

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
**Minutes of the Board of Trustees' Meeting of March 14, 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 - 7:00 p.m.**

**A. CALL TO ORDER**

**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 - Absent

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 led by Buri Buri ES student Timothy Rhee. Principal Cregg Ramich said Timothy is an amazing example of a Bobcat (school mascot) who is hard-working, perseveres, sets goals for himself and then works strongly to achieve them.

**D. LAND ACKNOWLEDGEMENT STATEMENT**

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

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

**E. REVIEW OF AGENDA**

Trustee Mina Richardson asked for a roll call vote on Consent Agenda Item 4c.

- F. PTA COUNCIL REMARKS** - President Lauren Kitchen thanked the Trustees and Cabinet members who attended the PTA Founders Day luncheon which honored several PTAs. Several membership and longevity awards were given out. PHMS, ALMS, WMS, and Monte Verde ES have had PTAs for at least 55 years. Most SSFUSD units were honored for having over 100 members. She reported that all units are holding elections for next year and she thanked the parents and volunteers for stepping up and taking on a position on the PTA boards. Sunshine Gardens ES and PHMS desperately need PTA support. PTA members, "...have valuable insights and observations that can benefit all students. And I think the school board is doing especially well listening to parents and implementing their suggestions with the Strategic Plan and the Portrait of a Graduate. And I'm happy to see tonight so many parents here to give public comment and support their students."

Trustee Patricia Murray thanked President Kitchen for all she does. Trustee Murray encouraged parents to join a PTA Council, saying "...You get to know the parents in your school, and when you show your kids that you value education, they learn to value education." Ms. Kitchen thanked Trustee Murray for being a great PTA volunteer herself.

**G. STAFF ASSOCIATION REPRESENTATIVES' REMARKS**

**South San Francisco Federation of Adult Educators** - President Elizabeth Bales-Stutes said she was supporting the CTA and District in their efforts "...to secure better conditions for teachers, and better conditions for the students of our wonderful District." New classes are starting in Adult Ed and an advanced level teacher has been hired who is helping to cover needs in the program until she starts in the fall.

**South San Francisco Classroom Teachers Association** - Interim President Shari Giusti said she is hopeful for CTA's negotiations with SSFUSD. Today was the first day at the bargaining table. She created the Caps for Classrooms Campaign where teachers, on bargaining days and Board meeting days, wear a cap to support the bargaining team's efforts. They wore a graduation cap at this meeting to indicate class size in the District needs to change for the benefit of all students. "The more students we must serve the less attention our students will receive. Finally, this cap serves as a reminder to keep working with us as you implement your Strategic Plan. Help the graduates you hired cultivate the dreams for the graduates you desire."

Ms. Giusti introduced Heather Burns, the current SSFCTA President who is stepping down, gave her last speech. Ms. Burns spoke about class size caps and how she has rarely had a class of 20 or fewer students. When she did, each

student was given the attention they needed and had better academic and emotional outcomes. They also learned faster and retained more. “Smaller class sizes meant more meaningful lessons, discussions, and knowledge acquired by each individual scholar. It allows more time for each student to apply the skills they have mastered, share them with their peers, and participate in the meaningful discussions they so desperately need.” “Educators have more time to individualize their feedback, ensuring that each student understands the material, can get the help they need, and reach their potential.” “Special Education problems are identified earlier, and once corrected, these youngsters don't spend endless years in a Special Education spiral. Youngsters in smaller classes seldom are retained in grade. Discipline improves.” “Conversely, I have had sizes so large, I didn't have enough desks, chairs, textbooks, or physical space to teach properly. I spent most of my day putting classroom management skills to work instead of engaging in enriched academic lessons and discussions.” “You just don't have enough minutes in a day to serve each student. We fail to instill problem solving, critical thinking and growth mindset skills. Often times students in Title 1 schools with large class sizes are in constant catch-up mode, feel alienated, detached and neglected. This results in disruptive behaviors, unsupervised moments, bullying and depression. It also leaves the educator feeling drained, disheartened, hopeless, and reflecting on whether they're making the difference they signed up for. Or should they take their expertise and high level of education elsewhere, and find a job in another field, further burdening an already depleted system of educators.”

Trustee Murray thanked Ms. Burns for all she has done for the students and said she will be missed as the CTA President.

**California School Employees Association Chapter 197** - President Jolene Malfatti thanked the District for supporting the employees who were allowed to attend the 27<sup>th</sup> Paraeducator Conference in Southern California. More than 45 various classes were offered. She said, “...for those who got to attend, I think it will really enhance every facet of the para's job and make them more able to connect with all the kids, [in] General Ed and Special Ed.” President Malfatti reported that CSEA will have their first town hall on April 16 in the SSFHS library. “...It's going to be a chance for Board members and Cabinet to connect with the classified people. They'll be allowed to speak about different issues they face...that we can discuss and kind of collaborate on moving forward.” She was pleased to see Heather Burns at the meeting and said she was a great CTA President who worked with CSEA. She said CSEA supports CTA in class size caps. She wished everyone a Happy St. Patrick's Day.

**H. PERSONNEL COMMISSION** - Assistant Superintendent J. Marwan Hannon reported that the next Commission meeting will take place on March 18, 2024.

**I. ITEMS FROM THE BOARD**

Trustee Richardson announced that the SSF Historical Society is hosting "...an evening of sweet friendship with See's candies discussing the history behind its creation and its future." The public is invited to attend the program at the Roberta Cerri Teglia Center, located at 601 Grand Avenue

## **J. SUPERINTENDENT'S REPORT**

- a. PTA Founder's Day Appreciation** - Superintendent Shawnterra Moore said Board and Cabinet members were invited to participate in this event. In addition to a buffet luncheon, they heard from speakers SMCOE Superintendent Magee and County Trustee Ted Lampert and celebrated members receiving various awards. The Founders Day Committee includes two community members, Juanita Flores (current 17<sup>th</sup> District PTA President) and Alma Ruiz Soto (PTA President at PHMS and the 17<sup>th</sup> district VP of convention communications), and those who worked on the Reflections Program Committee.
- b. OYE Conference** - Dr. Moore shared that SSFUSD was invited, as a strategic partner, to encourage secondary grade students, parents, and staff to participate in the 12<sup>th</sup> Annual Oye Latinx Youth Conference on March 23 at Cañada College. "Students will receive valuable information about resources and services on academic career success and personal development." At last year's conference, more than 400 attendees "...explored various ideas and had discussions on Latinx culture and identity, obstacles their community faces, and opportunities for the future through interactive workshops, keynote speakers and networking." The Superintendent showed an Oye video which explained what the conference was about and its impact. Jennifer Blanco, a trustee from another school district, has been advocating for students and their families to attend this event.

