

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of November 16, 2023

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. Ira Sergio, Student Board Member - Present

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

C. PLEDGE OF ALLEGIANCE - was led by Martin ES 5th grade student Diego Arroyo Maldonado. Teacher Deborah Carlino said when he grows up, Diego wants to be an actor or a secret spy. He created Martin ES' first Drama club and wants to attend the Actors Studio at NYC's Pace University. He is also a member of the Safety Patrol and has saved many people from stepping into oncoming traffic.

D. LAND ACKNOWLEDGEMENT STATEMENT

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

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

E. REVIEW OF AGENDA - No changes.

F. PTA COUNCIL REMARKS – PTA Council Secretary and Parkway Heights MS PTA Secretary Nalani Crivello Moors provided the update at this meeting. She thanked Trustee Amanda Anthony and Assistant Superintendent J. Marwan Hannon for attending their PTA Council meeting and listening to all their questions and concerns. Ms. Moors shared the dates of upcoming PTA unit meetings and events for some schools. She wished everyone a happy Thanksgiving and hopes to see the Board and Cabinet at the PTA Council dinner on December 5.

G. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators - President Elizabeth Bales-Stutes acknowledged the work of the SSFCTA in securing a contract for the Children's Center staff and urged the Board to approve the tentative agreement "...and give hard working Children's Center staff their sorely needed and absolutely deserved improvements in pay and working conditions." Her union members voted to sponsor this year's Project Read trivia challenge. "Our wonderful Adult Ed students continue to delight and amaze us with their hard work and dedication to learning, and to making our school more fun and more welcoming for everyone. This semester, student leaders have already organized a school-wide Halloween party and a clothing swap..." She said their learners attend class in spite of many obstacles and two students are registered for community college. "My class is truly a collaboration between every single learner, myself, and our school staff. I invite you to visit and see for yourself."

South San Francisco Classroom Teachers Association - Interim President Shari Giusti thanked the District for negotiating with the SSFCTA for the Children's Center teachers' agreement so they now have a half hour of uninterrupted preparation time each day.

She said, "As an important decision-making body for our students and staff members, it is only right that you should hear many viewpoints to inform your decisions." In recognition of Native American Awareness Month, she provided some historic information on the Ohlone people, the first inhabitants of the District's land. These indigenous people had an abundant life and shared what they had with others. In the 1700s, the Spaniards converted them to Catholicism. They were forced into slave labor, live in the missions, and give up their culture. She related the story of her native Carmel Valley ancestor who was likely forced into marriage at 15 and had 10 children. "Her female descendants continued in that pattern, marrying at age 15 and having double digit numbers of children. Now I ask you, what message does this send about the purpose of a woman? What kind of historical trauma was set in motion culturally that has taken my family 250 years to send a woman to college? Please know that the land acknowledgment you say every meeting is more than an acknowledgment of the loss of land. It is a loss of identity, a loss of culture, a loss of life."

Ms. Giusti commented on the November 1 Professional Development Day, saying that a keynote speaker spoke about making a donation to the Ohlone people. “I was so surprised that someone I expected to be an expert on equity thought making a small donation...could make up for 250 years of oppression. If we want to open the door to equity for our students, ...I feel we must also address evident inequities within our District, such as between administrators and teachers.” She spoke about the following incidences and asked “What message does that send to us?” She said breakfast was sparse and many teachers at ECHS needed to buy lunch at Costco while select groups had a catered lunch. She asked why a presenter was able to Zoom and not be in person. “It is unfair, really, to be placed at roundtables and then scolded by District personnel for talking, accused of being disrespectful when the directions were confusing....” When a slide showed low test scores for some subgroups, the tone was not one of working together for a solution. “It was, ‘This is unacceptable.’ ‘It must be the teachers’ fault’.” “I feel we can do better, though for our staff and our students. Morale in some schools and positions is not high. In our equity presentation, constructive listening was mentioned. Which is ironic because I hear complaints daily that the teachers on committees and in meetings are not being listened to. Please listen to the teachers. Like the Ohlone, we have something to share. Let’s start with the premise that we have a purpose, that we know something, that we matter. After all, don’t you want us to instruct our children with that premise, that they have a purpose, that they know something, and that they matter?”

California School Employees Association Chapter 197 - None

H. PERSONNEL COMMISSION - Assistant Superintendent Hannon reported that the last meeting was held on October 16. During that meeting, they ratified four position announcements and three eligibility lists, and approved two leaves of absence. The next Commission meeting will take place on November 20, 2023.

I. ITEMS FROM THE BOARD - None

J. SUPERINTENDENT’S REPORT

a. Ruby Bridges Walk to School Day - Dr. Shawnterra Moore reported that on November 14, Cabinet, Board members, and other dignitaries joined staff and students for this annual walk. In the 2017-18 school year, Martin ES teacher Deborah Carlino’s 5th graders learned there was not a day to celebrate Ms. Bridges. They began a petition to establish one and collected over 1,000 signatures. The students received approval from the District, the City, and the SMCOE for this special day. In 2021, State Senator Josh Becker sponsored a resolution to make the Ruby Bridges Walk to School Day a Statewide observance. “Our community once again came together to show support for District students and we appreciate the support of our police department as well who ensured the safety of our community. I want to congratulate all of our scholars and ... Mrs. Carlino for her ability to inspire

students to think critically, to ask questions, and to push for change to make the world a better place.”

- b. Thanksgiving** - Dr. Moore shared the following message. “This November, we are one week from the Thanksgiving holiday, and I wanted to take the opportunity to express my deepest gratitude for the big and the small gifts, the privileges, the opportunities and the people with whom we are connected. I remain humbled to be part of a community where we treasure, value and celebrate the lives of one another as human beings. Where we uplift and respect others' beliefs, values, and perspectives despite divergent viewpoints, and I'm grateful that we strive to embrace others in ways that are loving and respectful. I want to acknowledge and empathize with all of the divisiveness and suffering occurring across the country and the world and express the ongoing hurt in my heart. And I also want to recognize that in this community, we seek to foster an environment of inclusivity, of respect, of openness, and interconnectedness whereby we are committed to creating an environment where every student, every family, and every staff member feels seen, safe and supported. So I ask as we indulge in holiday feasts this year, let us remember to stop, to be thankful for the relationships that have been cultivated, the opportunities, access and experiences we are privileged to enjoy, and the access and ability to be part of a diverse community, where we support and lift each other up despite our differences. Though we aren't always able to have control over what's happening in the world around us, we do have control over how we respond, and I hope that we will continue to treat one another with love and kindness and come together as one unified community. I wish all of you a wonderful Thanksgiving holiday.”

K. STUDENT TRUSTEE REPORTS

1. Ira Sergio, Fall Student Trustee and ASB President SSFHS, highlighted the following recent and upcoming events at her site: The Homecoming dance was a success with a record attendance of 600; the School Community Commission worked hard to increase school cheer at the Fall Fest held on October 25 with several student activities including being able to pie the ASB Executive Officers; for the October 27 pink football game, the field was decorated and pink merchandise was given out in commemoration of October being Breast Cancer Awareness Month; the Drama department put on their fall play *The Odd Couple* on October 26-28; a costume contest on Halloween had many students posing and voting for the best costume; fall sports have ended and she commended the hard work of all the student athletes, especially the football team for their title as League Champions and advancing to CCS the first time since 2012; a talent show had many warriors show off their talents and it was an amazing opportunity for the school and community to bond, acknowledge, and celebrate the many talents of the student body; auditions for the spring musical, *The Little Mermaid*, have concluded; in the beginning of November, students of all cultures had the opportunity to enjoy

Ballet Folklórico performances, and enjoy delicious food and drinks for Dia de los Muertos; and on November 4, the Warriors managed to win the annual Bell Game against ECHS after five years.

2. Jamie Wong, Spring Student Trustee and ASB President ECHS, shared the following news from her school; As fall sports come to an end, senior nights are being held to recognize the student athletes' achievements in the various sports; girls' volleyball had a great season with a score of 11-1 and they advanced to CCS; even though they did not win the Bell Game this year, the Colts showed their determination and commitments throughout the season; the girls' tennis team ended in third place in their division and girls' golf had an outstanding season with three Lady Colts advancing to the playoffs; on Halloween, students and staff came to school dressed in their unique costumes and a pumpkin painting contest was held; the fall musical, *The 25th Annual Putnam County Spelling Bee*, opens tonight and runs through Sunday; on December 1, the Lady Colts will hold the first powder puff game in several years; and Maxine Rubina is ECHS's Student of the Month due to her commitment to academic excellence coupled with her positive influence on peers which makes her a shining example of the school values.

