

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of June 22, 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. Conference with Legal Counsel – Anticipated Litigation Significant exposure to litigation pursuant to Government Code section 54956.9(d)(2) (one case)
3. Superintendent evaluation.

RECONVENE INTO OPEN SESSION - 7:05 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

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

C. PLEDGE OF ALLEGIANCE was led by Vice President Patricia Murray

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 - Nothing to Report

F. REVIEW OF AGENDA

Senior Executive Assistant Nalani Allen-Cantley requested that Consent Agenda Item 1b, a revised 2023-24 Board meeting calendar, be eliminated as the change was no longer needed.

G. PTA COUNCIL REMARKS - None

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators - None

South San Francisco Classroom Teachers Association - None

California School Employees Association Chapter 197 - None

I. PERSONNEL COMMISSION - Assistant Superintendent Jay Spaulding reported that the last meeting was held on June 12, 2023. During that meeting, they ratified ten position announcements and two eligibility lists. The next Commission meeting will take place on August 21, 2023.

J. ITEMS FROM BOARD - None

K. SUPERINTENDENT'S REPORT

- a. **Start of Summer School** - Superintendent Shawnterra Moore said the District's summer school programs are in their second week. There are seven programs serving about 1,800 TK through Adult Ed. students across five campuses and one online program. This week's Big Lift Inspiring Summers program's core value is courage and students are sharing their superhero traits. "The students in the Big Lift program are receiving literacy and mathematics instruction as well as a range of enrichment and academic skill building activity. Our STEAM program's theme for the summer is energy, so students are identifying and studying different energy-generating sources and constructing models to test. The arts integration this year includes a range of art forms, including hip-hop, beat poetry, weaving and graffiti art. In our online Elevate math program, we have students in grades 3 through 9

and they are building their skills in math through collaborative problem solving. They are also working with college student mentors who, along with their teachers, are helping students really think about the growth mindset that applies to their math and academics.” In the Alta Loma MS computer science institute, students are learning some coding. She noted that the Extended School Year program serves students in preschool through Adult Ed with curriculum based on their IEP goals, life skills, and enrichment activities. The high school program includes Geometry and Algebra 2. She thanked Drs. Hew and Garcia, support staff, school administrators, teachers, staff, students, and families for supporting the summer learning.

L. PUBLIC COMMENTS

Danny Yanow, a former SSFUSD teacher, complimented Dr. Spaulding and all the good he did while working in the District. While Mr. Yanow worked as the CTA President, he found Dr. Spaulding to be the most reasonable, fair, and honest HR Assistant Superintendent. At the start of COVID, districts were given little direction from the County and State. It fell to Dr. Spaulding to deal with the most difficult aspects of the pandemic, which he did with “...as much grace and wisdom as was humanly possible.” “...I’m so glad that he was there for the District and for me.” He humorously asked the Board how they could let him go. He thanked Dr. Spaulding and wished him a great retirement.

M. INFORMATION ONLY PRESENTATION - None

N. PRESENTATIONS WITH POTENTIAL ACTION

PRESENTATION

1. ADMINISTRATION

a. Educational Equity Data and District Priorities for 2023-24

Superintendent Moore reviewed key data that provides the Board with an opportunity to understand academic performance and potential disparities between student groups through the lens of educational equity. This presentation complements what the Board has been learning and will help to inform the rationale for the 2023-24 District priorities.

Dr. Moore said this is something they do annually which gives them the opportunity to consider where they are and where they are headed.

District Goals

These are overarching goals for the District which have been established with metrics and they are included in the LCAP.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience. It illustrates the District's commitments to strengthening our systems around equity. "The car is used to illustrate the different components needed to ensure that we can have the outcomes that we desire for all of our students. When all of the systems in our car are working together and working seamlessly, we will be able to respond to and meet the needs of all of our students."

