

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
**Minutes of the Board of Trustees' Meeting of February 23, 2023**

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

**OPEN SESSION - 6:00 p.m.**

**A. CALL TO ORDER**

**CLOSED SESSION - 6:00 p.m.**

1. Conference with Legal Counsel-Existing Litigation pursuant to Government Code Section 54956.9, subd. (d)(1) – Name of case: USS Cal School Construction Cases; and related Government Code claim by USS Cal Builders, Inc.
2. 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 of probationary certificated employee(s) pursuant to Education Code Section 44929.21.
  - Release of temporary/long term substitute certificated employee(s) pursuant to Education Code Section 44954
3. To consider the evaluation of performance and discipline/dismissal/release of Certificated personnel in accordance with Government Code Section 54957 (one case).

**RECONVENE INTO OPEN SESSION - 7:02 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. Tania Torres, Student Board Member - Present
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Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present Mr. Ted O, Assistant Superintendent, Business Services - Present
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Dr. Jay Spaulding, Assistant Superintendent,  
Human Resources and Student  
Services - Present

- C. PLEDGE OF ALLEGIANCE** - was led by Los Cerritos ES 4<sup>th</sup> grade student Acey Jang. Principal Beth McLaughlin said Acey is one of the school's top students, is a good friend to everyone, and got his dad to become their PTA President.

**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 #22 (Murray/Lujan) to approve the release of 38 temporary and long term substitute Certificated employees at the end of the current school year pursuant to Education Code Section 44954. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried (Unanimous)

MOTION #23 (Lujan/Murray) to approve to non-reelect two probationary Certificated employees at the end of the current school year pursuant to Education Code Section 44929.21. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried (Unanimous)

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

- G. PTA COUNCIL REMARKS** - President John Sanna provided a history lesson regarding the PTA, which ties to Black History Month. This is the 125<sup>th</sup> anniversary of the PTA, which was founded in 1897. Until 1970, there were two different PTA organizations. "The first organization was the National Congress of Mothers, which became what is now the current National PTA. The second organization that was formed 10 years later was the National Congress of Colored Parents and Teachers...and operated as a totally separate PTA for black families. He said the reason for the second PTA was due to the segregationist mindset in the country. The so-called black PTA represented all the disenfranchised ethnicities and groups, because they were very inclusive. "They knew that everyone needed to have the information, and unlike the organizations that they couldn't be a part of, the white PTAs, they tended to do better in many cases. They raised more funds, they had more diverse activities, and the reasons...were the fact that the white PTAs had to conform to the social norm of the time." "...as segregation changed

into integration and everything became a singular situation, many of the units began to meld into each other.” In 1970 both PTAs signed a declaration of unity, which combined the two organizations, and it was named the National Congress of Parents and Teachers. He said it was important to recognize that the black PTA was very important to our schools.

## H. STAFF ASSOCIATION REPRESENTATIVES’ REMARKS

**South San Francisco Federation of Adult Educators** - President Elizabeth Bales-Stutes thanked the Board for voting in favor of their tentative agreement which addressed the three areas of concern. “We look forward to continued collaboration with our district as we constantly strive to better serve our students and provide for our staff and families.” She attended the Educator Listening Session where she had a chance to speak and be heard in addition to listen to educators throughout the District. She acknowledged all Classified staff members and said their work is often unnoticed, but would be noticed in its absence. “And you deserve to be well compensated for your vital and valuable efforts. Thank you, thank you, thank you, to all of you. I ask the Board to...approve the tentative agreement with CSEA.”

**South San Francisco Classroom Teachers Association** - President Heather Burns reported that a listening event with middle school, high school, and the Children’s Center took place where CTA members expressed their concerns and comments. This information will be used to make SSFCTA stronger and more unified. CTA hopes the Classified tentative agreement will be approved. In the next few months, their bargaining team will begin negotiating for Children’s Center employees who are often asked to work split shifts, long days, and are paid the least of all. She apologized for not focusing on their needs. Some comments from this group of employees were, “We are treated like babysitters by the District.” “The District just ignores us, but we are the first contact with the District for our families, and we are often bilingual educators.” and “We need to be more of a part of teacher recognition, but the District treats us like second class citizens too.” President Burns said SSFCTA will use their time and expertise into “...fighting for the best contract those members have ever seen.” “We know the first few years of a child's life includes support for healthy development and families and communities. Conversely without support in these early years, a child is ultimately more likely to drop out of school, earn lower wages, depend on government programs, or be incarcerated. These child development programs that provide enriched experience for children and that also involve parents have shown to benefit children...”

President Burns wished Principal McLaughlin farewell since she is not returning next year and will be a full time grandmother.

**California School Employees Association Chapter 197** - President Jolene Malfatti said her membership ratified their tentative agreement. She has always been proud to represent the hard-working CSEA members who are committed to

their jobs and are needed. They do "...do everything but teach." She hopes the Board approves the tentative agreement.

President Malfatti said it has been a joy working with Principal McLaughlin and she holds her in the highest regard.