## **K. STUDENT TRUSTEE REPORTS**

1. Jeremiah David, the ECHS ASB Vice President, filled in for Student Trustee Jamie Wong and highlighted the following recent and upcoming events at his site; Spring sports with boys' volleyball, boys' tennis, girls' softball, track, badminton, baseball, and golf teams have begun; elections are over and Jamie Wong will once again serve as ASB President; this weekend, the Advanced Performing Dance Team will be taking classes from various renowned choreographers; this year, they are hosting a spirit week with the Sandy Hook Promise message of "See Something, Say Something" with activities to empower students to play an active role in protecting themselves and the community. "By fostering a culture and awareness of support we're not only building school spirit but a safer and more caring environment for everyone."; and on March 21 to March 24, the Drama Department is presenting "Our Town".

2. Ira Sergio, Fall Student Trustee and ASB President SSFHS, shared the following news from her school; election season wrapped up on March 1 and Josephine Harsana will serve as the Spring Student Trustee next year; applications for commissions are still available with interviews up to Spring Break; ASB Executive Officers, the AVID team, and counselors reached out to 8<sup>th</sup> graders visited WMS and PHMS and will be visiting ALMS to recruit future freshmen for ASB; SSFHS students dominated this year's National History Day competition with 30-plus students placing as finalists and will be advancing to the State level in April; on March 8, a Career Technical Education Fair was held on campus for students to have the opportunity to get information on apprenticeships, technical training, child education development, and cosmetology; the annual Day on the Green will be held on March 28; with Ramadan starting in March, students who wish to pray during the day or to be apart from students eating lunch, the library lab has been reserved for them; and the Warriors baseball team beat Jefferson HS 23-0 while the baseball team won their fifth game against Westmoor HS.

Ms. Sergio recognized Women's History Month by thanking all the wonderful, hard-working women on campus and said their work does not go unnoticed. "I hope that we can always take action towards creating a more equitable environment that uplifts women in our community as well as gender non-conforming individuals throughout our campus so that they'll have a safe space to thrive."

## **L. PUBLIC COMMENTS**

SSF resident Mike Harris stated, "I'm here to petition you all for redress of grievances again." "After I appeared last time, Ted O sent me a gas lighting email which I did not appreciate." He commented on the Board agenda, saying, "The sentences should be short, they should be concise, they should be simple words." He said the "The Buri Buri campus mess goes back to 1946. I've been cleaning my back area since July 1959." He has emailed City Clerk Rosa Acosta and inquired what it would take to recall the SSF Mayor and Vice Mayor since the City "is a mess". Mr. Harris said he had requested reports from the last school board conference in San Francisco by everyone who attended. "That was supposed to have been done."

Rachel Estrada, a Spruce ES teacher, said students cannot be successful in overflowing classrooms. "It's not acceptable that we have a class size average in our District, especially when there are Title 1 schools...such as Spruce that serve different populations of students than your other schools. Our District and our Board preach equity in all facets. However, how is a class size average equitable in any way?" "A class size cap would mean that teachers would be able to give our students the level of education they need and deserve. Students' social and emotional needs would be met." Ms. Estrada asked the Board to work with CTA's bargaining team so class size caps make sense to grade levels and the specific needs of Title 1 schools are considered.

Grace Rhee, a District parent and ALMS teacher, spoke about taking away an option for advanced math in 7<sup>th</sup> grade. She asked how this is equitable and restricts access to groups of students based on their needs. “In the District’s Strategic Plan, the number one priority listed is providing exceptional instruction. It also states that creating equity-centered systems involves allocating resources equitably and in alignment with the priorities of the District’s Strategic Plan while removing barriers that prevent students from succeeding.” “One example of not properly allocating resources, in my opinion, would be the District’s decision to defund Alta Loma’s accelerated summer school class that has been in place for 18 years.” “Please remove the barriers that prevent all of our students from succeeding by opening up access to multiple pathways in math.” Ms. Rhee said it is a disservice to hold the student back when equity means providing them what they need.

Jeanette De La Rosa, a Spruce ES parent and parliamentarian for Spruce ES, spoke about class size reduction, especially in 4<sup>th</sup> and 5<sup>th</sup> grade. “Having over 32 students in a classroom makes it difficult for students to focus, to participate, and to receive the individualized support they need.” She said smaller class sizes would be less overwhelming for students and their emotional well-being needs to be considered. “By implementing a cap on classroom sizes, we, as a community, are prioritizing stronger student teacher relationships....and providing an optimal environment for differentiated instruction.”

Catrina Ellis, an ECHS teacher, spoke about class size caps and the lack of a newcomer program at her school. She has classes of up to 40 students which does not allow her to provide individual attention to each student who needs it. Class size caps at high schools, in addition to elementary schools, need to be discussed. She said ECHS does not have a newcomer program and not much support for students learning English. “We have one para for the entire school, she only speaks Spanish.” She said all resources are concentrated at SSFHS, but those supports are needed at ECHS also. “...it’s only creating this situation in which we throw kids in, expect them to sink or swim, and then complain when they have behavior problems and talk about moving them to a different school...because it’s at a systemic District level and that’s really where it needs to be addressed.”

## **M. INFORMATION ONLY PRESENTATIONS**

### **1. EDUCATIONAL SERVICES**

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

Principal Cregg Ramich shared educational priorities and programs at Buri Buri ES. He also recognized the following parent volunteers who will receive certificates of appreciation from the Board: Cassandra Alcalá, Norma Cruz, Corina Donze, Sandra Holden, and Angela Lam

LCAP Goals

SSFUSD's priorities and associated action steps must be aligned to the LCAP goals to make positive movement across the District. Principal Ramich said his school has worked very hard thinking about system change and using resources in ways that are more efficient, more connected, and more responsive to the needs of their students. Their priorities are aligned with the District's LCAP goals

Buri Buri ES Site Goals

**LCAP #1,4 Student Achievement:** Data Driven Team Approach for RTI Process for ELA Intervention Program/Placement

**LCAP #1,2 Student Achievement:** Data Driven PLC Cycle of Inquiry and staffing that supports Math Acceleration, Intervention, and development, and use of Master schedule

**LCAP #2,4 Professional Development:** Training for Expansion and deepening of Teacher Leadership RTI, PLC, SES, and Science of Reading

Vision Statement

At Buri Buri ES, all members commit to ensuring high levels of learning in a caring community.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience. Principal Ramich focused on three things: instruction, leadership, decision-making, mostly by teachers, in addition to "...thinking about us as a system, not as individual teachers or individual grade levels, and some of the growth we've made due to some choices that...our teachers have made."