Ms. Wong wished everyone a happy Thanksgiving.

L. PUBLIC COMMENTS

Megan Connery, ECHS's Math Department Chair, spoke about the math test scores in the District and how teachers felt it was their job to fix it. In discussion with her SSFHS counterparts, they compared class sizes with ECHS consistently have more students per class than South City. Some examples are SSFHS' Geometry class averaging 23 students vs. ECHS' 29 students, Algebra 2 honors 23 vs 31 students, and AP Calculus 22 vs. 32 students. She said another full time teacher in her department is needed for equity. But when she asked, she was told they are over one FTE at the school. "Instead of blaming the teachers, how about we talk about COVID, how about we talk about basic math facts, right?" "If we want to raise math test scores, I need help."

Jennifer Schurz, the Parkway Heights MS English Department Head, commented on the new middle school schedule this year. "I voted against the schedule and now that it's been in place for a semester, I know I was not wrong in opposing this regrettable situation." "...it is not equitable for our student body. In fact, it is doing our students a disservice." At her school, 40% of the students are English Learners, more than either of the other two middle schools. "Our students in particular need reading and math support. They need more instructional minutes, not less. But the new middle school schedule has cut their time in core subjects in half, for the sake of having electives." She said electives are scheduled at the expense of students learning to read and write. Teachers have packed classes and she herself sees 175 students each day. "Yet when the new schedule was proposed, we were told that our rosters would be smaller. This was a lie. We've also lost our common prep period because of this new schedule, despite being promised collaboration time. Another lie. As a department, we used to

meet and collaborate once a week. As a grade level, we also met once a week. Now, it's once a month if that. Our department has only met three times this year so far. It's completely unacceptable, and antithetical to our mission as a District.” She encouraged people to read about block schedules vs. seven periods.

Tom Carney, a longtime SSF resident, requested an update from Dr. Moore or Dr. Chialin Hsieh concerning board members living outside their district for six or more months. He said the Board and District are accountable to the residents who fund the schools. District elections represent everyone, but they are getting “the deaf ear”. He commented on the traffic situation at Martin ES’s drop-off and pickup location, which he thinks is out of control. There are two lines of cars “running out” into speeding traffic. “So don't say you weren't told, don't say you don't know about the liability, you're told now. I would recommend school board members take a walk down there, step back and just watch what goes on.” He suggested a drop-off area in the back to ease congestion.

Fionnola Villamejor stated that “The disorderly conduct of the people's business of unconstrained, unaccountable engagement with the people in South San Francisco is in the past. Upwards of five months have gone by since Miss Murray vacated the district of representation.” She said more than three months ago the District acknowledged to the community that Trustee Murray had vacated her district of representation. “The people of South San Francisco formally request an official statement from the school district on the status of representation for district ‘A’...”

M. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Martin Elementary School

Principal Covacha shared educational priorities and programs at Martin ES. He also recognized the following parent volunteers who received certificates of appreciation from the Board: Karen Chavez, Leticia Hernandez, Maria Portillo Lara, Dolores O'Rourke, and John O'Rourke.

Mission Statement

Educating resilient learners through collaboration, communication, critical thinking, and creativity with awareness that each of us can grow and improve each day.

School Vision

Martin ES creates a community for learners where all students thrive academically, socially, emotionally, and are empowered to reach their full potential.

District/LCAP Goals

Principal Covacha said Martin ES’s mission is in alignment with the

District's LCAP goals and priorities. They are focusing on being able to move the needle in student learning by making academic achievement, professional development, and student and parent engagement the center for all school planning and decisions.

Martin ES teachers utilize early release Wednesdays, as well as the PE time to improve the curriculum and instruction delivery. The teachers meet to analyze the learning progress and be able to develop action plans to address student needs and plan for future instruction.

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 Covacha said his site's Multi-Tiered System of Supports (MTSS) process acts as the engine of the system. "Through our performance management meetings, we're able to monitor, as a team, how our students are progressing in their learning journey." They use the information from various assessments to look for growth and improvement.

2023-24 Goals

Principal Covacha said the three goals are based on data gathered from both State and the school site level.

1. 54% of Martin's students are designated as ELs, and 15% are designated as reclassified fluent English proficient. For 2023-24, Martin ES will focus on Tier 1 support for EL students in each grade level. By Fall 2023, each grade level will be able to provide specific goals that show how this support will look like in the classrooms.
 - Each grade level team will create a Tier 1 goal to support ELs.
2. Engage in Collaborative Inquiry Cycle (CIC) with specific focus on improving Tier 1 instruction in class. By May 2024, each grade level will have been able to engage in at least one CIC.
 - Will work with ILT to share more information on CIC
 - Will select one or two teams to complete CIC in Fall
3. By May 2024, attendance will be at 95%.
 - Three attendance matters events - one per trimester
 - They continue to build opportunities to connect with those families having chronic absenteeism.

Demographics

The Martin ES student population is predominantly Hispanic/Latinx at 87%. There are also 26 newcomer families. Of the 381 total students 19% are Students with Disabilities (SWD) and 76% are socioeconomically disadvantaged.

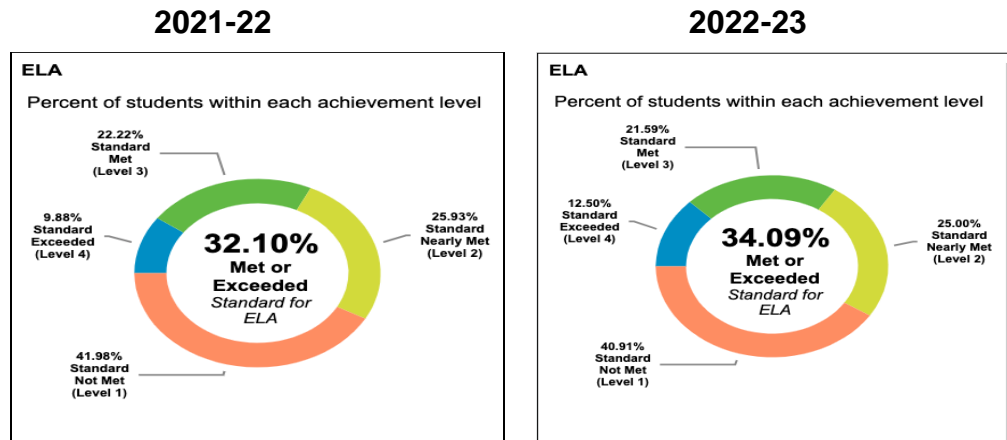
Chronic Absentee Rate

Principal Covacha shared the average chronic absentee rate for the

last six years. Per Ed Code, a student absent 10% or more is designated as chronically absent. Pre-pandemic, Martin ES’s rate averaged 13.7%. During the pandemic, it went up to 19.1%. In 2021-22, the year school returned to in-person learning, it rose to 32.3%. This decreased by 8% last year likely due to increased efforts to communicate with families of students with a high number of absences. “And in most meetings, we’re able to foster a stronger understanding and communication since...we’re able to identify potential root causes for their absences and develop a plan together... to increase attendance.”

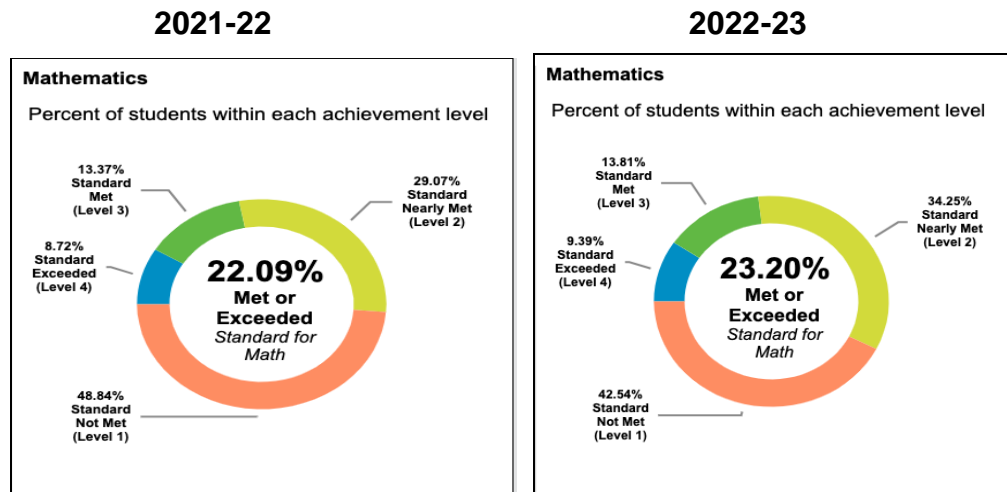
SBAC ELA Comparison

This assessment is administered to students in 3-5 grade. Newcomers of less than one year are excused from the ELA portion. For ELA, Martin ES has met or exceeded State standards the last two years.