- I. **PERSONNEL COMMISSION** - Assistant Superintendent Jay Spaulding reported that the last meeting was held on January 23. During that meeting, they ratified one eligibility list and approved one leave of absence. The next Commission meeting will take place on March 20, 2023.

- J. **ITEMS FROM BOARD**

Trustee Mina Richardson advised that the County Committee on School District Organization is not meeting this month, so she has nothing to report until possibly next month.

Trustee Amanda Anthony reminded everyone of the vaccine clinic next Monday at Spruce ES.

- K. **SUPERINTENDENT'S REPORT**

- a. **Genentech Job Shadow Day** - Superintendent Shawnterra Moore reported that on February 15, Genentech held its annual Job Shadow Day where students "were given a glimpse of potential careers in biotechnology". Approximately 130 10<sup>th</sup> through 12<sup>th</sup> graders, currently enrolled in Biotechnology at the comprehensive high schools, visited Genentech for the day. "Throughout the day the students had the opportunity to participate in hands-on activities alongside employees from various business functions within the company. These activities were designed to give students a deeper understanding of the roles and the work involved. In addition, the students also had the chance to meet with employees over lunch to learn more about their careers. The career panel with FutureLab scholars was a highlight of the day." SSFUSD graduates, currently working at Genentech, shared their journeys from the District to the company.

- L. **STUDENT TRUSTEE REPORTS**

- 1. Tania Torres, ASB President South San Francisco High School highlighted the following recent and upcoming events at her site: On February 14, the school's annual Marriage in the Quad was held where students had the opportunity to marry their significant others or friends and every couple or group was given a ring pop and certificate of marriage; ASB is planning their tours of the three middle schools to introduce them to their leadership activities; 8<sup>th</sup> grade student and parent orientation night took place on Tuesday, February 21, and included representatives from several clubs and students had a chance to sign up for ASB; on February 24, ASB is hosting a

bonding night for their members; ASB elections are taking place next week and candidates have been filming their speeches; she and the ASB Advisor are holding interviews for those students running for executive officers; commission applications are due March 10 with interviews in the following weeks; the school's Red Cross Club has partnered with the Red Cross to host their annual blood drive taking place on March 10; and winter sports have ended and the focus is shifting to spring sports with baseball, softball, badminton, track, and swim.

2. Katrina Oller, Fall Student Trustee and ASB President El Camino High School shared the following news from her school; Recently, the pedestrian bridge connecting the main academic building to the science building opened up for students to use, which contributes to the goal of growing equity in the school community and makes the campus more accessible for students with disabilities or special needs; on February 11 they participated in a Slack competition in Palo Alto against 28 other Bay Area schools and moved through several rounds in their first year of competing; ASB election season has begun and class officers will campaign for t weeks until the elections on March 10; sales for prom bids have begun for this event being held on April 15 at the Asian Art Museum in San Francisco with the theme "In Bloom"; and the boys' varsity basketball team won against SSFHS and along with the girls' varsity soccer team progressed to the playoffs, making it to the second round.

**M. PUBLIC COMMENTS - None**

**N. INFORMATION ONLY PRESENTATIONS**

**a. Teaching and learning presentation:  
Los Cerritos Elementary School**

Principal McLaughlin shared educational priorities and programs at Los Cerritos ES. She also recognized the following parent volunteers who received certificates of appreciation from the Board: Maria De Los Angeles Govea, Gabriela Diaz-Santos, Cody Jang, Irma Jauregui de Garcia, and Angelica Peradotta.

District/LCAP Goals

Principal McLaughlin said Los Cerritos ES's goals are in alignment with the District's goals, but they are focusing on LCAP Goal #1, Academic Achievement. They are using additional assessments to regularly support their students' achievement. In line with their SPSA plan, they are teaching with support from reading specialists, and secondly, additional small group intervention classes in language arts and math.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience and ongoing feedback to

teachers and support staff. Principal McLaughlin said her site is focusing on the gas tank. They are continually assessing their students to determine next steps in instruction toward their goals. This year they are continuing a system of intervention classes for students. Teachers are discussing next steps, looking at ways to do quick fixes for some students and what to do with students that require longer supports.

### Demographics

The Los Cerritos ES student population is predominantly Hispanic/Latinx at 66%, followed by Filipino at 12%, and Asian at 8% being the largest groups.

Of the 299 total students, 54% are male, 46% are female. 46% are identified as English Learners, 26% are Students with Disabilities (SWD) and 58% are socioeconomically disadvantaged.

42 students are re-designated English Learners.

### CAASPP Data

The Latinx, English Learners, SWD, and socioeconomically disadvantaged groups of students scored very low on the tests in ELA and math. The school's academic performance plan includes intervention classes in reading math for all grade levels.

**ELA and math** met or exceeded standards by year.

- For 2020-21 - 23% in ELA and 16% in math.
- For 2021-22 - 35% vs. a goal of 30% in ELA and 33% vs. a goal of 21% in math.
- 2022-23 goals - 40% in ELA and 38% in math.