Overcoming COVID Era Learning Loss/Supports for Students

- Supporting all students and families who have experienced loss: Academic, engagement, and self- regulation/socialization skills.
- Improved assessment/curriculum to diagnose and support Literacy
- Strongest parent-teacher communication ever.
- Deepened and continued commitment to socio-emotional learning
- Consistent and clear community communication
- Increased support for outside activities - Garden science/PE/recess engagement - learn by doing/through playing
- Spirit Days every month
- PTA community celebrations
- Character and leadership development PBIS

Progress in ELA (2019-23)  Yellow dot indicates the action/goal is moving toward target

Percentage of students meeting/exceeding standard (All students in testing grades)

- 2 schools improved by more than 5 percentage points
- 6 schools maintained
- 8 schools declined
- Buri Buri ES improved by 6% to a total score of 66%

Progress in Math (2019-23)  Red dot indicates the action/goal is off target

Percentage of students meeting/exceeding standard (All students in testing grades)

These students missed an entire year of in-person instruction. Teachers have worked hard and prioritized the students' needs.

- 1 school improved by more than 5 percentage points
- 4 schools maintained
- 11 schools declined
- Buri Buri ES improved by 8% to a total score of 65%

Academic Indicator for Math

This graph shows the Buri Buri ES students by subgroup and the growth they are making over time. A plus in the status indicator shows "...additional students who are doing better now than they were before, which is the whole point of equity, giving every population, every subgroup, a chance to get better."

*(Numbers indicate points above/below standard for cohort average)*

Student Group	Buri Buri Elementary School			SSFUSD		State	
	# students	Status	Change	Status	Change	Status	Change
Asian	58	+58.4 DFS	+5.5	+51.4 DFS	+9.1	+50.8 DFS	+2.3
Filipino	45	+26.6 DFS	-3.2	-1.4 DFS	-4.9	+7.4 DFS	+4.8
Native Hawaiian/Pacific Islander	*			-66.6 DFS	+1.1	-71.3 DFS	0
Hispanic/Latinx	103	-11.1 DFS	+21.6	-75.8 DFS	-3.7	-80.8 DFS	+2.6
African American/Black	*			-99.9 DFS	+5.1	-104.5 DFS	+2.6
White	31	+60.5 DFS	+25.4	-23.1 DS	+5.8	-11.1 DFS	+2.3
English Learners	49	-18.1 DFS	-11.6	-68.5 DFS	-10.9	-93.4 DFS	-1.4
Students w/Disabilities	52	-52.8 DFS	+9.1	-118.3 DFS	+5.1	-127.3 DFS	+5.5
Socioeconomically Disadvantaged	69	-29 DFS	+14	-73.1 DFS	-0.9	-80.8 DFS	+3.2
All Students	275	+21.8	+15	-32.8 DFS	-0.3	-49.1 DFS	+2.6

CAASPP 2023: All Students

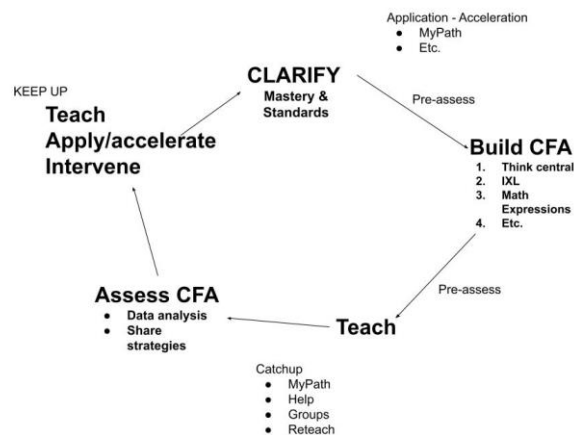
**ELA** - The combined scores for 3<sup>rd</sup> through 5<sup>th</sup> grade was 66% of students meeting or exceeding standard by grade level. Buri Buri ES exceeded scores for the District and State.

**Math** - The combined scores for 3<sup>rd</sup> through 5<sup>th</sup> grade was 65% of students meeting or exceeding standard by grade level. Buri Buri ES exceeded scores for the District and State.

Master Schedule

Principal Ramich said his site began to realize they needed to work together more. “Our collaboration means working together, owning the kids together, pacing together, teaching together, clarifying together. So we’ve been doing that for years and last year, we recognized that something was happening by not having a system.” Every grade level was seeing good growth. He said, “How do you as an intervention person pull somebody in an organized way if every grade level is doing their own schedule? If everyone is teaching reading at the same time, someone is getting pulled for reading intervention during reading instruction. So what we did is we said that’s inequitable, that’s wrong. We can’t have people pulled out of instruction to get intervention. You can’t be getting out of reading to help you with your math. You can’t be pulled out of a math class so that you can get your speech therapy.” “We’re going to have every teacher and every kid have sacred time for math every day. No one is getting pulled for math. We’re going to give you like 30 minutes, 40 minutes of time and you teach that math lesson to everybody on grade level standards, everybody gets that. Our intervention then cooperates with that, backs that up.” “No one is getting yanked out of reading during on-grade-level reading and reading time. Why would not everybody do that? Do you know why? Because we are such individualists as teachers, it’s a history being an individual. You know how hard that was for our staff to be told, what, I can’t have my reading when I want it? You know why they did it? It’s best for kids.”

Data from Common Formative Assessments Drive Math Intervention



Principal Ramich said during PE time, their whole grade level meeting looks at the standards that they will teach for a unit. “We clarify the

standards and then they all build a test based on the mastery and how to tease out the misconceptions. They build that test together and then they start teaching together.” “Then they give that test at the same time, and then they analyze the data from that at the same time together...” Then they see which students are doing great and which ones have a misconception, they intervene together. Using the math intervention funds, Buri Buri ES has hired a long-term substitute who will take the students from the whole grade that need re-teaching as a whole grade level. He said, “...we are trying to not do business as usual...The resources you've given us to collaborate and to have really quality data has allowed us to reorganize ourselves.”

#### Community Life

Their community is not just academics, but PTA members and parents work together to make sure everyone feels safe and has a great time. Mr. Ramich shared photos of staff and students in school events.