Safe and Brave Space

Four agreements:

1. Stay Engaged
2. Experience Discomfort
3. Speak Your Truth
4. Expect/Accept Non-Closure

Dr. Moore said, "Whenever we do this work with our leaders, with our equity committee, as well as our Board, we utilize these as our agreements to help create a safe and brave space as we enter into the work on educational equity and disparity in student data."

Education Equity in SSFUSD

The following is the Board's definition of equity which they have adopted.

"SSFUSD recognizes that educational excellence requires a commitment to equity. We believe that educational equity means that each student receives what they need, when they need it, to develop to their full potential."

Systems in SSFUSD

Strengthening Systems in SSFUSD

Systems: 5 Ps

1. People - hiring, mindsets, professional development
2. Programs
3. Practices
4. Policies
5. Processes

These systems need to work in tandem and seamlessly to achieve the desired outcomes. To have strong systems, they need to be written out to have a common understand and be replicated across the District for alignment and coherence.

SSFUSD Demographics

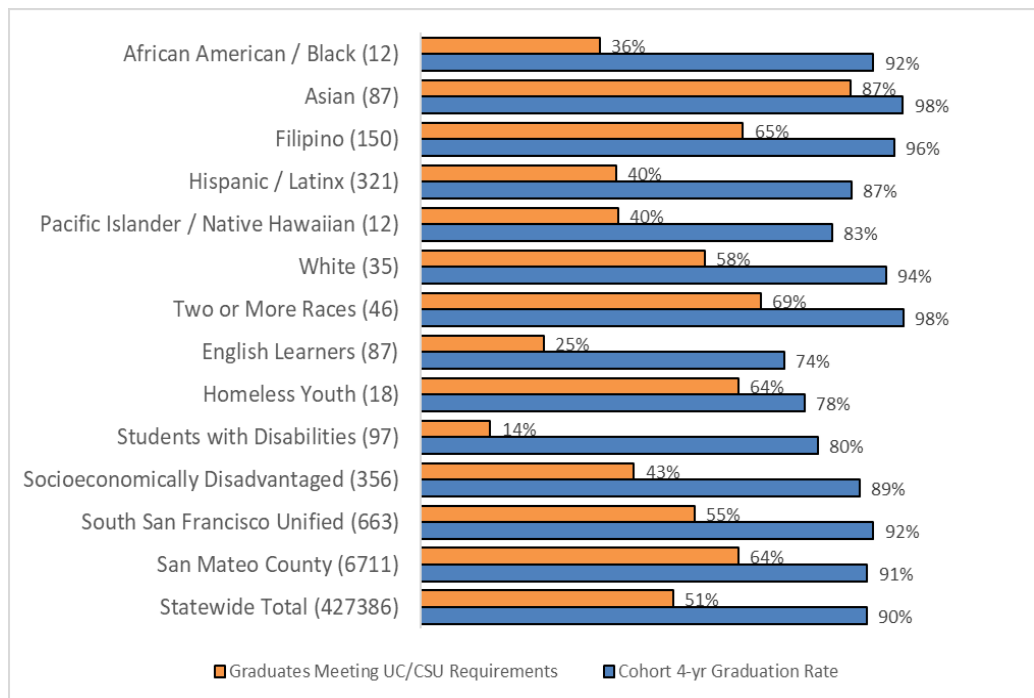
The District's student population is predominantly Hispanic/Latinx at 48%, followed by Filipino at 21%, and Asian at 19% being the largest groups.

Of the 7,861 total students, 51% are male, 49% are female. 22% are identified as English Learners, 18% are Students with Disabilities (SWD), 41% are socioeconomically disadvantaged (SED), 2% are homeless, 1% are Foster Youth, and 0.4% are Migrant.

The gender breakdown for District teachers is 75.10% female and 23.90% male. The ethnic makeup of these teachers is 56.10% white, 16.70% Asian, 13.67% Hispanic, 10.41% Filipino, 1.52% African America, 0.43% American Indian or Alaska Native, 0.43% Native Hawaiian/Other Pacific Islander, and 0.65% not reported.

The demographics for students compared to teachers shows some alignment and some not.