### Math IXL

The upper grades at Los Cerritos ES have been struggling more in math than ELA on the CAASPP scores. IXL is a learning platform that has shown to improve learning outcomes for all students.

### **2021-22 Data**

3<sup>rd</sup> grade had a baseline of 245, and achieved 316 points on a goal of 345, an increase of 71 points.

4<sup>th</sup> grade had a baseline of 288, and achieved 406 points on a goal of 388, an increase of 106 points.

5<sup>th</sup> grade had a baseline of 346, and achieved 470 points on a goal of 400, an increase of 124 points.

### **2022-23 Data**

3<sup>rd</sup> grade had a Fall 2022 score of 220 and a Spring 2023 goal of 340.

4<sup>th</sup> grade had a Fall 2022 score of 337 and a Spring 2023 goal of 450.

5<sup>th</sup> grade had a Fall 2022 score of 422 and a Spring 2023 goal of 550.

### Literably 2022-23 Data

The average for 2<sup>nd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades is approximately a half year below grade level and 3<sup>rd</sup> grade is only two months behind. Los Cerritos ES has an academic improvement plan that includes phonemic awareness lessons for K-3 grade. They also have two full-time reading intervention teachers for K-2 and 3-5.

### Community Engagement and Support

Principal McLaughlin said, “We do this hard work at Title 1 schools because we are passionate about making a difference in students that have so many problems in their background. A lot of our families are quite poor and struggling financially.” She noted some families are dealing with alcohol or drug addiction or have/had relatives incarcerated. Their children are struggling and the pandemic exacerbated all the traumas. Her school appreciates having YSB and a psychologist on campus. Even though Assistant Superintendent Keith Irish worked hard for Title 1 schools, “We had hoped this year, because of all the socioemotional issues, we’d have...a full time therapist, but there's such a shortage that we weren't able to do that.” She said each site was assigned a substitute teacher and they are having her help with intervention groups, PE classes, and supporting small group instruction in the classrooms. She said they are now partnering with Soul Shoppe, which supports both the adults in our community (in school and at home) and students.

Vice President Patricia Murray noted some bright spots in the data, which she appreciates. She acknowledged Principal McLaughlin’s warmth, especially when substitute teaching the kids and said she would personally miss her since she is leaving the District.

Trustee Anthony said the social emotional part is important for the students and she thanked Principal McLaughlin for admitting a new family last week and creating a space for them to thrive.

Trustee Daina Lujan thanked Principal McLaughlin for the presentation and said her dedication and resourcefulness shines through. “Despite the traumas that you mentioned, there are definitely clear gains, and that only happens when parents, families, staff, and the leadership are all dedicated to the students as you highlighted...”.

Trustee Richardson also thanked Principal McLaughlin for her presentation and said she looks forward to hearing from a Title 1 school. “...you seem to spread yourself quite thin, and your effort is appreciated. And I thank you for your leadership in our little ...neighborhood school.”

President Chialin Hsieh thanked Principal McLaughlin for her wonderful presentation and said she was impressed with the

information shared. The improvement is clear as are next year's goals. She is leading the entire community to make sure everyone continues to improve and thrive. "We cannot ever give up. So, thank you for your leadership and your heart for our students."

**b. Teaching and learning presentation:  
District's Child Development Program**

Coordinator Eric Claybon shared information on the District's Child Development Program.

SSFUSD Child Development Program

Mr. Claybon said the program's mission and vision is aligned with the District's LCAP goals and priorities

**District Vision - 4 "E's"**

- Experience: Provide Relevant Learning Experiences
- Explore: Cultivate Innovation & Collaboration
- Embrace: Foster Diversity of People & Thought
- Excel: Grow Resilient & Confident People

**LCAP Goals**

- Academic Achievement
- Professional Development
- Student, Parent, Community Engagement
- Special Education

**District Priorities**

- Improve Curriculum, Instruction and Assessment
- Bolster Professional Learning and Collaboration
- Strengthen Leadership Capacity

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience. Mr. Claybon said as a program, they are consistently intending to communicate in ways that are honest, transparent, and professional.

Communication

The Child Development Program uses the following tools to communicate classroom and program information when needed.

**Learning Genie** is an app that allows parents to receive messages and school updates in real time.

**Remind 101** provides the opportunity to send a text message update and/or reminder to parents for upcoming events or in case of an emergency.

**Zoom** has been a very effective communication platform and they continue to conduct program meetings for parents and staff.

#### Assessment Tools

These three assessment tools are compiled to use and inform instruction, and to determine the program's quality overall.

#### **Desired Results Developmental Profile (DRDP)**

- A formative assessment instrument used to assess student knowledge, skills, and developmental level

#### **Early Childhood Environment Rating Scale (ECCERS)**

- An early child development environmental rating scale designed to measure the effectiveness of the classroom environment

#### **Classroom Assessment Scoring System (CLASS)**

- A classroom assessment scoring system for teacher and child interaction in center-based preschool programs

#### Program Locations

SSFUSD has **five full day preschool classrooms** under State and County contracts. Two are located at the Children's Center and three are housed at the Hillside Child Development Center.