#### Demographics

The Buri Buri ES student population is predominantly Hispanic/Latinx at 38%, followed by Asian at 37%, and 13% White being the largest groups. Of the 555 total students, 49% are male, 51% are female, 14% are identified as English Learners, 12% are SWD and 23% are socioeconomically disadvantaged.

#### Attendance Percentage by Grade Level

Principal Ramich shared the attendance by grade level for grades TK-5. All grades scored in the 90<sup>th</sup> percentile, from 93.00% in kindergarten to a high of 95.40% for 4<sup>th</sup> grade.

#### Attendance Data by Tier

##### **2022-23**

(August – February 7)

Satisfactory	60.3%
At risk	26.5%
Moderate chronic	11.1%
Severe chronic	2.1%
Extreme chronic	0.0%

Mr. Ramich said they have some families who are challenged to get their kids to school on time. They are working on improving the attendance and thanked the District for helping them in the endeavor.

#### 2023-24 Behavior Data

Principal Ramich said there were no suspensions or expulsions at his site. He said while there is still evidence of the COVID isolation challenges, this year has begun with student exhibiting more self-

regulation and pro-social behaviors. Students are expressing their needs and feelings, which helps the teachers.

Principal Ramich complimented his team, an amazing group of people committed to the community.

The Board recessed at 8:21 p.m. for a break and reconvened at 8:31 p.m.

**b. Performance Management - Literacy**




**Performance Management**

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

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

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

**Color coding legend for the dots**

-  Green dot 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)

District Literacy Coordinator Lindsay Summers reviewed key initiatives that she and her team have been embarking on this year and potential next steps as they support SSFUSD students to become literate members of the community.

**District Goals and Priorities**

Coordinator Summers said her work focuses on the District's four LCAP and District's priorities.

**Academic Achievement (LCAP Goal 1)** - they have been supporting teachers and sites with strengthening classroom instruction. This

includes transitioning into a reading aligned approach to the structured literacy instruction. They will continue to remain committed to providing students with rigorous instruction, high levels of student engagement, and necessary supports.

**Staff and Professional Development (LCAP Goal 2)** - Ms. Summers and her site reading specialists have been providing ongoing training and coaching to teachers, and have also been participating in professional development as it pertains to their own roles.

**Student, Parent, and Community Engagement (LCAP Goal 3)** - They have been sharing resources with families, to support and establish or enhance a home reading routine to bridge the classroom into the home.

**Special Education (LCAP Goal 4)** - They are administering screeners within the first 45 days of school to identify students with potential reading difficulties, including dyslexia. They have also have been strengthening the reading intervention programs at all elementary sites, as well as the multi-tiered systems of supports to meet students' academic needs.

#### Portrait of a Graduate (PoG)

Through their literacy work they are committed to bringing the District's portrait to life, achieving the reading and writing skills necessary to learn, navigate, impact, and thrive while in SSFUSD, and beyond.

#### Key Responsibilities

Coordinator Summers shared her top duties:

- Direct support for the 15 site-based Reading Specialists at nine elementary schools
- Lead work with Structured Literacy Blocks, including the implementation of SIPPS, focused on evidence based literacy administration
- Provide ongoing professional learning opportunities at the site and District level
- Support administration of DIBELS mCLASS and the pilot of an ELA Diagnostic Assessment with i-Ready and IXL
- Assist with Preschool through 3<sup>rd</sup> Grade alignment, including the implementation of Fluent Seeds
- Engage in ongoing collaboration with sites, the District, and community partners

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) mCLASS Data (District)

Composite Score	September 2023					December 2023				
	Exceeds	Meets	Approaches	Does Not Meet	PM Key	Exceeds	Meets	Approaches	Does Not Meet	PM Key
<b>K</b>	30%	21%	19%	30%		21%	23%	19%	37%	
<b>1st</b>	30%	28%	15%	27%		27%	27%	15%	31%	
<b>2nd</b>	34%	32%	11%	23%		35%	29%	12%	24%	
<b>3rd</b>	38%	30%	13%	19%		36%	29%	13%	22%	
<b>4th</b>	20%	53%	14%	13%		35%	30%	14%	21%	
<b>5th</b>	20%	37%	20%	23%		11%	26%	17%	46%	
<b>K-5</b>	<b>28.7 %</b>	<b>33.5 %</b>	<b>15.3%</b>	<b>22.5 %</b>		<b>27.5 %</b>	<b>27.4 %</b>	<b>15%</b>	<b>30.1%</b>	

In literacy, they work toward effectively using data to make informed decision with students in mind. DIBELS is currently the only mandatory assessment in K-5 and literacy common assessment. It is the online platform that scores the assessment and provides results for identifying and targeting students’ literacy needs. Teachers use this data to determine instructional implications, specifically student strengths and needs in reading and use this site data to refer students into reading intervention.

DIBELS mCLASS Data (Site)




Composite Score for K-5	September 2023					December 2023				
	Exceeds	Meets	Approaches	Does Not Meet	PM Key	Exceeds	Meets	Approaches	Does Not Meet	PM Key
<b>Buri</b>	40%	17%	16%	27%		33%	27%	22%	18%	
<b>JS</b>	53%	8%	8%	31%		37%	30%	20%	13%	
<b>LC</b>	25%	20%	20%	35%		18%	18%	25%	39%	
<b>Martin</b>	7%	10%	15%	68%		10%	12%	16%	62%	
<b>MV</b>	43%	20%	16%	21%		53%	24%	13%	10%	
<b>Pondo</b>	29%	15%	27%	29%		28%	10%	26%	36%	
<b>Skyline</b>	34%	15%	32%	19%		31%	26%	22%	58%	
<b>Spruce</b>	15%	19%	15%	51%		19%	8%	15%	58%	
<b>SSG</b>	28%	19%	19%	34%		20%	26%	17%	37%	




Coordinator Summers noted as the school year progresses, there has been an increase of students in the red and yellow range. Staff remain

committed to improving students’ progress by providing rigorous instruction and intervention to accelerate students’ literacy development.

CAASPP ELA Data

Ms. Summers said this data is another way to show how students are performing on the grade level common core ELA State standards and compares the District data for 3<sup>rd</sup> through 5<sup>th</sup> grades over the last two years. SSFUSD students perform at a slightly higher level on the DIBELS mCLASS. They continuously use data to make informed decisions as they move forward in the critical work of literacy and equity.