Graduation Rates Class of 2022



This chart shows the graduation rates for UC/CSU student groups and some groups previously identified, such as ELs and SWD which need to be prioritized.

District Dashboard

Dr. Moore showed a comparison of the dashboard data for State vs. the District. In several areas, SSFUSD is slightly ahead of the State, but there are a lot of growth opportunities.

Dashboard Summary: District vs. State

Indicator	District	State
Chronic Absenteeism (K-8 only)	Very High	Very High
Suspension	Medium	Medium
ELA	Medium	Low
Math	Low	Low
Graduation Rate	High	Medium
EL Progress	Medium	Medium

Smarter Balanced Summative Assessment (SBAC) ELA by Grade

Grade	District	County	State
3rd	47%	55%	42%
4th	54%	57%	44%
5th	52%	58%	47%
6th	42%	54%	45%
7th	51%	62%	49%
8th	50%	59%	47%
11th	60%	68%	55%
All students	51%	59%	47%

This graph shows the percentage of students meeting/exceeding the ELA standard by grade level. For all grade levels, SSFUSD is above the State level, but below the County.

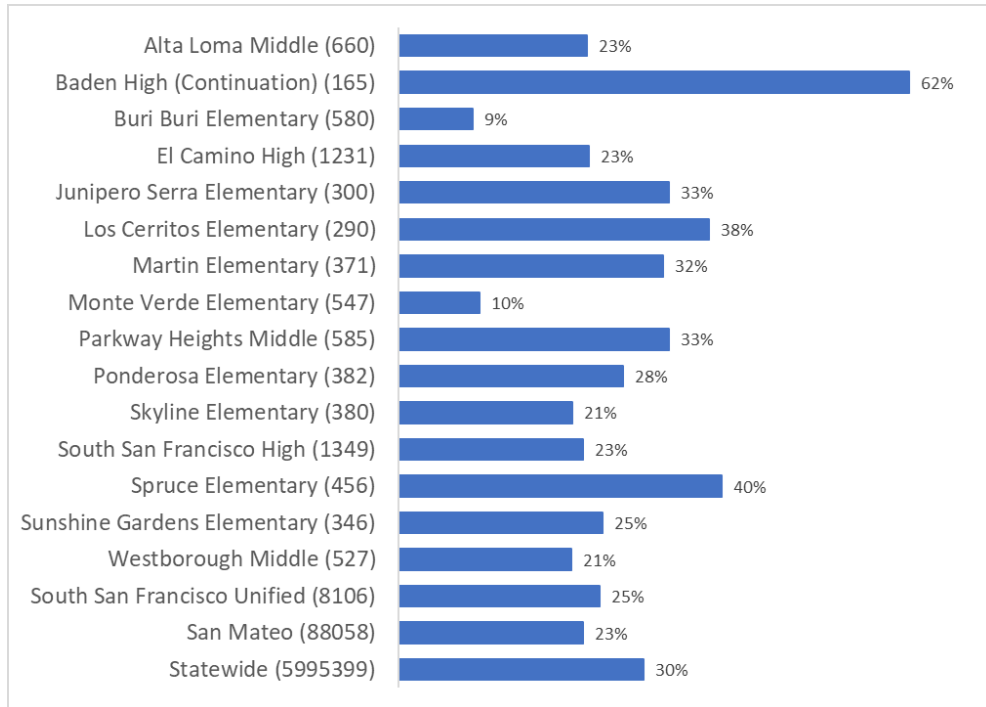
Smarter Balanced Summative Assessment (SBAC) Math by Grade

Grade	District	County	State
3rd	49%	59%	44%
4th	49%	54%	38%
5th	39%	48%	32%
6th	33%	47%	32%
7th	39%	49%	32%
8th	38%	45%	29%
11th	27%	42%	27%
All students	39%	49%	33%