There are also **five part-day classrooms** under a County contract with three at the Children's Center and two at Martin ES.

The District also operates **two school-aged programs**. The subsidized program is located at the Children's Center with the capacity to serve 70 Spruce ES students. The fee-based program, called the District Extended Daycare Activities Program (DEDAP) serves students at Buri Buri ES, Skyline ES, and Junipero Serra.

#### Staff Acknowledgement

Coordinator Claybon acknowledged his dedicated staff, many of whom that have worked in the District for several years.

#### Parent Information and Participation

Mr. Claybon said the Child Development Program uses three means to connect with and inform their parent communities. They are the Parent Orientation meetings, Parent Education workshops, and the Parent Advisory Committee meetings. All are scheduled at the beginning of the year. The Parent Education workshops and the Parent Advisory Committee meetings also take place throughout the program year. The Parent Educational training series is called "Play to Grow." This five-session series focuses on strengthening parents' relationships with their children in the early, critical years. He has received positive parent comments related to the effectiveness of the program.

### Challenges

- Sufficient qualified staffing - CDP, like SSFUSD and the County, has had challenges in finding qualified staff. They are working with Human Resources to creatively fill all of their vacancies.
- Sufficient operating space - they just licensed two room at the Adult Education campus to focus on the youngest learners.

Vice President Murray thanked Mr. Claybon for his presentation and said his program, over several years, has been wonderful for the students. She appreciates the amazing parenting classes which provides them with the information they need to help make their children good students.

Trustee Anthony asked about the creative staffing. Coordinator Claybon replied that together with the HR team, they are using two pathways. The first is called the Para to Professional pathway. They are "...hoping to train and...vet some adults who would be interested in coming on as staff members for our program and hopefully as they would begin in this first step in terms of education, and in terms of employment with us... they can successfully make this first step...in a lower kind of category for a para." They would also be encouraged to continue in school and get their Early Childhood Educator (ECE) units to come on as a para in the District. The second pathway is First Careers, where they are trying to attract high school students who are responsible and good with children to fill some of the DEDAP vacancies. Trustee Anthony asked what certification is needed to become an ECE. Mr. Claybon replied, "The first area that we are looking at in terms of bringing on staffing is what we would like to call an Afternoon Duty Supervisor. So in terms of their education, it would not be as extensive as it would need to be if you actually become a Paraprofessional, which is at least 12 units of ECE, or you have to have an AA degree to be able to come in or to pass the District test."

Trustee Richardson asked about Junipero Serra ES and whether they are covered under the County program for the preschool network that the District manages. Mr. Claybon said that site is part of the DEDAP program for before and after school as they do not have a preschool. She then asked about a partnership between Junipero Serra ES and Daly City. He replied that this relationship is staffed by SSFUSD.

Trustee Lujan thanked Mr. Claybon for the presentation and the work he is doing. "You're definitely coordinating a lot between full-day preschools, part-day preschools...the parent enrichment classes, the orientation behind that, the after school programs, and all the grants and different funding streams..." She thanked the staff for their dedication as well.

President Hsieh thanked Mr. Claybon for his outstanding presentation. She acknowledged his character and strength in leading the early childhood program.

**c. Performance Management - Literacy**

District Literacy Coordinator Lindsay Summers reviewed the data on District Literacy assessments - Literably, DIBELS, and CAASPP ELA at the 3-5 grade span in terms of Performance Management as a tool for analysis and improvement of performance. This is the first year this position has been in the District and she will continue to remain committed to increasing students' academic achievement and accelerating students' literacy development.




**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 Goals and Priorities

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

**Academic Achievement (LCAP Goal 1)** - they have been supporting teachers and sites with strengthening classroom instruction. This includes transitioning into a science of 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 are providing ongoing training, collaboration opportunities, coaching, and demonstration lessons through the District staff development days, monthly collaboration days, as well as staff meetings, and weekly professional learning opportunities.

**Student, Parent, and Community Engagement (LCAP Goal 3)** - They have been exploring ways to engage families while providing them with resources, strategies, and tools to support students at home,

**Special Education (LCAP Goal 4)** - They are administering screeners within the first 45 days of school to identify students with potential reading difficulties, and to support teachers and sites with data analysis to determine instructional implications. In addition, they have also have been strengthening the reading intervention programs at all elementary sites, as well as the multi-tiered systems of supports to target students' needs.

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

In relation to the District's Communication, Achievement, and Relationships (CAR) and driving towards equity, Coordinator Summers they continue to strengthen their systems. They are using data to refine instruction, provide targeted intervention to students in need, and monitor all students' progress. She said it is essential that they continue to provide students with equitable learning and access to quality instruction as well as intervention as a way to be proactive and prevent potential discrepancies with students' literacy skills. This year they are focusing on the seats for curriculum and the wheels of the car for systems and assessment.