2021 to 2022	Exceeded	Met	Nearly Met	Did Not Meet
3rd Grade 	24.42%	22.28%	24.42%	28.88%
4th Grade 	30.38%	23.33%	18.44%	27.85%
5th Grade 	25.17%	27.10%	20.10%	27.62%

2022 to 2023	Exceeded	Met	Nearly Met	Did Not Meet
3rd Grade 	29.98%	21.64%	23.00%	25.38%
4th Grade 	24.74%	21.23%	22.28%	31.75%
5th Grade 	27.06%	27.24%	19.35%	26.34%

Pilot of ELA Diagnostic Assessment

After discontinuing the use of Literably to diagnose a student’s potential cause(s) for reading delay, the District conducted their own research and decided to pilot i-Ready and IXL

**Overview**

- 27 educators, including classroom teachers and Reading Specialists
- Two administrations of both assessments
- Training provided for both assessments
- Pilot will last from October through April
- Recommendation will be made to EDS in early April for next year

**Assessment Information**

i-Ready and IXL

- Administered via a tech device. Can be administered to the whole class.

- Benchmark and progress monitoring with a variety of data reports
- Individualized learning pathways are determined after the assessment

### Structured Literacy Blocks (SLB)

#### **2022-23**

- Recommendation of 120 daily instructional minutes for SLB and 30 minutes of Designated English Learner Development (DELD)
- Provided grade-level recommended models with instructional routines and resources for all key components
- Created a [Structured Literacy Block website](#)
- Offered various professional learning opportunities at the site and District level
- Year 1 of DIBELS mCLASS
- Completed a 1.5 year phonics pilot in K-3

#### **2023-24**

- Continued to unpack the grade-level SLB models
- Continuously updated the SLB website, including family literacy resources
- Continued to offer various professional learning opportunities at the site and District level, including asynchronous ones.
- Year 2 of DIBELS mCLASS
- Pilot of an ELA Diagnostic Assessment for K-5
- SIPPS Implementation at 4 sites and with Reading Specialists

### SLB Resource Pages


Ms. Summers said they share book recommendations of high quality texts that are authentic and culturally relevant to promote awareness on specific topics or celebrations during that month as well as to promote the joy of reading. This month, the books celebrated Black History Month as well as Lunar New Year.

### Highlights from the Reading Specialists

#### **Reading Specialists**

- Serving a total of 456 students in intervention across all nine sites
- Implementing SIPPS in reading intervention groups
- Developing consistent Reading Intervention Guidelines for all nine sites
- Developing a literacy vision and mission statement
- Supporting families with a home reading routine
- Attended a 30-hour Orton Gillingham Educator Course

#### **Literacy Coaches**

- Goal = Demonstration lessons and co-teaching during reading and writing blocks 

- Unpacking SLB resources with site colleagues
- Facilitating grade-level PLC's and presenting at meetings
- Supporting with data analysis of DIBELS mCLASS
- Assisting classroom teacher during the pilot of an ELA Diagnostic Assessment

#### Connections to District Work

- The **District's Strategic Plan** provides clear priorities: exceptional instruction, engaged students, purposeful partnerships, empowered educators, and equity-centered systems.
- The **Structured Literacy Block** provides the foundation for exceptional instruction in literacy and language and effective methods of engaging our students.
- The **ELA Scope and Sequence** provides teachers with the priority standards to teach and assess within their literacy block.
- The new **Report Cards** provide information on standards that are being assessed within the SLB.
- **Cycle of Inquiry** provides the opportunity to reflect on the efficacy of teaching and students' learning.

#### Potential Next Steps

##### **Structured Literacy Blocks**

- Develop a comprehensive literacy plan: instruction, assessments, and intervention
- Create a training plan for all teachers to receive evidence-based professional development
- Strengthen our P-3 alignment
- Increase access to texts in the classroom: decodables, authentic texts, and culturally responsive texts
- Increase opportunities for family engagement and education

##### **Reading Specialists**

- Finalize the Reading Intervention Guidelines for all nine elementary sites = equity centered systems
- Participate in the next Orton Gillingham Associates as well as other quality professional learning/collaboration opportunities
- Prepare for SB 114 implementation by August 2025
- Strengthen the literacy coaching program to amplify Tier 1 instruction

Ms. Summers thanked the Board for supporting the literacy and intervention work that is occurring throughout the District. She looks forward to the ongoing collaboration and continued accomplishments.

Trustee Murray thanked Ms. Summers for her report and appreciates her program. She said reading is the most important skill a child can have and they need that skill by 3<sup>rd</sup> grade.

Vice President Amanda Anthony asked about the decreases in DIBELS data from September 2023 to December 2023. Ms. Summers replied, “It is the same screener, but the benchmark goals are different for every window of the assessment. So that is one of the factors that they are moving targets essentially. So a lack of access to reading intervention from a Reading Specialist or perhaps just struggling to pick up the skills are two big reasons that we are seeing.” Vice President Anthony asked why the District stopped using Literably and if a second assessment is being considered. Assistant Superintendent Keith Irish replied that Literably was the online assessment adopted during the pandemic where student talked and teachers had to listen. “There were lots of complications about that, and when you are giving an assessment in a classroom with multiple kids, some other kids were hearing and...it wasn't as valid as we would like...” She then asked about reading interventions needed in secondary classes. He said they are focusing on students up to 5<sup>th</sup> grade, “...but we need to look at how we can support kids as they matriculate through the system in middle school. And we also heard earlier options for kids as they come into our system at various levels, so Ed. Services is...looking at EL. We heard a lot of earlier comments around newcomer students, so I'll be bringing some information to the Board shortly for us to consider.”

Trustee Chialin Hsieh thanked Ms. Summers for the great presentation and she looks forward to the outcome of the next steps in the program.

Trustee Richardson said she appreciates the science of reading and told Ms. Summers to keep up the good work.

President Daina Lujan thanked Ms. Summers for the informative presentation and for supporting the Reading Specialists.

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

### **PRESENTATION**

#### **1. BUSINESS SERVICES**

##### **a. Second Interim Financial Report**

Assistant Superintendent Ted O presented the 2023-24 2<sup>nd</sup> Interim Financial Report, for the period ended January 31, 2024. The main purpose of the report is to review the financial condition of the District's general fund budget to ensure that the fiscal obligations in the first quarter and the end of the fiscal year projections can be met. He said there were not many changes from the 1<sup>st</sup> Interim he presented in December, so he highlighted the more important items.