SBAC Math Comparison

For Math, Martin ES had similar results for meeting or exceeding State standards the last two years. Unlike ELA, newcomer students are required to complete this portion of the assessment.

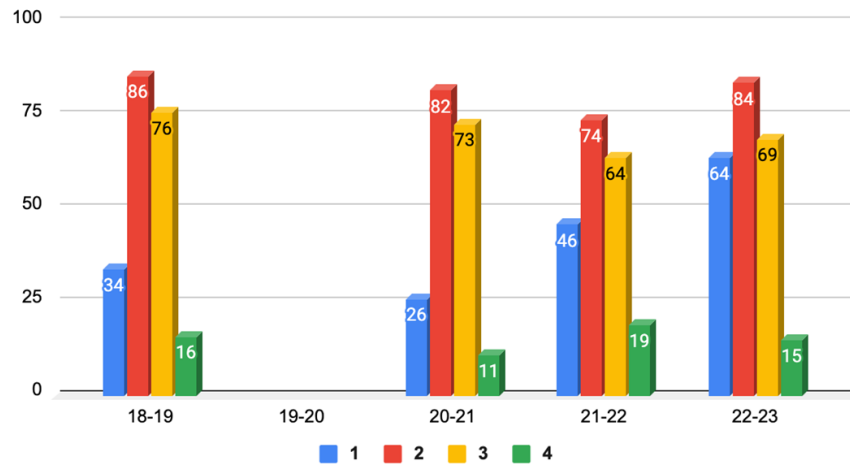


Principal Covacha said the SBAC results are only one of many data point they use to provide an accurate understanding of where the students are in the learning progress and what teachers can strengthen in their instructional practices. The SBAC scores give them the opportunity to both celebrate the student growth and indicate the direction they need to take to continue to improve

ELPAC Summative Data 2018-2023

Designated ELD time allows teachers to provide targeted EL instruction tailored to the student group’s overall performance level. The focus is on being able to develop English language skills. EL TOSA support with school’s ELPAC Initial and Summative Assessments, professional development, and support assist with the school’s ELD program.

ELPAC Summative Result 2018-2023



Student Support

3 MTSS Meetings

- Provide time and space to meet with individual teachers to monitor the progress of where the students are in their learning process based on data points from the State, District, and classroom level.
- Enable specialists (school psychologist, speech pathologist, SpEd teacher, counselors, reading specialists, and EL support) to share possible strategies that can be implemented in class.
- Identify student needs and as a team create an action plan to provide support; academic, behavioral, health, family assistance, etc.
- A template is used to record the meetings and update the information, so the team can see the student’s progress.

Individual Learning Plan (ILP)

- Monitors supports and interventions for Math, ELA, and/or Behavior.

- Current teachers will have access to previous year. They can continue or add/change for the current year's interventions they are presently implementing and provide data to support a student's progress.
- ILP allows the support team to get a recommendation for strategies which they can add to support the student.
- Have been helpful when holding a student success team meeting with the parents.
- Instead of having to go different data systems to get information, team is able to put all important information in one location.
- Allows the teachers to see how they will group their students for small group instruction in the coming week.

Recognition

Principal Covacha thanked his staff, parents, community, CSEA, CTA, Board members, and District leadership for their support, guidance, and encouragement. He proudly introduced the Martin Meteor Safety Patrollers who presented the Board and Cabinet with Ruby Bridge Walk tee-shirts.

Trustee Mina Richardson thanked Mr. Covacha for his leadership, being in tune with the students and knowing their parents. She recognized Mrs. Carlino and how the students respond to her so well.

Trustee Daina Lujan thanked Principal Covacha for the presentation. She said Martin ES is a special school and truly a community "...where every student is seen and valued and I just want to thank you all for the way you have made it a student-centered haven."

Vice President Patricia Murray thanked everyone, especially Principal Covacha as a leader who has "...allowed your parents, your teachers, your students to all thrive, because you make those connections, and that was very evident in your report as well. So thank you very much, and thanks to all of you for all you do for your kids."

Dr. Hsieh also thanked Mr. Covacha for his leadership and recognized the Martin ES students' amazing behavior during the meeting. She also acknowledged the parents, teachers, and community members present.

b. Performance Management - CAASPP

Director Marianne Hew shared information on SSFUSD's overall performance on CAASPP Spring 2023 results in ELA and math compared to the State of California and San Mateo County average scores. She also reviewed performance and progress on assessment for the past few years.




Performance Management

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

NOTE: Performance Management (PM) Reminders:

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

Color coding legend for the dots

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

LCAP Goals and District Priorities

Dr. Hew said the goals are focused on **Academic Achievement** (LCAP Goal 1) and also **Special Education** (LCAP Goal 4).

CAR (Communication, Achievement, Relationships)

Referencing the CAR graphic, Director Hew said the main focus is the wheels to look at the District's performance on an annual State assessment.

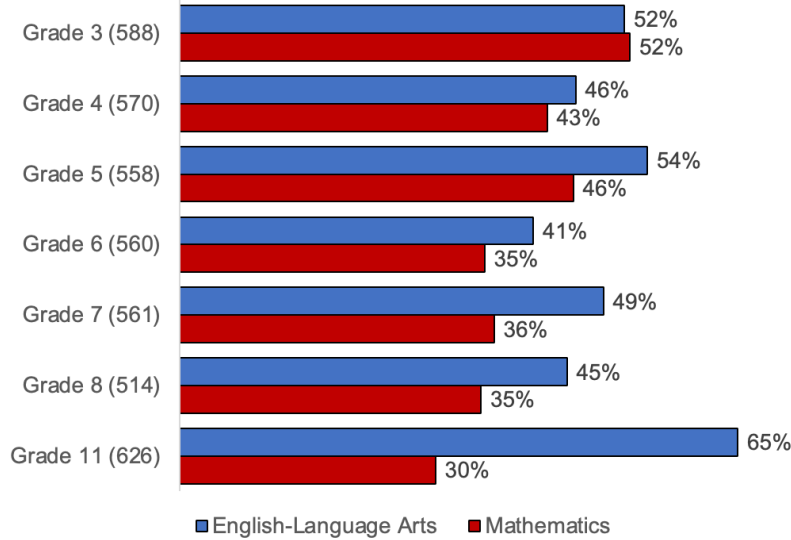
SSFUSD Smarter Balanced Assessments: Spring 2023

Percentage of Students Meeting/Exceeding Standard - by Grade Level
Students in grades 3 through 8 and 11 take ELA and math assessments.

District Goal

At least 80% of all students need to meet/exceed standard on CAASPP. SSFUSD was red meaning the goal is off target.