#### Key Responsibilities

Coordinator Summers shared her top duties:

- Direct support for 14 site Reading Specialists. Facilitate ongoing collaboration and communication.
- Provide ongoing professional development for sites and for the District about literacy.
- Lead work with Structured Literacy Blocks, including the recent phonics pilot.
- Support administration of reading assessments and manage the databases: Literably and DIBELS mCLASS.

- Collaborate regularly with Ed Services, site administration, Reading Specialists, TOSAs and teachers. Collaboration focuses on equity and alignment from Pre-K through 5<sup>th</sup> grade.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) mCLASS Data (September 2022)

	Exceeds	Meets	Approaches	Does Not Meet
Kinder 	30%	16%	18%	36%
1st Grade 	32%	26%	15%	27%
2nd Grade 	38%	30%	11%	21%
3rd Grade 	30%	39%	14%	17%
<b>Kinder through 3rd Grade</b> 	<b>32%</b>	<b>28%</b>	<b>15%</b>	<b>25%</b>










DIBELS mCLASS is one of the District’s reading assessments. It is the online platform that scores the assessment and provides instant results for the students. In addition, the platform provides them with instructional groupings based on students' skills, as well as reading aligned activities that can easily be implemented in the classroom. This is their first year of using this platform, and it has been well received by teachers.

- Dynamic Indicators of Basic Early Literacy Skills
- Required in K-3 for all 3 benchmark windows
- Optional in 4-5
- Purpose: dyslexia screener, benchmark assessment, and progress monitoring

Each grade level has specific subtests based on the literacy continuum and the literacy standards for that grade level as well. District-wide, in K-3 classrooms, 32% of students exceeded the benchmark, 28% met the benchmark, 15% approached the benchmark, and 25% of students did not meet the benchmark.

DIBELS mCLASS Data (September 2022) Site Comparison

The District target is 75%. 0 to 49% is red, 50 to 79% is yellow, and 80 to 100% is green.







K-3 Composite Score by Site	Exceeds	Meets	Approaches	Does Not Meet
Spruce 	11%	22%	20%	47%
Martin 	9%	26%	20%	45%
Los Cerritos 	24%	26%	15%	35%
Sunshine 	26%	36%	14%	24%
Ponderosa 	33%	29%	15%	23%
Skyline 	36%	30%	18%	16%
Buri Buri 	38%	32%	12%	18%
JS 	58%	19%	10%	13%
Monte Verde 	51%	27%	11%	11%

Coordinator Summers noted for the red and yellow performance levels, staff remain committed to improving students' progress by providing rigorous instruction and intervention.










Literably Data (September 2022)

- This is the second reading assessment in the District, which was started during distance learning.
- Required in 1-5 in all 3 benchmark windows
- Optional for Kinder in windows 1 and 2
- Purpose: measure a student's accuracy, fluency, and comprehension by finding the instructional level and provide the support needed to continue their progress in skills.

Based on the Literably assessments, 45% are considered below the grade-level benchmark across the District in grades 1<sup>st</sup> through 5<sup>th</sup>. Sites have continued to work on targeting students' needs with reading accuracy, fluency, and comprehension, while also teaching students essential skills to help them accelerate with their literacy development.




	Exceeds	Meets	Approaches	Does Not Meet
Kinder 	n/a	n/a	n/a	n/a
1st Grade 	25%	21%	10%	44%
2nd Grade 	31%	20%	11%	38%
3rd Grade 	41%	20%	9%	30%
4th Grade 	38%	23%	10%	29%
5th Grade 	45%	13%	10%	32%
<b>1st through 5th Grade</b>	<b>36%</b>	<b>19%</b>	<b>10%</b>	<b>35%</b>




Literacy Data (September 2022) Site Comparison

1st through 5th Grade	Exceeds	Meets	Approaches	Does Not Meet
Spruce 	18%	12%	10%	60%
Martin 	26%	16%	12%	46%
Los Cerritos 	33%	18%	10%	39%
Sunshine 	35%	18%	9%	38%
Ponderosa 	32%	19%	13%	36%
Skyline 	48%	23%	9%	20%
Buri Buri 	43%	24%	8%	25%
JS 	46%	20%	11%	23%
Monte Verde 	46%	28%	8%	18%

CAASPP ELA Data

Ms., Summer said this data is another way to show how students are performing on the grade level common core ELA State standards and compared 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 and Literably assessments compared to the CAASPP. They continuously use data to make informed decision as they move forward in critical work of literacy and equity.

2020 to 2021	Exceeded	Met	Nearly Met	Did Not Meet
3rd Grade 	22.76%	21.46%	22.76%	33.02%
4th Grade 	18.71%	20.04%	21.74%	39.51%
5th Grade 	23.99%	26.27%	19.09%	30.65%

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%

Science of Reading

**Characteristics:**

- Vast, interdisciplinary body of research about literacy and issues related to literacy, including learning to read and write
- 50 years of research conducted in multiple languages
- Research findings inform them of how to most effectively teach, assess, and provide intervention

Structured Literacy

Ms. Summers said that the science of reading has repeatedly found that structured literacy is the most effective approach to teaching reading and that structured literacy is effective for all student subgroups, such as ELs and students with learning challenges.