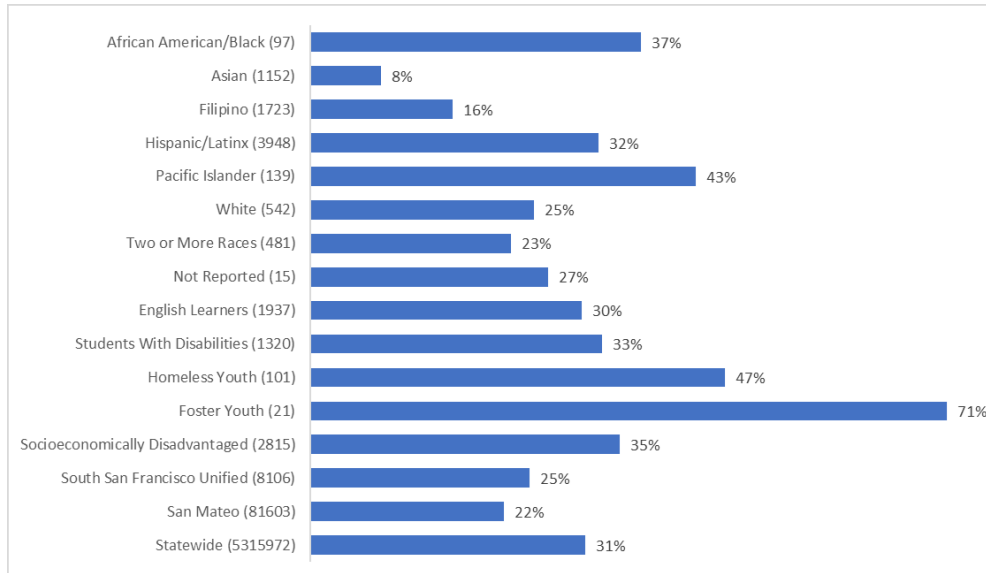
This graph shows the percentage of students meeting/exceeding the Math standard by grade level. For all grade levels, SSFUSD is above the State level, but below the County.

Superintendent Moore noted that there are some similar patterns in which group of students are performing well and which groups are struggling to demonstrate their proficiency as compared to all students across the District.

Chronic Absenteeism Data
By Site



The first graph shows absent students by school site. There are some areas that have been identified as opportunities on which to focus.



The second graph indicates absences by student group. There are several groups which need some targeted intervention, outreach, and support to get them to attend school.

Dr. Moore noted that one of the priorities for next year is making sure students are in class in order to learn and ensure that they can perform at high levels.

Suspension Rate for 2021-22

For statistics by school site, Superintendent Moore said the three middle schools stood out. Another graph indicates the percentage of students suspended one or more times by student group. "...it is something for us to really think about...if we have a smaller group being suspended potentially at disproportionate measures."

Rate of D/F Grades for Secondary Fall 2022

For ELA, there were more D's than F's. The opposite, more F's than D's, occurred in Math.

Students Enrolled in AP Courses in 2022-23

Dr. Moore spoke about a graph that showed students enrolled in AP courses by content area and student group. She said, "...you can see which of the courses where typically our students who are historically unrepresented in advanced placement courses, you can see more of an absence in some courses, and so it going to be something for us to pay attention to. We've done a lot of concerted work around trying to increase access and support, so students can be successful in these classes, and I'm really proud of the work that we've done, but clearly we still have more work to do."

Students Enrolled in a CTE Pathway: Class of 2022

Dr. Moore presented a graph of students who completed a CTE pathway, shown by student group and industry sector. She said the data provides a picture of who is participating and if they completed the pathway which requires finishing two or three courses.

Priorities for 2023-24

Dr. Moore said the Board has participated in training and support through their equity work to develop the priorities and their commitment to educational equity through those priorities. They looked at observational, qualitative, and quantitative data and gathered information from the Attuned visioning process to create the priorities for each category in 2023-24. Each priority has the "what" they strive to work on and the "how" are the ways staff will work to carry out the priorities.