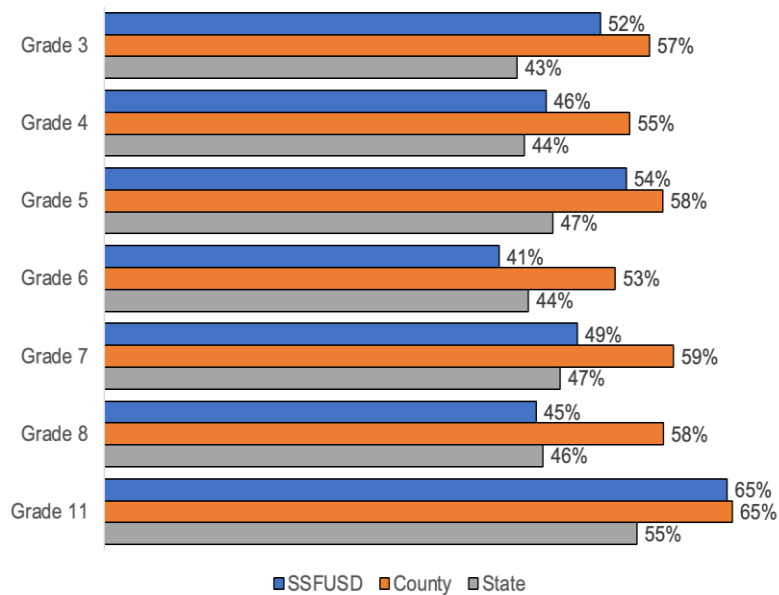




Smarter Balanced ELA: SSFUSD, County, State

Percentage of Students Meeting/Exceeding Standard - by Grade Level

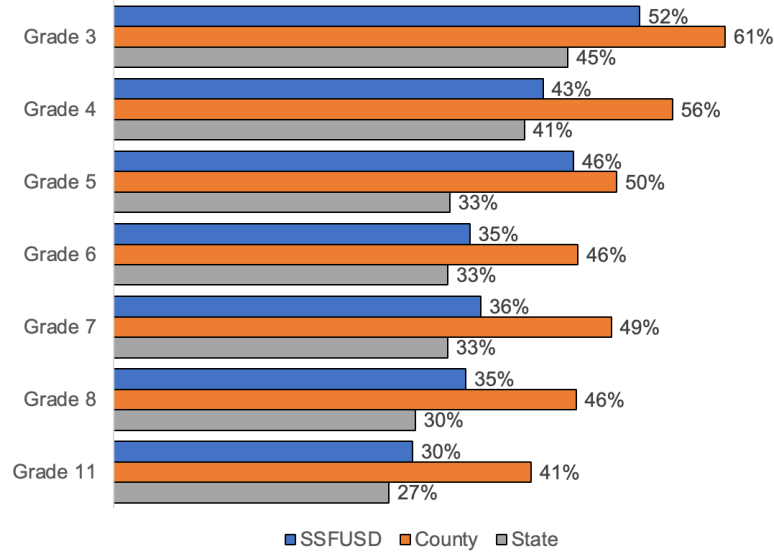
This data compares SSFUSD by grade level vs. San Mateo County and the State. District students by grade level did outperform the State aggregate in just about every grade level, but underperformed the County for each grade level in ELA. Dr. Hew said students in 3rd through 5th grade showed higher scores. There is a little drop-off in middle school and the highest scores are seen in 11th grade.



Smarter Balanced Math: SSFUSD, County, State

Percentage of Students Meeting/Exceeding Standard - by Grade Level

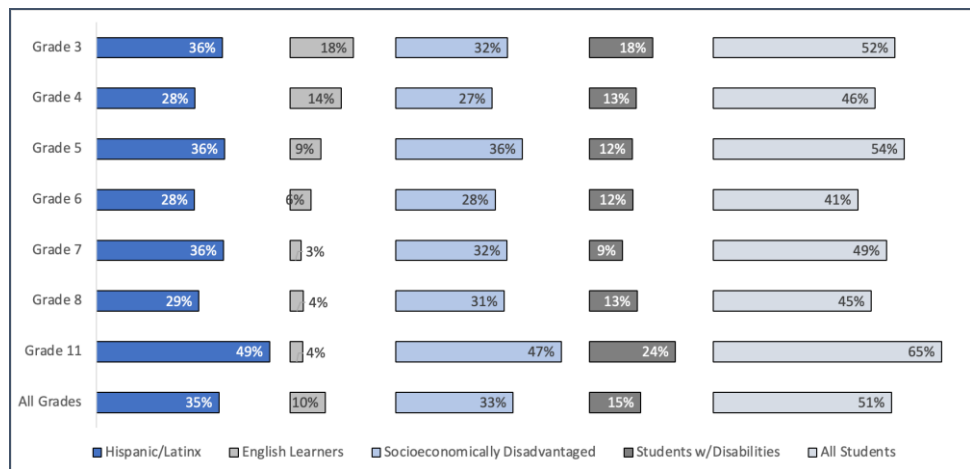
Dr. Hew said is there is a drop-off as students are moving from elementary to middle to high, which is consistent from District to County to State.



Smarter Balanced ELA: Target Student Groups

Percentage of Students Meeting/Exceeding Standard - by Grade Level

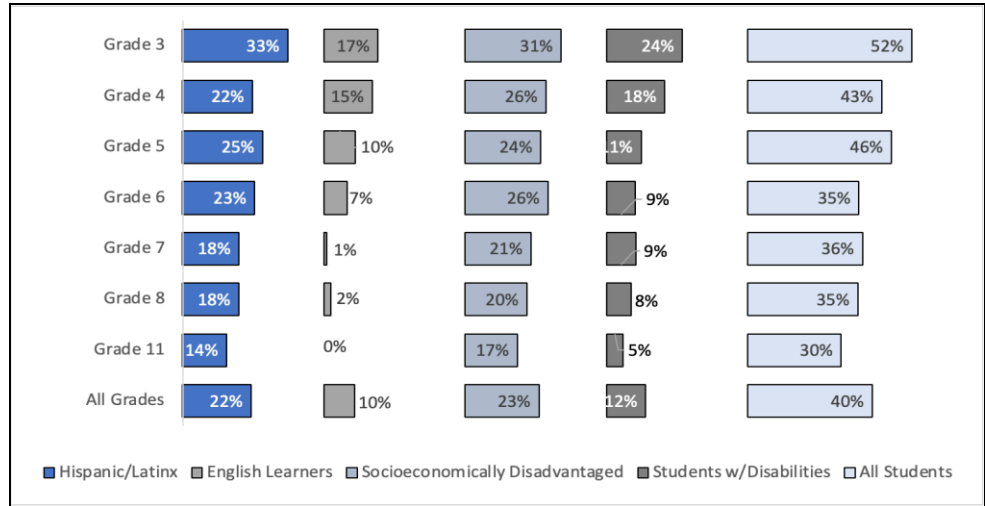
Dr. Hew said the District is targeting student groups at school sites. In this diagram, the first column represents Hispanic/Latinx, the second is English Learners, the middle is Socioeconomically Disadvantaged, and the fourth is Students with Disabilities. The last column is the District aggregate group.



Smarter Balanced Math: Target Student Groups

Percentage of Students Meeting/Exceeding Standard - by Grade Level

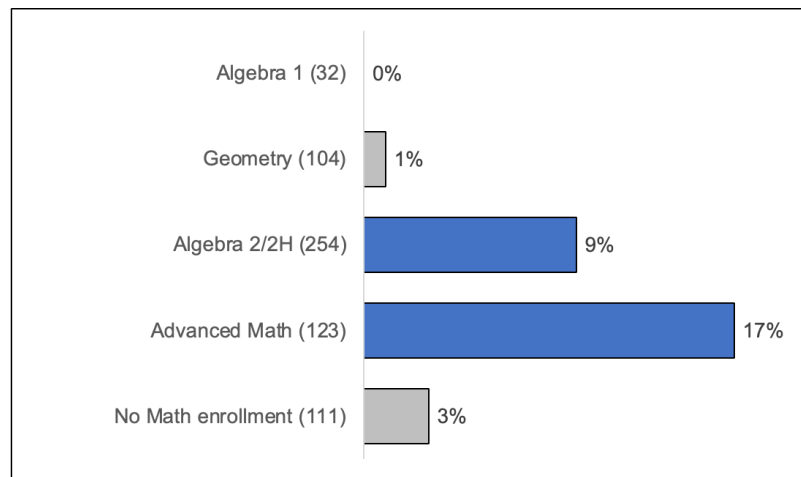
Dr. Hew spoke about 11th graders' math performance level and said to keep in mind "...it's one test given in one or two days for mathematics out of a school year. And the mathematics test forecast for 11th graders is really a culmination of all of their years of mathematics. So by the time they get to 11th grade, it's not just a matter of how did they do this one day, how motivated were they on this one test, that one day, but it's also their ability to apply the mathematics that they've learned in this test format."



Course Enrollment in Math and CAASPP Outcomes

Percentage of Students Meeting/Exceeding Standard - by Course Enrollment

This is a number and a data point that will be watched over the next few years to see how the graduation requirement changes are impacting the once-a-year CAASPP data.



Progress in ELA (2022-23) 

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

- 1 school improved by more than 5 percentage points
- 10 schools maintained
- 5 schools declined

Dr. Hew said this is in line with the County, the State, the entire smarter balance consortium of multiple states where there was flat to very, very slight growth across the consortium, and across the State.

Progress in Math (2022-23) 

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

- 3 schools improved by more than 5 percentage points
- 8 schools maintained
- 5 schools declined

Across the consortium, the County, and the State, the 2022-23 scores were pretty flat with some slight increases or decreases, which was in line with District schools as well.

Progress in ELA (2019 - 2023) 

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

The 2019 year was pre-pandemic, then there was no testing done in 2020, and in 2021 everything was remote. Dr. Hew noted that it was a different test, a Smarter Balanced blueprint, in 2019. By comparison, what was administered in 2021 and in 2022 was almost half of the items for ELA and math to make it more manageable for schools to deliver, especially during the remote testing year. It was harder to pinpoint how the student was doing.

Progress in Math (2019 - 2022) 

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

- 1 school improved by more than 5 percentage points
- 4 schools maintained
- 11 schools declined (more than with ELA)

Dr. Hew noted that during COVID, it was very hard for students to learn math from a computer.