- Elements of structured literacy
  - Explicit, systematic instruction
  - Whole and targeted, small group instruction
  - Includes all components of literacy: phonemic awareness, phonics, fluency, comprehension, writing, as well as Designated ELD
  - Aligned to the Science of Reading
- Phonics Pilot
  - Piloted three programs: SIPPS, Sadlier, and Foundations
  - Checking in with stakeholders
  - Feedback to EDS with a recommendation

The District is currently checking in with all stakeholders and collecting feedback from everyone to ensure that they are accurately capturing the experiences and perspectives of all their teachers.

Structured Literacy Blocks

- Goals: strengthen Tier 1 instruction, develop a universal structure for teaching and learning, implement research based practices aligned to the Science of Reading.
- Provided recommended models to teachers that were created by teacher-led teams.

	August through December	January through May
<b>Phase 1: 2022 to 2023</b>	Overview. Ensure a foundation of success: procedures, systems, and routines.	
<b>Phase 2: 2023 to 2024</b>	Phonemic Awareness, Phonics, Word Recognition, Spelling	Fluency
<b>Phase 3: 2024 to 2025</b>	Vocabulary and Comprehension	Writing

- It is the vision of SSFUSD that ALL students will graduate from high school as literate members of the community.
- The District is committed to providing students with rigorous instruction, student engagement, and necessary supports to achieve the District’s vision statement.

Connections to District Work

- The **Structured Literacy Block** provides the foundation for teaching literacy and language, as well as grade-level specific instructional routines.
- The **ELA Scope and Sequence** provides teachers with the priority standards to teach and assess for within their literacy block.
- The new **Report Cards** provides information on standards that are being assessed within the Structured Literacy Block.
- **Cycle of Inquiry** will provide the opportunity to reflect on the efficacy of our teaching and students’ learning.

Potential Next Steps

- Explore a continued partnership with California Reading and Literature Project (CRLP)
  - Invest in professional development to train our teachers in cohorts of TK-2 and 3-5, beginning with foundational reading skills.
  - 3-year training plan customized to our needs
- Continue work with Structured Literacy Block
  - Equip teachers with additional resources.
  - Build site capacity through training, collaboration, and time for lesson planning.

- Recommendation to Ed Services for a phonics program
- Continue to work with equity and alignment in regard to literacy instruction and intervention with a focus on preschool to 5<sup>th</sup> grade.
- Explore providing additional resources at high need schools based on reading data.
- Develop consistency with our 14 Reading Specialists' job description and student caseload: intervention and coaching.
- Continue finding ways to use data to inform instruction and the decision making process, including MTSS.
- Explore a new County reading assessment that is valid, reliable, and aligns to the Science of Reading as a replacement for Literably.

The Board recessed at 8:36 p.m. for a break and reconvened at 8:46 p.m.

Trustee Lujan thanked Coordinator Summer for her presentation and said she was grateful for the work being done and for her leadership. "You really think globally about literacy and I'm just thrilled that our students, all of them, benefit from your dedication and expertise."

Vice President Murray also thanked Ms. Summers for her extensive report and said reading will carry the students through the rest of their lives. "The studies also show if they're not reading by third grade, then it's an even bigger problem. They may not learn to read. So thank you... for all you do."

Trustee Anthony asked Coordinator Summers how she motivates students who are struggling with reading. Ms. Summers replied that teachers and reading specialists connect with students by finding books that capture a student's attention or they partner with families to continue the motivation at home. Trustee Anthony asked about the home reading strategy. Ms. Summers said it "...looks different at every school site, but we are exploring various things such as sending reading strategies and a monthly newsletter to all of our families, incorporating reading tips in our PTA and school site council meetings...and teachers also are sending reading tips and strategies in whatever form of communication they have ongoing with families."

Trustee Richardson asked what a child who exceed the metric of 30% reads. Coordinator Summers said, "The benchmarks are set by the assessment and that is set by the literacy continuum of what that child should know and do in a given...point in time." In kindergarten, a student would need to be fluent in letter naming, be familiar with all sounds, be able to read basic sight words, and read some text with short sentences. Trustee Richardson said she is pleased that children have such a great teaching tool in some programs and thanked Ms. Summers for her presentation.

President Hsieh also thanked Ms. Summers for her excellent presentation and her leadership. She is looking forward to the next few years when the full set of data is available to see a student's progress on the metrics. She said that literacy is the foundation for everything.

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

**P. CONSENT AGENDA**

MOTION #24 (Murray/Lujan) to approve Item 1a, SSFHS students to attend the Junior/Senior prom in San Francisco, CA; Item 1b, SSFHS students to compete in the State National History Day Competition in Sacramento, CA; Item 2a, Certificated Personnel Assignment Order; Item 2b, Classified Personnel Assignment Order; Item 3a, Purchase Order Listing, December 1-31, 2022; Item 3b, Warrant Register, December 1-31, 2022; Item 3c, Cash Receipts, December 1-31, 2022; Item 3d, Gifts to the District, February 2023; Item 3e, 2022-23 fundraising events; Item 3f, Professional service agreements under \$25,000. Motion Carried. (Unanimous)

**ACTION**

**1. ADMINISTRATION**

**a. Resolution No. 23-03 for Women's History Month**

Board Clerk Richardson read the resolution.