**General Fund 1<sup>st</sup> vs. 2<sup>nd</sup> Interim**

<b>General Fund (Unrestricted and Restricted)</b>	<b>2023-24 1st Interim</b>	<b>2023-24 2nd Interim</b>	<b>Change</b>
Revenues	165,639,550	165,772,537	132,987
Interfund Transfer In	13,301	13,301	-
<b>Total Sources of Funds</b>	<b>165,652,851</b>	<b>165,785,838</b>	<b>132,987</b>
Expenditures	191,761,627	190,731,630	(1,029,997)
Interfund Transfer Out	3,521,924	3,521,924	-
<b>Total Usage of Funds</b>	<b>195,283,551</b>	<b>194,253,554</b>	<b>(1,029,997)</b>
<b>Net Increase/Decrease In Fund Balance</b>	<b>(29,630,700)</b>	<b>(28,467,716)</b>	<b>1,162,984</b>
Beginning Fund Balance	62,536,067	62,536,067	-
Projected Ending Fund Balance	32,905,367	34,068,351	1,162,984
Nonspendable	232,740	283,223	50,483
Restricted	7,106,716	7,112,436	5,720
Committed	-	-	-
Assigned/Designated			
Various Designations *	9,593,175	9,593,175	-
Unassigned/Unappropriated			
Designated for Economic Uncertainties	9,764,178	9,712,678	(51,500)
Undesignated Reserve	6,208,558	7,366,839	1,158,281

\* Details provided on Slide 13

The net change in revenue was approximately \$133K and the net change in expenditures is approximately \$1M. The projected ending fund balance is expected to increase by approximately \$1.2M from the 1<sup>st</sup> to the 2<sup>nd</sup> interim. This is before the State required District designations, as well as the District designations.

**Changes from 1<sup>st</sup> interim to 2<sup>nd</sup> interim**

**Revenue** - The net change is approximately \$133K.

- Net increase is due to Federal, State and Local Program allocations

**Expenditures** - The net change is approximately \$1M.

- Decrease in one-time Federal, State and Local Categorical/Restricted Funding
- Net increase in Federal, State and Local Program allocations and various budget adjustments
- Savings in salaries and benefits due to unfilled vacant positions

**2024-25 & 2025-26 MYP Assumptions**

- Property tax increases - estimated at 4%
- Estimated RDA revenue is budgeted
- Estimated STRS/PERS increase included
- Estimated Step & Column costs included
- Enrollment/ADA projected to decrease by 2% per year
- Mandated Block Grant and Lottery Funds are budgeted
- Contributions to Special Ed and Transportation
- Contributions to Routine Restricted Maintenance and Deferred

Maintenance programs

- District will remain Community Funded/Basic Aid
- Employee raises for 2024-25 are budgeted
- Projected position changes are budgeted

Multi-Year Projections – Actual/projected ending fund balances

	<b>Second</b>	<b>Proposed</b>	<b>Proposed</b>
<b>Unrestricted and Restricted Funds</b>	<b>Interim</b>	<b>Budget</b>	<b>Budget</b>
	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
<b>Revenues</b>	\$ 165,772,537	\$ 158,176,759	\$ 162,942,940
Interfund Transfer In	13,301	13,301	13,301
Total Sources of Funds	\$ 165,785,838	\$ 158,190,060	\$ 162,956,241
<b>Expenditures</b>	\$ 190,731,630	\$ 163,197,003	\$ 167,910,988
Interfund Transfer Out	3,521,924	3,521,924	3,521,924
Total Usage of Funds	\$ 194,253,554	\$ 166,718,927	\$ 171,432,912
<b>Net Incr/Decr in Fund Balance</b>	\$ (28,467,716)	\$ (8,528,867)	\$ (8,476,671)
Beginning Fund Balance	62,536,067	34,068,351	25,539,484
Actual/Projected Ending Fund Balance	\$ 34,068,351	\$ 25,539,484	\$ 17,062,813

The District’s Ending Fund Balance is a very high level summary of a budget for the current and the next two years. It is a State requirement to have a balanced budget for all three years. Mr. O said SSFUSD is deficit spending approximately \$8.5M next year and the year after that. He advised that the District will probably need to make some budget and staffing reductions starting next year, since the staffing charged to the one time federal and State stimulus funds are expiring or will be used up by next year. The bottom row shows the projected ending fund balance which also includes the State requirements as well as the District designations

**Ending fund balances designations**

The State requires California school districts to break down the ending fund balances into these five categories to maintain consistency.

- Nonspendable
- Restricted
- Committed
- Assigned
- Undesignated/Unassigned

	Second Interim 2023/24	Proposed Budget 2024/25	Proposed Budget 2025/26
<b>Unrestricted and Restricted Funds</b>			
<b>Actual/Projected Ending Fund Balance</b>	<b>34,068,351</b>	<b>25,539,484</b>	<b>17,062,813</b>
Nonspendable			
Revolving Cash	25,100	25,100	25,100
Stores	58,648	58,648	58,648
Prepaid Expenditures	199,475	199,475	199,475
Restricted	7,112,436	7,112,436	7,112,436
Committed	0	0	0
Assigned/Designated			
STRS/PERS Increase: 2026-27	359,384	359,384	359,384
STRS/PERS Increase: 2027-28	733,791	733,791	733,791
Prop Tax Re-Pymt - Litigation (Est.)	8,500,000	8,500,000	2,333
Reserve:			
Reserved for Economic Uncertainties	9,712,678	8,335,946	8,571,646
Undesignated Reserve	7,366,839	214,704	0

Mr. O said the District is able to balance the budget for all three years, as required by the State, by reducing the \$8.5M set aside for the property tax repayment, which will be almost gone by 2024-25. If the County requests repayment, the District will need to come up with the funds.

Positions Funded with One-time Funds

- SSFUSD has many positions that are funded with one-time stimulus funds.
- Once these funds expire or used up, these positions will need to be eliminated unless another funding source is identified.