CA Alternate Assessments: SSFUSD, County, State
 All Students with an IEP by Performance Level

This assessment is delivered one-to-one. Level 1 is a limited understanding of ELA and math core concepts, Level 2 is a foundational understanding and Level 3 is understanding at a given level.

	ELA			Math		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
SSFUSD	40%	45%	15%	62%	32%	9%
San Mateo County	54%	33%	14%	66%	25%	9%
State	51%	33%	16%	69%	22%	6%

Students w/Disabilities Progress (2019-23)

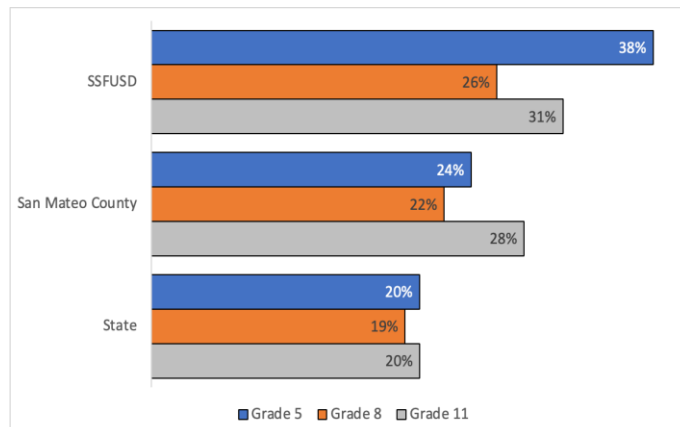
- Declined in Smarter Balanced ELA and Math
- Increased in CAST
- Declined in CA Alternate ELA and Math

In 2021, due to distance learning and remote testing, participation rates in SSFUSD were below the target 95%, ranging from 29% to 96%. Because the CA Alternate Assessments were administered only in person, participation was very low.

CA Science (CAST) Test: SSFUSD, County, State

Percentage of Students Meeting/Exceeding Standard by Grade Level

This is the science test, which was first used in 2018-19. It assesses life sciences, physical sciences, and earth and space sciences. There are only three grade levels listed because it is expected that the sciences are covered over multiple years, and then assessed at the end of that grade level span. There has been a lot work providing a robust science curriculum in District schools and it is starting to pay off in the CAST results. In each grade level, SSFUSD students had results above the County and State.

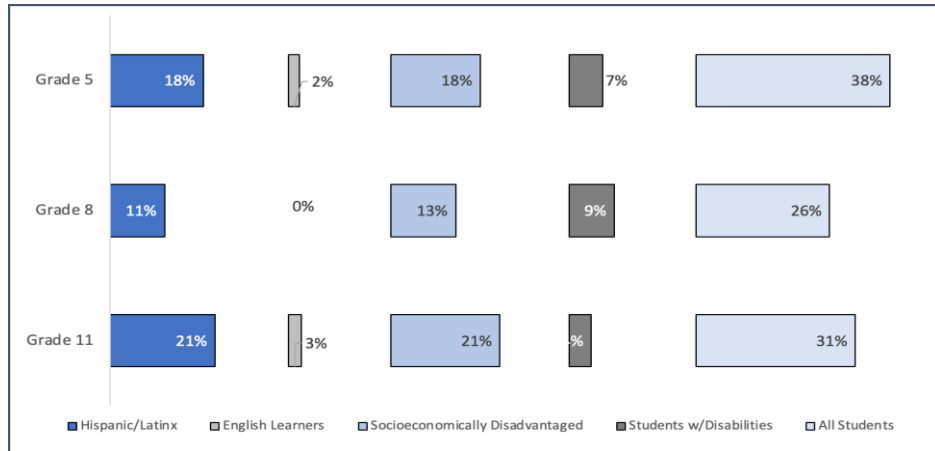


CA Science Test: Target Student Groups



Percentage of Students Meeting/Exceeding Standard by Grade Level

Dr. Hew said the District is targeting student groups at school sites. In this diagram, the first column represents Hispanic/Latinx, the second is English Learners, the middle is Socioeconomically Disadvantaged, and the fourth is Students with Disabilities. The last column is the District aggregate group.



CA Science Progress (2022-23)



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

- 3 school improved by more than 5 percentage points
- 7 schools maintained
- 6 schools declined

Dr. Hew reported that the CAST, unlike the Smarter Balanced Assessment, was the same assessment given in 2019 to 2023. It is just as long as it used to be.

CA Science Progress (2019-23)







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

- 6 school improved by more than 5 percentage points
- 7schools maintained
- 3 schools declined

Assessment Metrics - Summary

Director Hew said there is work to do to get the schools and students up to their ELA and math targets. The District is making progress with science, but has not reached that target either. She said, “One of the things I appreciate Mr. Covacha shared was the more granular look he was giving around the MTSS work and looking at student growth

across his grade levels. And that is where you're really going to see a change over time that will result in something that we will see in CAST years later, because this is a once a year test.”

Metric	Progress # / %
For all student groups, 80% or more meet/exceed standard on CAASPP ELA	All District aggregate student groups are below 80% met/exceeded standard in 2023 <ul style="list-style-type: none"> ▪ 1 school improved and 10 maintained from 2022 ▪ 8 schools declined from 2019 
For all student groups, 80% or more meet/exceed standard on CAASPP Math	All District aggregate student groups are below 80% met/exceeded standard in 2023 <ul style="list-style-type: none"> ▪ 3 schools improved and 8 maintained from 2022 ▪ 11 schools declined from 2019 
For the SWD group, increase by 3 points toward District goals in Smarter Balanced and CA Alternate ELA, Math, and Science	Met goal in 1 of 5 assessment areas <ul style="list-style-type: none"> ▪ Declined in SB ELA and Math ▪ Declined in CA Alt ELA and Math ▪ Improved in CAST 
For all student groups, 80% or more meet/exceed standard on CAST	All District aggregate student groups are below 80% met/exceeded standard in 2023 <ul style="list-style-type: none"> ▪ SSFUSD is higher than county and state counterparts ▪ 3 schools improved and 7 schools maintained from 2022 ▪ 6 schools improved and 7 maintained from 2019 

Key Takeaways

- In line with County and State, 2023 results largely maintained from previous year or slight increases across the board

- Several target student groups and schools are making incremental progress
- Performance in early grades among all student groups around literacy, math, and science
- Mathematics is a continued focus; watch for impact of changes in course-taking at secondary
- Progress in science with implementation of Next Generation Science Standards and instructional strategies

The Board recessed at 8:30 p.m. for a break and reconvened at 8:40 p.m.

Trustee Lujan thanked Dr. Hew for the deep data analysis which provides a snapshot of how the District has grown and changed even with the impact of COVID. “It gives me hope that our site leadership and staff have an opportunity to wrestle with the data and think of things we are doing so we can support all students and hit targets.”

Trustee Richardson also thanked Dr. Hew and said when she explains the courses, it teaches her something. She said the prevailing opinion is that the students have not yet recovered post-COVID, but are performing better than the County. “But the fact that the children want to go to school in the elementary school level is really important for me.” “And I see the attendance that the children are there, every day...and I have to commend our educators for making them want to come to school.”

Trustee Anthony said she is frustrated when parents say the District is getting worse when they look at the assessment numbers. “Kids are not a science experiment” “...Every year is different; every kid is different.” “It is not the same class going year to year.” “...at the end of the day, this is testing, how you did on that particular day, how you read that particular question, it's how you felt when you came into that room and it just frustrates me that this is how we get judged because I know there are a lot more great things happening in these schools than are reflected in these test scores.”

Vice President Murray agreed that it is one test on one day and a student might do better on a subsequent test. “And when you look at the entirety of what our District has accomplished with our kids and you look at...every school, they're doing different things and they're doing amazing things and that's what we should be looking at.” She appreciated the data analysis.

President Hsieh thanked Dr. Hew for the comprehensive data and the analysis provided. She agreed with the other Trustees that this is only one snapshot. She appreciated the summative information and asked how growth can be measured, which the summative cannot capture.

“And then if we can have those multi measurements, the growth of our students, that will be wonderful.” We can celebrate small steps towards a win.