MOTION #25 (Murray/Lujan) to adopt Resolution #23-03: Honoring Women's History Month. (AYES: Student Trustee Torres, Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

**b. Resolution No. 23-04 for American Red Cross Month**

Trustee Lujan read the resolution.

MOTION #26 (Lujan/Murray) to adopt Resolution #23-04: In recognition of American Red Cross Month. (AYES: Student Trustee Torres, Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

**c. 2023 California School Boards Association Delegate Assembly Election**

MOTION #27 (Lujan/Murray) to elect Heather Hopkins, Gregory Land, and Kalimah Salahuddin as representatives to the 2023 CSBA

Delegate Assembly from Sub-region 5-B, San Mateo County. Motion Carried. (Unanimous)

## **2. EDUCATIONAL SERVICES**

### **a. Approval of Document Tracking Services (DTS) Contract for 2023-24**

MOTION #28 (Richardson/Murray) to approve an MOU with DTS to provide secured LCAP, SARC, SPSA and translation services for 2023-24. Motion Carried (Unanimous)

### **b. Approval of Professional Services Agreement with Susan Cossette**

MOTION #29 (Murray/Anthony) to approve a professional services agreement for additional Special Education support from Susan Cossette, not to exceed \$35,000, beginning January 31, 2023 through July 31, 2023. Motion Carried (Unanimous)

## **3. HUMAN RESOURCES**

### **a. Adoption of Tentative CSEA #197 Agreement and Approval of Corresponding AB 1200**

Trustee Richardson reported that she shared an article regarding the StocktonUSD being under receivership by the County and State with the other Board members. They were deficit spending by \$30M. She said SSFUSD has been running a \$10M deficit for some time. She stated that if revenues don't materialize, there will be additional deficit spending to the \$10M that the Board is already aware of, impacting the general fund. She is concerned that if money is added to the deficit spending, it will raise questions and reassurances from the Financial Director are needed to demonstrate the District is on sound footing. "The superintendent needs to reassure the Board, as well, if anyone thought they heard something about this and...to remain in a budgetary safety forum. I read in tonight's agenda the contract appears nebulous and the caveat continuing upon future as yet undefined infusion of dollars to the general fund." "Therefore, I'm calling for frequent updates on the state of the fiscal health of the District due to the contract language and the risk involved..." "We must be watch dogs for the fiscal health of the District and to be mindful of the language and messaging the Board hears from staff reports...sent from the administration. Good governance says trustees must hold staff accountable. It is the fiduciary duty of the Board to provide oversight for the benefit of the children and the community to

do our best and for the community's taxpayers..."

Trustee Richardson said, "I was called on it that I should not have said something to the whole Board...or I should have been advised that I had committed a Brown Act violation." "If somebody is going to be accusing a Board member of Brown Act violations that Board member has a right to due process and the right to defend themselves."

Vice President Murray congratulated Ms. Malfatti and thanked her and Dr. Spaulding for their work on the CSEA contract.

MOTION #30 (Murray/Lujan) to adopt the tentative agreement dated February 7, 2023, between the South San Francisco Unified School District and California School Employees Association #197 and pursuant to Government Code Section 3547.5, approval of the corresponding AB 1200 document. Motion Carried. (Unanimous)

**b. Adoption of Declaration of Need for Fully Qualified Educators**

MOTION #31 (Murray/Richardson) to approve the Declaration of Need for Fully Qualified Educators for the 2023-24 school year for the California Commission on Teacher Credentialing. Motion Carried (Unanimous)

**c. Approval of Elimination of a Classified Position at the Hillside Preschool Child Development Program and Adoption of Resolution #23-05**

MOTION #32 (Lujan/Murray) to adopt Resolution #23-05 for of the elimination of one (1) classified position, a School Office Assistant, at the Hillside Preschool Child Development Program. (AYES: Student Trustee Torres, Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

**4. BUSINESS SERVICES**

**a. Approval of Change Order #2 to the Bana Builders Inc. Agreement for the El Camino High School (ECHS) Pedestrian Bridge and Accessibility Project**

Trustee Richardson asked if there is a dollar amount before a contractor needs to acknowledge a contingency fee added to the estimate. Assistant Superintendent Ted O replied it depends on the size of the agreement and he would have to check. He noted that often they will put in about a 10% set aside for contingencies, but for small projects like this, he will need to confirm. She wanted to reduce

the number of change orders coming to the Board. Mr. O said it is standard practice to take the change orders to the Board for approval.

