION #22 (Hsieh/Richardson) to approve Item 1a, Minutes to the regular Board meeting, February 8, 2024; Item 2a, Educational Services staff to travel to Napa, CA; Item 2b, SSFHS staff members to travel to Denver, Co; Item 2c, Staff members and AVID students to visit colleges in Southern CA; Item 2d, Staff members and AVID students to visit colleges in Southern CA; Item 2e, SSFHS students to attend prom in San Francisco, CA; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 4a, Purchase Order Listing, December 1-31, 2023; Item 34b, Warrant Register, December 1-31, 2023; Item 4c, Cash Receipts, December 1-31, 2023; Item 4d, Declaration of surplus items; Item 4e, Gifts to the District, February 2024; Item 4f, 2022-23 fundraising events; Item 3g, Professional service agreements under \$25,000. Motion Carried (Unanimous)

**PUBLIC HEARING – SSFCTA Proposal to SSFUSD**

The Board meeting was suspended to open a public hearing at 8:59 p.m.

The South San Francisco California Teachers Association (SSFCTA) proposal, signed on February 8, 2024, was presented to the South San Francisco Unified School District (SSFUSD) Board of Trustees to begin agreement reopener negotiations for 2024-25.

Assistant Superintendent Hannon presented the SSFUSD initial proposal to the SSFCTA for the agreement reopener negotiations for 2024-25.

This Public Hearing provided an opportunity for members of the public to comment on the SSFCTA initial proposal. There were no comments.  
The public hearing was closed and the Board meeting resumed at 9:02 p.m.

**ACTION**

## 1. ADMINISTRATION

### a. Resolution No. 24-04 for Women's History Month

Board Clerk Hsieh read the resolution.

MOTION #23 (Anthony/Hsieh) to adopt Resolution #24-04: Honoring Women's History Month. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

### b. Resolution No. 24-05 for American Red Cross Month

Trustee Murray read the resolution.

MOTION #24 (Anthony/Murray) to adopt #24-05: In recognition of American Red Cross Month. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

### c. 2024 California School Boards Association Delegate Assembly Election

MOTION #25 (Murray/Hsieh) to elect Chelsea Bonini, Sophia Layne, and Patricia Murray as representatives to the 2024 CSBA Delegate Assembly from Sub-region 5-B, San Mateo County. Motion Carried. (Unanimous)

## 2. EDUCATIONAL SERVICES

### a. Approval of Young Audiences of Northern California MOU for 2024

MOTION #26 (Murray/Hsieh) to approve the MOU between Young Audiences of Northern California and the SSFUSD, effective March 1 through December 2024. Motion Carried (Unanimous)

### b. Approval of Silicon Valley Education Foundation (SVEF) MOU for 2024

MOTION #27 (Anthony/Murray) to approve the MOU between SVEF and the SSFUSD, to provide the Elevate Math program designed for 3<sup>rd</sup> to 10<sup>th</sup> grade students. Motion Carried (Unanimous)

### c. Approval of Partners in Schools Innovation MOU

Mr. Irish stated that through this MOU, Partners in Schools would assist the District "...evaluate our collaborative inquiry process, [to] make sure we are providing systematic support to teachers. They are going to help us co-create an instructional program for our District...so

that we can strengthen instructional leadership at the site level as well as at the District level..." "We will work with them on creating a bank of highly effective instructional strategies so we can support our heavily underserved students..." This is outlined in the District's Strategic Plan and should be covered in first 18 months of the plan.

Trustee Richardson asked for more information on this item. Assistant Superintendent Irish replied that once the MOU is approved, the work would begin. Trustee Richardson questioned the track record of Partners in Schools. Mr. Irish said they have worked with many school districts, especially SFUSD where they have a proven record of success. He added that if they run into obstacles, he will share that with the Board and the strategy for addressing them. He stated that this MOU is being paid by Bay Ed Fund, not through the District's General Fund or LCAP.

MOTION #28 (Murray/Hsieh) to approve the MOU with Partners in Schools Innovation to work on initiatives in the SSFUSD Strategic Plan, effective March through July 2024. Motion Carried (Unanimous)

### **3. HUMAN RESOURCES**

#### **a. Adoption of Declaration of Need for Fully Qualified Educators**

MOTION #29 (Murray/Hsieh) to approve the Declaration of Need for Fully Qualified Educators for the 2024-25 school year for the California Commission on Teacher Credentialing. Motion Carried (Unanimous)

#### **b. Approval of Elimination of a Classified Position in the Superintendent's Office and Adoption of Resolution #24-06**

MOTION #30 (Anthony/Murray) to approve the elimination of one (1) classified position, the Public Information Officer in the Superintendent's Office, and adoption of Resolution #24-06. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

### **4. BUSINESS SERVICES**

#### **a. Approval of a Proposal with CAW Architects, Inc. for the District Office Access Improvement Project**

MOTION #31 (Murray/Hsieh) to approve a proposal with CAW Architects, Inc. for professional services on the District Office Access Improvement Project. Motion Carried (Unanimous)