N. PRESENTATION WITH POTENTIAL ACTION - None

O. CONSENT AGENDA

MOTION #68 (Lujan/Murray) to approve Item 1a, Minutes to the regular October 5, 2023 Board meeting; Item 1b, Minutes to the regular October 19, 2023 Board meeting; Item 1c, Star Vista agreement for 2023-24; Item 2a, ECHS staff to attend a training in Orange, CA; Item 2b, SSFHS Wrestling Team to travel to Aptos, CA; Item 2c, SSFHS Wrestling Team to travel to Napa, CA; Item 2d, SSFHS Wrestling Team to travel to Sacramento, CA; Item 2e, SSFHS Wrestling Team to travel to Gilroy, CA; Item 2f, SSFHS Wrestling Team to travel to Bakersfield, CA; Item 2g, SSFHS Wrestling Team to travel to Fresno, CA; Item 2h, CTE staff to attend a conference in San Diego, CA; Item 2i, Westborough MS students to travel to Yosemite National Park, CA; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 3c, MOU for Margaret Lee; Item 4d, MOU for Jonathan Berg; Item 4a, Purchase Order Listing, September 1-30, 2023; Item 4b, Warrant Register, September 1-30, 2023; Item 4c, Cash Receipts, September 1-30, 2023; Item 4d, Declaration of surplus items; Item 4e, Gifts to the District, October 2023; Item 4f, Fundraising events for 2023-24; Item 4g, Professional service agreements under \$25,000. Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. HUMAN RESOURCES

a. Update on Safe School Plans: Emergency Preparedness in Schools and Communities

Director Ryan Sebers presented information on the 2023-24 updated Safe School Plans for emergency preparedness in the District schools and communities.

The Big Five for San Mateo County

They were developed for the following reasons:

- 23 school districts, 20 law enforcement agencies
- Approx. 94,000 students across 20 municipalities and unincorporated areas
- All agencies involved share a common language and understanding of immediate response protocols in an emergency
- Standardized response system adopted by emergency services agencies in San Mateo County

- Provides immediate action steps to protect the school communities
- Result of a year-long stakeholder engagement process involving educators, law enforcement, fire departments, public health, government agencies, and the community at large

“The Big 5 states of readiness” - emergency response protocol developed by the San Mateo County Coalition for Safe Schools and Communities in 2014. It has been adopted by the San Mateo County Office of Education, as well as police and fire departments within San Mateo County. Based on individual situations, those in charge can switch between the different states of readiness as needed.

1. Drop, cover and roll (earthquake or explosion)
2. Evacuation (outside building is safer than inside)
3. Lockdown/barricade (immediate threat)
4. Secure campus (potential threat in surrounding community)
5. Shelter in place (isolate students and staff from outdoors)

District and Site Emergency Response Plans

- Included within each school site plan.
- **The Big Five** response protocol is at the core of the District's Emergency Management Handbook.
- Each school develops an annual Safe School and Emergency Management Plan, which includes the District handbook.
- All site plans comply with the State and national standards:
 - California Standardized Emergency Management System (**SEMS**)
 - National Incident Management System (**NIMS**)

Site Plans

Director Sebers said everything is aligned from the State standards to what the County is doing, to the District level emergency response and included within the school plans.

- All plans submitted to Student Services, reviewed annually:
 - Verification of required components
 - Suggestions/recommendations for improvement are made
- Each school site has completed a Safe School and Emergency Management Plan for the 2023-24 school year.
 - Each plan includes updated Safe School Environment Guides and Emergency Management Action Plans, approved annually by School Site Council or PTA within each school.

Site Plans - Protecting the School Community

The following items are the most useful for everyone to be able to take action as needed in an emergency situation. Mr. Sebers said these are part of the plan for those eventualities. The procedures have been developed and take into consideration the various communication plans and options. Emergency drills are a big part of preparedness.

- Site maps, evacuation routes, and utilities
- Utility shutoff procedures
- Safe School programs/activities
- Emergency Management Action Plan
- Team roles and responsibilities
- Staff w/emergency skills training
- First aid and emergency supplies
- Students and staff with special needs
- Emergency contact information
- Drill schedules

District Emergency Response Handbook

- The handbook is included within each school site plan and covers the following:
 - Maintains a clear and consistent emphasis upon San Mateo County's Big Five response protocol
 - Utilities outages
 - Air quality protocol and procedures
 - COVID-19 safety considerations
 - Alternate communications protocol
 - Parent-child reunification process

Emergency Drills

The District regularly practices the states of readiness and is required by the State, to hold emergency drills at certain intervals. Mr. Sebers reviewed the frequency for the Big 5 drills, by elementary, middle, and high school levels on an annual basis. They do take trauma informed practices into consideration. There are some drills that may or may not be done with students or adults or may only be table top exercises.

To confirm drills are happening, administrators provide Student Services with the proposed drills for the year as well as the actual documented dates and times of these drills and what occurred. They also submit a log with site leader reflections and input on room for improvement of the drills.

Improving practices for difficult campus situations requires identifying and learning how to do things differently, incorporating information from the County, law enforcement agencies, and fire departments. The District is working on:

- Improving practices for difficult campus situations:
 - Utilizing trauma-informed drill strategies
 - Performing evacuations w/the possibility of obstacles, power outages
 - Parent-child reunification
 - Quick, reliable lockdowns and secure campus - taking into account non-regular staff and visitors on campus

Training, Support, and Partnerships

- Ongoing Emergency Broadcast System Tests
- Improvement of communications processes, crisis communication messaging
- Partnership with Via Heart for AED devices at all sites and AED/CPR training
- San Mateo County Coalition for Safe Schools and Communities
- SMCOE Safe Schools Framework - has a lot to do with the COVID practices and prevention measures the District still follows.

Mental Health Resources - SSFUSD Counseling

Director Sebers said this is the biggest support the District can provide for students, staff, parents, and the community. It begins with a sense of wellness and safety at school.

- Counselors have Pupil Personnel Services - School counseling credentials
- Two counselors and a Wellness Counselor at each middle school (WBMS pending)
- Two counselors and a Wellness Counselor at Baden HS
- Four counselors and a Wellness Counselor at ECHS and SSFHS
- School psychologists at each school (1 at each ES, MS, and Baden, and 2 at each HS)

Mental Health Resources - SSFUSD Partners

Director Sebers said the following support in terms of mental health and counseling services in schools are also taken into consideration.

- **Youth Services Bureau (YSB) of the YMCA**
 - School Safety Advocates program at middle and high schools
 - Elementary counseling program at all elementary sites
- **San Mateo County Human Services Agency (HSA)/Star Vista**
 - Family Resource Center, on site clinician
 - Family, clinical, community services, suicide prevention hotline
- **Daybreak Health**
 - Comprehensive online counseling support for ages 11-19
 - Anxiety, motivation, academics, concentration, depression, and more
- **Care Solace**
 - Online resource with a live 24/7 concierge
 - Assists students and families with finding local mental health related programs and counseling services.
- **SMCOE Safe and Supportive Schools**
 - Provides several resources to support school safety and wellness

Additional Mental Health Providers for Students with Special Education Services

- SSFUSD mental health clinicians
 - Individual counseling - all grades
 - Parent counseling
 - Group, individual, and crisis intervention supporting **elementary school** level Therapeutic Milieu Program.
- County mental health
 - **Behavioral Health and Recovery Services (BHRS)**
 - Individual Counseling - all grades
 - Parent counseling
 - Group, individual, and crisis intervention supporting **high school** level Therapeutic Milieu Program.
- Nonpublic Agencies
 - **Beacon Therapeutic**
 - Individual counseling - elementary and middle schools
 - Parent counseling
 - Group, individual, and crisis intervention supporting **middle school** level Therapeutic Milieu Program.

Emergency Preparedness for Families at Home

SSFUSD.org - Parent and community resources

Director Sebers reviewed the following recommendations which provide valuable information on resources available to families in the community.

- SMCOE Safe Schools and Communities
 - The Big Five - Community overview and packet
- Emergency Preparedness for Families at Home
 - Checklist and resources for building a family plan (Ready.gov)
- How to Build an Emergency Supply Kit
 - Checklist and Resources (Ready.gov)
- COVID-19 Prevention for Families (CDC)
 - Household Checklist

Director Sebers concluded his presentation by saying, “We may turn in the requisite items that show that we are prepared for the current year but that, no means, indicates that we will ever be done in the endeavor to be safer.”

Trustee Richardson asked about the hierarchy should a major incident occur. Director Sebers spoke about how the District might scale our organizational leadership to an event which encompasses the City or just the District or schools. “...so going with the Big Five and in terms of who is following that, while that's a County-wide thing where we're using the same terminology and we understand the same system of organizational leadership, even at the State level, [it] is very similar to other counties to the point where agencies can understand each

other.” “So what you end up having are agencies that may or may not begin managing a situation depending upon how severe it is and how large the scale is. We definitely have our organizational leadership outlined quite well within our safety plan. So each safety plan has an organizational leadership chart. And that indicates specifically within the school who are the teams that are responsible for doing things...” Examples would be who is the first aid triage team, who would assist with search and rescue, who would be in charge of utilities, etc. He added that for a Citywide event, the fire department has an emergency control center and representatives from all City agencies become part of that larger conversation. For a County level event, the sheriffs’ departments engage. “Usually if something’s that big you’re going to have a State agency...jump in and they start calling shots from that point.” For SSFUSD, “...whether or not someone is guiding something from the highest level, someone still is going to be the incident commander of a site and the incident commander of the District and there will be alternate incident commanders.” He emphasized that organizational charts are important in emergencies.