Resource	Resource Description	Expires	FTE	Positon Types	Amount
3214	ESSER III - Learning Loss	9/30/2024	0.25	Teachers-Other	\$ 29,108.64
			1.00	Mental-Health	\$ 100,229.27
			15.73	Paras-Bilingual	\$ 1,073,811.27
3218	ELO ESSER III - Emergency Needs	9/30/2024	1.00	Counselor-Academic	\$ 140,313.23
3219	ELO ESSER III - Learning Loss	9/30/2024	1.00	Counselor-Academic	\$ 150,356.63
			1.00	Counselor-Wellness	\$ 238,222.62
			1.00	Mental Health	\$ 131,006.69
6053	Chd Dev CA PreK Plan & Implementation		4.80	Paras-Transistional	\$ 312,421.68
9305	Student behavioral Health Incentive	6/30/2024	0.20	Teacher-Other Extra	\$ 26,562.33
6537	Sp.Ed Learning Recovery Support	6/30/2024	0.28	Program Specialist	\$ 52,143.89
			26.26	Yearly Total	\$ 2,254,176.26

There are approximately 26 FTEs positions which cost about \$2.3M paid for from one-time stimulus funds which expire this school year. The District would be able to maintain most of the positions by eliminating some vacant positions and depleting the \$8.5M set aside for the Genentech litigation.

- The following positions that are funded with one-time stimulus funds will expire in 2025-26 and 2027-28.

- If there are sufficient funds, the positions may be kept an additional year.

Resource	Resource Description	Expires	FTE	Positon Types	Amount
6266	Educator Effectiveness Block Grant	6/30/2026	1.00	Coordinator-Multi-Tier System	\$ 193,930.85
			1.00	Teachers-Other	\$ 118,344.98
6762	Arts, Music & Instr Mtls Block Grant	6/30/2026	0.20	Teacher-Other Extra	\$ 19,487.15
7435	Learning Recovery Emergency Block Grant (Approx. \$3.5M left at end of 2023-24))	6/30/2028	1.00	Administrative Assistant	\$ 99,325.80
			5.00	Counselor-Wellness	\$ 522,557.06
			1.00	Counselor on Special Assgmt	\$ 150,356.63
			3.67	Office Assistant-Attendance	\$ 274,504.93
			0.20	Psychologist-Extra	\$ 27,416.60
			0.80	Psychologist-Special Assgn	\$ 122,780.38
			3.00	School Community Liaison	\$ 233,274.54
			10.00	Teachers-Other	\$ 1,391,335.67
			3.00	Teacher-Special Ed Other	\$ 424,303.45
			<b>29.87</b>	<b>Yearly Total</b>	<b>\$ 3,577,618.03</b>

Grand Total

56.13

\$ 5,831,794.30

Mr. O reminded the Board that the District has another \$3.6M worth of positions that are paid with State and federal stimulus funds which will be depleted next year.

Large Expenditures Funded with One-time Funds

- SSFUSD has some large expenditures (agreements with organizations or service agreements) that are funded with one-time State and federal stimulus funds.
- Once these funds expire or are used up, the positions will need to be discontinued unless it is decided to keep them and another funding source is identified.

Resource	Description Of Resource	Resource Expiring	PO Amount	Grand Total
3218	ELO:ESSER III ST RS EMERG NEED ILLUMINATE EDUCATION INC. IXL LEARNING	9/30/2024	\$ 92,731.44	\$ 96,275.44
			\$ 3,544.00	
3219	ELO:ESSER III ST RS LEARN LOSS NEWSLA INC YOUNG AUDIENCES OF NORTHERN	9/30/2024	\$ 55,157.00	\$ 241,707.00
			\$ 186,550.00	
2600	EXPANDED LRNG OPPOR PROGRAM CAM EDUCATIONAL SERVICES LLC CITY OF DALY CITY SSFUSD - PTAC	6/30/2025	\$ 1,094,038.00	\$ 1,220,338.00
			\$ 50,400.00	
			\$ 75,900.00	
7435	LEARN RECOVERY EMG BLOCK GRANT DAYBREAK HEALTH INC. IXL LEARNING LEGARZA SPORTS QUALTRICS LLC	6/30/2028	\$ 137,280.00	\$ 1,103,762.52
			\$ 172,925.00	
			\$ 755,000.00	
			\$ 38,557.52	
6387	SPED: LEARNING RCVRY SUPPORT AIR TUTORS LLC	6/30/2024	\$ 56,700.00	\$ 56,700.00
	<b>TOTAL</b>			<b>\$ 2,718,782.96</b>

The District's areas of concern are:

- STRS/PERS Increases
- Increases in Special Education Costs
- Re-payment of property taxes due to litigation
- Aging facilities with increasing cost to repair/replace
- Declining Student Enrollment
- Shortage of teachers, nutrition service workers, custodians, substitutes and other staff
- Global supply chain crisis
- Increasing cost for goods and services (Inflation)
- Positions paid with one-time stimulus funds that are ending
- Impact of possible recession and State budget shortfall
- Potential impact of new COVID-19 Variant or other pneumonia outbreak
- Cost of Universal Transitional Kindergarten Program

Next steps

May 2024: Governor's Revision to the proposed budget

June 6, 2024: Public hearings on the 2024-25 LCAP and Budget

June 20, 2024: Public meeting to adopt the 2024-25 LCAP and Budget

September 2024: 2023-24 Unaudited Actuals report

Trustee Hsieh asked about the total FTEs for positions financed with one-time funds. Mr. O confirmed the grand total is 56 FTEs for these positions.

Vice President Anthony asked if the Genentech property tax litigation would continue through 2025-26. Mr. O replied that it has been going on for a while and the \$8.5M is a legitimate set aside and since it is a liability, it must be kept on the books. She asked if the employees were noticed that their jobs would be eliminated by the end of the year. Mr. O said most of the positions are being retained, since they are needed. The reduction of the Public Information Officer provided some funds to cover positions.

President Lujan thanked Mr. O for the presentation and explaining the interim report.

**ACTION**

**2. BUSINESS SERVICES**

- a. Approval of the Second Interim Financial Report and Positive Certification of Financial Condition**

MOTION #34 (Murray/Hsieh) to approve the 2<sup>nd</sup> Interim Financial Report and positive certification of financial condition for fiscal Year 2023-24, declaring that the District will be able to meet its financial obligations for the current year and subsequent two fiscal years. Motion Carried. (Unanimous)

## **O. CONSENT AGENDA**

Item 4c was pulled for a roll call vote.

MOTION #35 (Hsieh/Murray) to approve Item 1a, Minutes to the special Board meeting, February 15, 2024; Item 2a, Parkway Heights MS staff and students to travel to Loma Mar, CA; 2b, Adult Education staff members to travel to Orange Co., CA; Item 3a, Certificated Personnel Assignment Order; Item 4a, Gifts to the District, February 2024; Item 4b, 2023-24 fundraising events; ~~Item 4c, Professional service agreements under \$25,000.~~

MOTION #36 (Murray/Hsieh) to approve Item 4c, Professional service agreements under \$25,000. (AYES: Anthony, Hsieh, Lujan, Murray; NOES: Richardson). Motion Carried on a 4-1 vote.