MOTION #33 (Murray/Lujan) to approve Change Order #2 to the Bana Builders, Inc. agreement, in the amount of \$17,838, for unforeseen conditions encountered during the work on the ECHS Pedestrian Bridge and Accessibility Project. Motion Carried (Unanimous)

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

### **February 25, 2023 – Special Meeting/Board Workshop** *(District Office)*

- Good Beginnings

### **March 9, 2023**

- Teaching and learning presentation - SSFHS
- Presentation on Genentech and Science
- Presentation and approval of 2<sup>nd</sup> interim budget report “positive certification”
- Adoption of agreement & approval of Public Disclosure AB 1200 – ***Unrepresented***
- Resolution to Certify Election Results for Measure T
- Approval of dates for 2023-24 LCAP and Budget Hearings and Adoptions
- Approval of agreement for Electric Vehicle (EV) Charging Stations at the District Office

### **March 23, 2023**

- Teaching and learning presentation - Martin ES
- Presentation on Performance Management - English Learners
- Presentation on Nutrition Services Department
- Resolution for Child Abuse Prevention Awareness Month (April)
- Resolution for Autism Awareness Month (April)
- Approval of LCFF supplemental funded positions
- Resolutions for retirees

### **April 13, 2023**

- Teaching and learning presentation - Spruce ES
- Presentation on Performance Management - College and Career Readiness
- Williams report for 3<sup>rd</sup> quarter ending 3/31/23
- Resolution for Earth Day (April 22)
- Approval of Skyline Middle College MOU for 2023-24
- Resolutions for retirees
- Resolution for Day of the Teacher (5/10)
- Resolution for Classified School Employee Week (5/14-5/20)

**April 27, 2023**

- Teaching and learning presentation - Monte Verde ES
- Approval of designated representatives to CIF (California Interscholastic Federation)
- Approval for 5<sup>th</sup> graders to attend SMCOE Outdoor Education
- Resolution honoring Asian Pacific American Heritage Month (May)

**May 11, 2023**

- Recognition for outgoing Student Trustee Torres
- Teaching and learning presentation - ECHS
- Presentation on Boys and Girls Club
- Approval of the Board meeting calendar for the 2023-24 school year
- Approval of Graduates - Baden HS, ECHS, SSFHS, and Adult Ed.
- Resolution for Fund 11 & Fund 14 account balances
- Approval of All City agreement for crossing guards for 2023-24

**May 25, 2023**

- Teaching and learning presentation - Alternative Education
- Presentation on Curriculum/S&S
- 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
- Information on May revision of the Governor's 2023-24 budget
- Resolution in support of LGBTQ+ Pride Month (June)

**June 3, 2023 – Special Meeting/Board Workshop** (*District Office*)

- Board self-evaluation

**June 8, 2023**

- Presentation on the Technology Department
- Presentation on 2023-24 LCAP draft plan
- Presentation on 2023-24 Preliminary Budget
- Approval of School Services 2023-24 contract
- Public Hearing 2023-24 LCAP draft plan
- Public Hearing 2023-24 Preliminary Budget
- Approval of Local Indicators
- Approval of SMCOE Induction Program agreement for 2023-24
- Approval of Literably contract for 2023-24
- Approval of Board of Trustees Compensation increase for 2023-24
- Resolution on Budgetary increases and year end transfers

**June 22, 2023**

- Presentation on Daybreak Mental Health and approval of MOU

- Presentation on YSB Counseling and Safe School Advocates Services
- Approval of SMCOE Outdoor Education dates for 2023-24
- Approval of Children's Center 2023-24 CCTR childcare contract
- Approval of Children's Center 2023-24 CSPP childcare contract
- Approval of Health Connected MOU for 2023-24
- Approval of Paper Education Company agreement for 2023-24
- Approval to increase facility use fees for 2023-24
- Approval to increase District rental/leasing rates for 2023-24
- Approval of Commercial Food Items and Food Supplies Award for 2023-24
- Adoption of 2023-24 LCAP
- Adoption of 2023-24 Preliminary Budget
- Resolution on Education Protection Account Funds

### **SUMMARY OF BOARD DIRECTIVES - None**

### **GOOD AND WELFARE**

Trustee Anthony reminded everyone of the two Strategic Planning sessions on March 1 and March 4.

Vice President Murray reported that she attended the Monte Verde ES PTA Founders' Day. This included a Feast of Nations, their cultural dinner, where parents and the community bring different foods representing their cultures. At the event, they honored three community members, a volunteer of the year, and an educator of the year. She has been a PTA member for over 20 years and loves this amazing event.

Trustee Lujan said she is looking forward to Saturday's Board workshop with her fellow Trustees and Dr. Moore. She noted that the next City Subcommittee meeting is being held on March 1.

Trustee Richardson advised that she will not be attending the March 23 Board meeting.

### **ADJOURNMENT - 9:21 p.m. in memory of**

- **Hector Camacho**, a former District employee of twenty-four years who recently passed away. He worked as a skilled maintenance worker until his retirement in 2014.
- **James McGinnis**, a former District employee of thirty-one years who recently passed away. He began his career in 1969 as a 6<sup>th</sup> grade teacher at Monte Verde ES, then worked at El Camino High School as a Special Education teacher until he retired in January 2000.