Trustee Richardson said different types of catastrophes can happen and impact District schools. Director Sebers stated that for any emergency, the Big Five process would be engaged. “...even within the District’s emergency plan we actually have some really specific language that deals with some of those different types of things.” He said that while not every possible situation is included, the District Handbook incorporates what to do at the site level.

Trustee Anthony said working with the Community Collaborative for Children’s Success, El Concilio, is working on tier 1 strategies for service referrals. These services include crisis lines for those with severe mental health concerns, a community navigator, and a peer to peer model, providing mental health and behavioral services at neighborhood schools to support children.

Vice President Murray asked if the site safety plans are on paper or computers. Mr. Sebers replied that sites are mandated to have hard copies on hand in case of a power outage. These portable handbooks contain contact information, teacher and staff rosters, etc. He said, “...we are going to be utilizing the County’s universal protocol, which is Document Tracking Services.” “So we are going to be even more closely aligned and we’re going to be moving up our schedule to submit...plan updates...of our 2024-25 plans...to this coming March.” Vice President Murray thanked Director Sebers for all his work and said she learns something new with each of his presentations.

Dr. Hsieh thanked Mr. Sebers for his very comprehensive and helpful presentation.

ACTION

1. ADMINISTRATION

a. Approval of District's Updated Board Policies

1. BB 9100 - Organization
2. BP 3350 - Travel Expenses
3. BP 4118 - Dismissal/Suspension/Disciplinary Action
4. BP 4119.1, 4219.1, 4319.1 - Civil and Legal Rights
5. BP 6158 - Independent Study
6. BP 6164.2 - Guidance/Counseling Services
7. BP 6178 - Career Technical Education
8. BP 6200 - Adult Education
9. BP 7110 - Facilities Master Plan
10. BP 7150 - Site Selection and Development

President Hsieh pulled item #1 and Trustee Richardson asked to pull items #2, 4, and 9 for discussion.

MOTION #69 (Murray/Lujan) to approve Board Policies 3, 5, 6, 7, 8, and 10 and waive a second reading. Motion Carried. (Unanimous)

Dr. Hsieh complimented the Board Policies and Bylaws Committee for the incredible work they have done. She then discussed the following paragraph in BB 9100, Organization. "After serving at least one year as Vice President, at any time during one's cadence, a Board member is eligible to serve as President of the Board. Selection of President will take into consideration Board member attendance at Board workshops and Board self-evaluations, completion of the Masters in Governance Course, if practicable and available, and attendance of 90% or better at regular Board meetings in the prior 12 months. The trustee must also have attended the CSBA Board President's workshop prior to assuming the role of President. Board president is not a rotational role." She asked to clarify if, based on this paragraph, the Board members for the next President's position would be Trustees Lujan, Murray, and Richardson. Trustee Anthony said that was correct as the policy is proposed. Dr. Hsieh, for the next paragraph, wanted to clarify the "newly elected" definition. She proposed it read "**newly elected/appointed**" and then the definition of the newly elected/appointed would have two conditions. "One is **first elected or**

appointed to the Board in the 12 month preceding the December reorganization, so it's clearly defined what the time frame is for the newly or appointed elected Trustees.” “The second one is that this term would not apply to re-elected officers. So if any of us got re-elected [in the] next round, this newly elected or appointed would not apply to re-elected officers.” Trustee Anthony replied, “It isn't written that newly elected is first elected, so I think clarifying that and saying **first elected or appointed to the Board in the 12 months preceding** would a really good revision. If they get re-elected, then you would no longer be new because you're not new to the Board.” Dr. Hsieh wanted to apply this to the policy, so it would change from “After selection of the President, the Board will select the Clerk. This will usually go to a member who is not newly elected/**appointed and/or** has previously not served in the role, unless all the Board’s members have previously served or are newly elected/**appointed**. Following the selection of the Clerk will be the election of the Vice President. This will usually, **although is not required to**, go to a Member who has served as Clerk, is not newly elected/**appointed, and/or** previously has not served in the role, unless all the Board’s members previously served are newly elected/**appointed**. Dr. Hsieh asked if eligible members for the Clerk would be Trustee Anthony and herself. Trustee Anthony said “...the way it's written you and I would be eligible because neither of us is newly elected and neither of us has served in the role.” Dr. Hsieh said the same verbiage would apply to the paragraph for electing the Vice President and any current Board member would be eligible.

Trustee Richardson said she had a problem with some of the changes and there is nothing in the CSBA which has these conditions. “The whole point of this is just that the CSBA has wanted every member to experience the different leadership roles. And somehow it's become sort of a merit based system...” “...but there's been nothing written that Board members shall do this...and I don't see fairness in this.” Trustee Anthony noted that because other boards don't have it does not mean they cannot do it. “As a new Board member one of the things I've seen is the Board President role is very important. They are the ones that are spokesmen, representing us to the public, running the meeting, calling...things to order which I think sounds like it was a little bit worse during COVID and I don't think we should leave that to chance. I think that's an important role to define. The Clerk and the Vice President I think are a little bit less impactful when it comes to it.” Trustee Lujan said she support the additions of the ‘ors’ and the language clarifying what newly elected means if you've been re-elected and then adding the term appointed.” “...as a Board...we have the ability to go above and beyond the recommendations.”

Trustee Lujan spoke about her experiences while serving as a past

President. She said there were pleasant times as well as turbulent ones. The President is the face of the Board during meetings and at public events. She said they are "...also the person who's facilitating three hours of public comment trying to keep things calm and the meeting moving forward. Because it's important the President know what they're getting into before they accept the appointment."

Vice President Murray added "...that the President is someone who models what they want, how they want their Board to be." She thinks attending meetings, workshops, and self-evaluations are things she would want Board members to adhere to if she were President.

Trustee Richardson said option 2 for the rotational selection of Board positions was removed to advance a Board member. Passing up a Board member has not helped their Board's unity and governance. She proposed the following rotational language to make the policy fair, "On non-election years the President rotates to [a] member and then everyone move up a step. That means that the ones that were Vice President, and President, will move up." "But there's a consideration of the norm and the protocol that was ignored in the last election. And there were illegal maneuvers by two members of the Board." "...everybody was advanced in their first year, their first term except me. And I'm not in line to do any of that. So that's unfair." "There's some times that this year that I wish we had a more experienced person at the chair, and we didn't."

Trustee Richardson asked that the motion be repeated. Trustee Lujan said Vice President Murray moved forward BP 9100 with the corrections as proposed by Dr. Hsieh, clarifying that the rotation would happen 12 months after the first election and then defining newly elected being the first term, adding the term 'appointed' to the policy, and adding a few 'ors' instead of 'ands', so the Board has flexibility.

MOTION #70 (Murray/Anthony) to approve Board Bylaw BB 9100 with updated language and waive a second reading. Motion Carried. (Unanimous)

Trustee Richardson said she did not understand the need to have specific travel provisions in BP 3350. For example, "Every effort will be made to minimize the cost of travel and accommodation, while still maintaining safety and comfort, when overnight stays are necessary.", is already being adhered to. Trustee Anthony replied that this is a staff travel policy. Trustee Richardson stated that some language in this policy, such as trip interruption, is too granular. Trustee Lujan said she appreciates the additional language since it guides staff on the cost of a hotel stay.

MOTION #71 (Murray/Lujan) to approve BB 3350 with updated language and waive a second reading. (AYES: Student Trustee Sergio, Anthony, Hsieh, Lujan, Murray; NOES: Richardson). Motion Carried on a 4-1 vote.

Trustee Richardson said BP 7110 deals with facilities and teacher housing does not qualify as a facility. Trustee Lujan asked how teacher housing built by the District is not a District facility. Superintendent Moore stated that teacher housing was included in the District's Facilities Master Plan. "The attorneys who developed this policy specifically entered teacher housing that was not the bylaws committee. This came from the attorneys who drafted the policy as they recognized that that too would be a facility of a school district." Vice President Murray read the following language which was written into the policy by the attorneys and not the policies committee. "However, plans for residential housing, which includes any building used or intended to be used by the District as a personal residence of by a teacher...is not considered to be a school building and does not require approval of the Department of General Services..."