### **ACTION** *(continued)*

#### **1. EDUCATIONAL SERVICES**

##### **a. Approval to Increase the Contract with Green Cab for the Remaining 2023-24 School Year**

MOTION #37 (Hsieh/Richardson) to approve an increase to the contract with Green Cab to provide transportation services to fulfill Individualized Education Plan (IEP) service agreements for the remainder of the 2023-24 school year. Motion Carried (Unanimous)

#### **2. BUSINESS SERVICES**

##### **b. Approval of SSFUSD 2024-25 Transportation Plan**

MOTION #38 (Murray/Hsieh) to approve the SSFUSD 2024-25 Transportation Plan. Motion Carried (Unanimous)

##### **c. Approval of Dates for 2024-25 Local Control Accountability Plan (LCAP) Hearings and Adoptions**

Mr. Irish said next week is the District's LCAP community involvement when the community will have an opportunity to provide input on the LCAP. At later Board meetings each year there are hearings when the

community has an opportunity to ask questions. The dates for hearings and adoptions must be approved by the Board.

MOTION #39 (Murray/Richardson) to approve the recommended dates for the 2024-25 LCAP and budget hearings and adoptions. Motion Carried (Unanimous)

**d. Approval of Agreement for Crossing Guard Services for the 2024-25 School Year**

Trustee Richardson voiced her concern on the rising costs of these companies.

MOTION #40 (Murray/Richardson) to approve the agreement with All City Management, in the amount of \$147,348, to provide crossing guard services for the 2024-25 school year. Motion Carried (Unanimous)

**e. Approval of the Revised Citizen's Bond Oversight Committee (CBOC) Bylaws**

Trustee Richardson said she disagreed that CBOC members do not submit a Form 700 since some of them own their own businesses.

MOTION #41 (Murray/Hsieh) to approve the revised CBOC bylaws for the Measure T bond program Section 6.4 which removes the requirement for the Form 700. Motion Carried (Unanimous)

**f. Approval of Award of Contract to Capital Engineering for the HVAC Projects Package A**

MOTION #42 (Hsieh/Anthony) to approve the award of contract to Capital Engineering, in the amount of \$58,960, for commissioning services for the HVAC Projects Package A. Motion Carried (Unanimous)

**g. Approval of Proposal from DSK Architects for the Audio-Visual Upgrade Project at Alta Loma MS**

MOTION #43 (Richardson/Murray) to approve the proposal from DSK Architects, in the amount of \$49,000, for the audio-visual upgrade at Alta Loma MS. Motion Carried (Unanimous)

**h. Approval of Agreement with Atlas Technical Consultants for Geotechnical Engineering Study at Westborough MS**

MOTION #44 (Hsieh/Anthony) to approve the agreement with Atlas Technical Consultants, in the amount of \$20,000, for a Geotechnical Engineering study at Westborough MS. Motion Carried (Unanimous)

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

Mr. Irish asked that the Induction presentation planned for March 28 be removed to a later meeting.

**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 Skyline Middle College MOU for 2024-25
- Approval of EL Master Plan
- Resolution for Day of the Teacher (5/7)
- Resolution for retirees

**April 25, 2024**

- Teaching and learning presentation - Parkway Heights MS
- Presentation on Math Adoption
- 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 MOU with Legarza Sports for 2024-25
- Approval to continue contracts with Non Public Agencies (NPAs)

**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 for destruction of Disposable Class 3 records
- Information on May revision of the Governor's 2024-25 budget
- Approval of Health Connected MOU for 2024-25
- 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
- Approval of Bill Savidge Facilities Consulting agreement for 2024-25
- Resolution in support of LGBTQ+ Pride Month (June)

### **June 6, 2024**

- Presentation on 2024-25 LCAP draft plan
- Presentation on 2024-25 Preliminary Budget
- Approval of Dairy Products IFB Rollover for 2024-25
- Approval of Fresh Produce RFP Rollover for 2024-25
- Approval of the Distribution of Processed USDA Foods Bid Rollover for 2024-25
- Approval of Commercial Food and Supplies award for 2024-25
- Public Hearing 2024-25 LCAP draft plan
- Public Hearing 2024-25 Preliminary Budget
- Approval of Local Indicators
- Approval of SMCOE Induction Program agreement for 2024-325
- Approval of Literably contract for 2023-24
- Approval of updated Board Governance Handbook
- Approval of Board of Trustees Compensation increase for 2024-25
- Approval of Skyline Middle College MOU for 2024-25
- Approval of Scoot Education MOU
- Resolution on Budgetary increases and year end transfers

### **June 20, 2024**

- Presentation on YSB Counseling and Safe School Advocates Services and approval for 2024-25
- Presentation on SLO MOU with student data
- Presentation and approval of Board priorities for 2024-25
- Information on Daybreak Mental Health and approval of MOU
- Approval of SMCOE Outdoor Education dates for 2024-25
- Approval of Paper Education Company agreement for 2024-25
- Approval to increase facility use fees for 2024-25
- Approval to increase District rental/leasing rates for 2024-25
- Adoption of 2024-25 LCAP
- Adoption of 2024-25 Preliminary Budget

- Approval to continue NPS contracts for 2024-25
- Resolution on Education Protection Account Funds

**SUMMARY OF BOARD DIRECTIVES - None**

**GOOD AND WELFARE**

Trustee Richardson said she attended the PTA luncheon, the Sunshine Gardens ES talent show, and a Westborough MS safety meeting. At the Genentech Spring Forum yesterday and today, she learned about advances in gene therapies, work on treatments for peanut allergies, and heard from a patient ambassador being treated with medication for her muscular dystrophy. Trustee Richardson said they also spoke about sustainability and the importance of realizing how the environment affects people's health.

Trustee Murray reported she had previously served as a PTA President at two District schools. She also attended the PTA luncheon and participated in Sunshine Gardens ES and ECHS site visits. She congratulated all the new high school leaders for next year and looks forward to having Jamie Wong and Josephine Hersana serving as Student Trustees on the Board next year.

Vice President Anthony also attended the Sunshine Gardens ES talent show. "All of our performers were amazing and I want to give a special shout out to my third grade friend who wrote a song about Doritos."

President Lujan wished everyone a Happy Pi Day. She encouraged students to make sure they get their assignments in since the quarter ends tomorrow.

**ADJOURNMENT - 9:17 p.m.**