**b. Approval of Selected Firms for the Measure T Bond Program Special Inspection Services Pool**

MOTION #32 (Murray/Hsieh) to approve selected firms for the creation of a special inspection services pool for the Measure T Bond Program. Motion Carried (Unanimous)

**c. Approval of Selected Firms for the Measure T Bond Program Inspectors of Record Services Pool**

MOTION #33 (Anthony/Richardson) to approve selected firms for the creation of an inspectors of record services pool for the Measure T Bond Program. Motion Carried (Unanimous)

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

President Lujan said she received a letter from Supervisor David Canepa asking for consideration that the Board pass a resolution declaring loneliness a public health crisis. The Board decided that while sadness and loneliness is a concern in America and it is good that the topic is being addressed, a resolution was not needed.

**March 14, 2024**

- Teaching and learning presentation - Buri Buri ES
- Presentation on Structured Literacy Block
- Presentation and approval of Second interim budget report “positive certification”
- Approval of recommended dates for 2024-25 LCAP and budget hearings and adoptions
- Approval of 2024-25 Transportation Plan

**March 28, 2024**

- Teaching and learning presentation - Los Cerritos ES
- Teaching and learning presentation - Child Development Program
- Presentation on Nutrition Services Department
- Resolution for Child Abuse Prevention Awareness Month (April)
- Resolution for Autism Awareness Month (April)
- Resolutions for retirees

**April 11, 2024**

- Teaching and learning presentation - Westborough MS
- Performance Management - NGSS/Genentech Presentation
- Williams report for 3<sup>rd</sup> quarter ending 3/31/24
- Resolution for Earth Day (April 22)
- Approval of LCFF supplemental funded positions
- Approval of Skyline Middle College MOU for 2024-25

- Approval of EL Master Plan
- Resolution for Day of the Teacher (5/7)
- Resolution for Classified School Employee Week (5/12-5/14)

**April 25, 2024**

- Teaching and learning presentation - Parkway Heights MS
- Approval of designated representatives to CIF (California Interscholastic Federation)
- Approval of SPSAs
- Resolution honoring Asian Pacific American Heritage Month (May)

**May 9, 2024**

- Recognition for outgoing Student Trustee Wong
- Teaching and learning presentation - SSFHS
- Approval of the Board meeting calendar for the 2024-25 school year
- Approval for 5<sup>th</sup> graders to attend SMCOE Outdoor Education
- Approval of Graduates and Certificates of Completion - Baden HS, ECHS, SSFHS, and Adult Ed.
- Resolution for Fund 11 and Fund 14 account balances
- Approval of All City agreement for crossing guards for 2024-25
- Approval of MOU with Legarza Sports to provide PE instruction for 2024-25

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

- Board self-evaluation

**May 23, 2024**

- Teaching and learning presentation - Alternative Education
- Presentation on the Facilities Department
- Approval of the Children’s Center Program annual self-evaluation reports
- Approval of SPSAs
- Approval for destruction of Disposable Class 3 records
- Approval of updated Board Governance Handbook
- Approval of the agreement with Remind for the 2024-25 school year
- Approval of the agreement with Newsela for the 2024-25 school year
- Approval of the agreement with BeGlad for the 2024-25 school year
- Approval of the agreement with SMCOE for Center for Learning Data Sharing
- Information on May revision of the Governor’s 2024-25 budget
- Approval of Bill Saving Facilities Consulting agreement for 2024-25
- Resolution in support of LGBTQ+ Pride Month (June)

**SUMMARY OF BOARD DIRECTIVES - None**

## **GOOD AND WELFARE**

Trustee Murray reported she attended the SEPAC meeting, SMCSBA meeting, and visited a few schools. She watched last night's City Council meeting during which several attendees asked the City Council to pass a resolution for a cease fire in Palestine. She noted that it is important to value every child and before Israel went into Palestine, 50% of the population were children, "You can imagine who paid for this invasion." Trustee Murray asked everyone listening to contact their representative and ask for the cease fire in Palestine and Gaza.

Dr. Hsieh said she totally supported what Trustee Murray said about the cease fire in Gaza.

Trustee Richardson said she was at the City Council meeting where many requests were made for the cease fire in Gaza. She noted SSF has a passionate community of people from the Middle East, including Personnel Commissioner Reem Nasrah. She also visited Skyline ES and Junipero Serra ES along with Dr. Moore and Vice President Anthony. Those two schools are warm and welcoming and their students are great. She, along with Dr. Hsieh attended a County meeting on cultural awareness for Pacific Islanders. She said they are a vibrant community and there are a few of them in her district who are sweet, gentle, and loyal. She wished the Board had more representatives of unrepresented people.

Vice President Anthony said it had been a great week.

President Lujan hoped everyone had a wonderful President's Week break. She attended the California Labor Management Institute on Monday at the SMCOE and connected with Trustees from other school districts. "And for high school and middle school students, the quarter ends March 15. Stay strong."

**ADJOURNMENT - 9:27 p.m.**