MOTION #72 (Murray/Lujan) to approve BP 7110 and waive a second reading. (AYES: Student Trustee Sergio, Anthony, Hsieh, Lujan, Murray; NOES: Richardson). Motion Carried on a 4-1 vote.

Trustee Richardson questioned whether BP 4119.1, 4219.1, and 4319.1 are in line with the District's collective bargaining agreements with the unions. For example, the policy contains the language, "District employees may engage in private, personal activities, including the exercise of their religious, political, cultural, social or other beliefs or activities, during personal time including when employees are not on duty or engaged in the supervision or instruction of students". She asked, "...are we going to enforce this, say for example, they wear a cover on their head or cover their face, are we infringing in some way with the collaborative agreement?" Trustee Anthony said it is her understanding that Trustee Richardson "...wants to know if the addressing of clothing or personal activities is addressed in the collective bargaining agreement." Dr. Moore noted that the policy is specific to what the expectation is under the law for employees, for staff members, who work in a school district. The collective bargaining is separate from that." She confirmed that this policy applies to employees' attire, beliefs, or activities during personal time when they are not on duty or instructing students.

MOTION #73 (Lujan/Anthony) to approve BP 4119.1, 4219.1, and 4319.1 and waive a second reading. Motion Carried. (Unanimous)

2. HUMAN RESOURCES

a. Approval of CTA Tentative Agreement

MOTION #74 (Murray/Anthony) to adopt the tentative agreement, dated October 17, 2023, between the SSFUSD and the SSFCTA for changes to Article 18 for the Children's Center. Motion Carried. (Unanimous)

b. Approval of Agreement with GeoVisions for Recruitment and Hiring

Trustee Richardson asked for clarification on this program and whether the District would be paying the agency or working directly with the overseas teachers. She also inquired about Jefferson UHSD allowing these teachers to use their facilities and provide teacher housing for them. Assistant Superintendent Hannon replied this agency places teachers and paraprofessionals and he is recommending the Board approve a partnership with GeoVisions. He said the SMCOE recommended this agency to all San Mateo County school districts and neighboring districts have had success with GeoVisions placing international candidates. "The long term goal for our District is to build, grow our own programs, in addition to really attracting candidates through the various shifts we're going to be making through our strategic plan."

Trustee Lujan shared her experience with this agency. GeoVisions provided candidates for her district to interview, resulting in the hiring of 17 paraprofessionals. "They are our employees and they are deeply dedicated. They come with five years of teaching experience and are thrilled to be in the United States. They work really hard. We have over 30 teachers from the Philippines we've hired over the past five years. They are also an integral part of our community. So they've helped us greatly with staffing shortages." Unlike other agencies, GeoVisions does not price gouge. "So not only are we getting dedicated staff members who want to be with us, but it's cost savings overall and it benefits everybody."

MOTION #75 (Lujan/Murray) to approve an agreement with GeoVisions, a J-1 Visa Exchange Visitor Program, for the recruitment and hiring of Special Education teachers and paraeducators. Motion Carried. (Unanimous)

c. Approval of Variable Term Waivers

MOTION #76 (Murray/Lujan) to approve Variable Term Waivers for

Shela Marie Agadang, Dia Almonte, Preciosa Febres, Marian Rose T. Nielo, and Reina Mari B. Ungos, retroactive to October 1, 2023. Motion Carried. (Unanimous)

3. BUSINESS SERVICES

a. Approval of the First Measure T Bond Program Projects

MOTION #77 (Murray/Lujan) to approve the first projects for the Measure T Bond Program. Motion Carried. (Unanimous)

b. Approval of Selected Firms for the Measure T Bond Program Surveying and Topographic Services Pool

MOTION #78 (Murray/Anthony) to approve the selected firms for the creation of a surveying and topographic services pool for the Measure T Bond Program. Motion Carried. (Unanimous)

c. Approval of Selected Firms for the Measure T Bond Program Hazardous Materials Testing Services Pool

MOTION #79 (Murray/Lujan) to approve the selected firms for the creation of a hazardous materials testing services pool for the Measure T Bond Program. Motion Carried. (Unanimous)

d. Approval of Selected Firms for the Measure T Bond Program Geotechnical and Geologic Hazard Evaluation Services Pool

MOTION #80 (Anthony/Lujan) to approve the selected firms for the creation of a geotechnical and geologic hazard evaluation services pool for the Measure T Bond Program. Motion Carried. (Unanimous)

e. Approval of an Agreement with BFK Engineers, Inc. for Land Surveying-Boundary Services

Trustee Richardson asked why the land needed to be surveyed on this modernization project. Lori Shelton, the Bond Program Director, replied the reason for the survey is to verify where the District's property boundaries begin and end. There are some boundaries which may belong to the City for public utilities services.

MOTION #81 (Murray/Anthony) to approve the agreement with BFK Engineers, Inc. for land surveying-boundary services, in the amount of \$34,000, for the Los Cerrito ES Modernization Project. Motion Carried. (Unanimous)

f. Approval of Award of Contract to Roofing Constructors Inc. for SSFHS Library Roof Repairs

MOTION #82 (Lujan/Anthony) to approve the award of contract to Roofing Constructors, Inc. (dba Western Roofing Service), in the amount of \$198,982, for the SSFHS roof repairs. Motion Carried. (Unanimous)

g. Approval of Award of Contract to DSK Architects for Heat Mitigation at Parkway Heights MS

MOTION #83 (Murray/Lujan) to approve the award of contract to DSK Architects, in the amount of \$46,000, for heat mitigation in Parkway Heights MS, Building D. Motion Carried. (Unanimous)

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

December 14, 2023

- Board of Trustees reorganization
- Resolution honoring outgoing Board President
- Resolution Honoring outgoing Personnel Commissioner Scott Grindy
- Teaching and learning presentation - Ponderosa ES
- Performance Management CTE Presentation
- Presentation and approval of First interim budget report “positive certification”
- Selection of Trustees to District sub-committees/committees
- Resolution for School Board Recognition Month
- CSBA Delegate Assembly nomination(s)
- Approval of Special Olympics MOU
- Approval of 2024 Summer School Program
- Approval to purchase EveryDay Labs attendance software

January 25, 2024

- Teaching and learning presentation - Alta Loma MS
- Recognition for outgoing Student Trustee Sergio
- Presentation on Induction
- Presentation on audited actuals report for the fiscal year ended June 30, 2023
- Presentation of Measure J Bond Audit for the fiscal year ended June 30, 2023
- Approval of SARCS
- Approval to participate in the California Healthy Kids Survey for 2023-24
- Williams report for 4th quarter ending 12/31/23
- Resolution honoring African American History Month (February)
- Resolution for approval of Children’s Ctr. 2024-2025 CCTR contract

February 8, 2024

- Teaching and learning presentation - El Camino HS
- Introduction of new Student Trustee Wong
- Presentation on Performance Management - Special Education
- Approval of DTS contract for 2024-25
- Approval of implementation of Science for Scientists for 2024-25
- Update on Governor's 2024-25 budget proposal
- Approval of 2024 Young Audiences Professional Development MOU
- Approval of MOU w/ SVEF Elevate Math - 2024 Summer School Programs

February 29, 2024

- Teaching and learning presentation - Junipero Serra ES
- Teaching and learning presentation - Skyline ES
- Presentation on Performance Management - English Learners
- Presentation on supplement to the annual LCAP update for 2023-24
- Resolution for Women's History Month (March)
- Resolution for Red Cross Month (March)
- 2024 CSBA Delegate Assembly election
- Approval of declaration of need for fully qualified educators, 2024-25

March 14, 2024

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

March 28, 2024

- Teaching and learning presentation - Los Cerritos ES
- Teaching and learning presentation - Children's Center
- Presentation on Induction
- 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 11, 2024

- Teaching and learning presentation – Westborough MS
- Performance Management - NGSS/Genentech Presentation
- Williams report for 3rd quarter ending 3/31/24
- Resolution for Earth Day (April 22)
- Approval of Skyline Middle College MOU for 2024-25
- Resolutions for retirees

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

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Vice President Murray said it was a great Ruby Bridges Walk to School Day and a wonderful visit to Ponderosa ES.

Trustee Anthony reported that during the recent CSBA Road Show, attendees learned a lot about policies and new State laws that affect the District. She also participated in the Ponderosa ES visit and several facilities and committee meetings.

Trustee Lujan expressed her thanks for everyone in the season of thanksgiving.

Trustee Richardson said she attended many events including the CSBA Road Show, opening of the new City Civic Campus, and a Taste of SSF. She is proud of SSFHS for winning the Bell Game. She wished everyone a happy Thanksgiving.

President Hsieh wished everyone a happy holiday.

ADJOURNMENT - 10:08 p.m.