The four categories are:

1. Academic Excellence (Teaching and Learning)
 - Centered around the Cycle of Inquiry
 - Look at specific ways to ensure equitable access to further create communities with strong mindsets and beliefs that include high expectations for all students

- Engaged students will want to attend class and through relevant instruction they can learn and think deeply and critically about the content
- 2. Talent Management (Human Resources)
 - Focused on equitable ways and efforts to recruit, support, and retain staff
 - Determine progress and if they are having the intended impact
- 3. Operational and Fiscal Stewardship (Budgeting)
 - Need to support human capital in the District
 - Also need financial support for professional learning, investing in staff, and allocating resources to schools which have been identified as having the most student needs
 - Resources will be allocated through the equity lens
 - Initial phases of the Measure T bond will be implemented
- 4. Community Engagement and Connectedness (School Climate and Safety)
 - By prioritizing efforts and implementing systems, seeking support and investing and utilizing resources to support staff
 - Show students we believe in them and their capabilities and help them feel engaged, empowered, and recognize their voice matters
 - Want them to feel a strong sense of belonging in our schools
 - Demonstrate compassion, collaboration, and communication in the District

Continued Efforts in 2023-24 and Beyond

Educational Equity

- Educational Equity will be the throughline and anchor for everything implemented
- Equity and Student Centered Strategic Plan

Culture

- Building positive, trusting, inclusive relationships, and excellent customer service across all sites
- Strengthen and evaluate partnerships
- Further establishing that of a data-driven culture to understand progress and use that to drive our professional learning foci

Communication

- Continue to utilize communication tools to ensure two-way communication and transparent information sharing

Dr. Moore said these continued efforts are ones that need to be done and “we are excited about doing because we believe that we have a staff who really does have strong convictions about this work. That they recognize we need to engage differently on behalf of our students, and so this is just a beginning step to engage in these priorities...that will help bring clarity around what our priorities are and how we intend to carry them out, and hopefully the Board can see that throughout, we

value professional learning...to help build capacity, and we also think that as people experience success and feel that things are different because we just finished this Portrait of a Graduate process, that we will be able to build even more of a guiding coalition around the work with conviction, with clarity that will help us, again, begin to shift the culture to where we want to be.”

Acknowledge and Celebrate Accomplishments

Superintendent Moore highlighted some of work which has been completed or started with good success. She acknowledged the staff and Board for making the shifts happen, in alignment with the Board equity policy. Using the C.A.R. example, she said the District in on the journey on the highway and “...we are in the process of positioning ourselves to make it there safely, joyfully, and in partnership with our community, knowing there are going to have to be times when we slow down, there are going to be times where we have to stop along the way to refuel our gas, to check our tire pressure, to look in our mirrors and make sure that we know what's happening around us, to stand and stretch, to stop and eat even, but knowing that we all remain committed to getting back in our car to continue our journey toward our destination for all of our students.” She informed the Board that “We can do anything. We can't do everything.” She then quoted Apple CEO Tim Cook saying, “It's hard to edit. It's hard to stay focused. And yet, we know we'll only do our best work if we stay focused. And so, you know, the hardest decisions we made are all the things not to work on, frankly.” She said Cabinet has been diligently working to narrow the focus so it can be aligned and coherent. Some great things may come along which they want to do, but that cannot happen right now. “And so the Board has been tremendous in supporting us in this effort, and I want to thank you for allowing us to really stay true to and stay focused on these priorities.”

Trustee Amanda Anthony complimented Dr. Moore on the presentation. She agreed that the District can do anything, but not everything and that is how they can stay focused on the most important things.

Trustee Mina Richardson thanked Dr. Moore for providing her with all the information for the Portrait of a Graduate.

Vice President Murray said she appreciated the work which went into the presentation, especially the data.

Dr. Chialin Hsieh thanked Dr. Moore for her leadership, Cabinet, the community, teachers, and staff for the District's work. She emphasized that the Board believes in equity vs. equality which is tied to educational equity where each student receives what they need when

they need it to develop their full potential. Dr. Moore said equality is giving every student the same thing, but they are trying to differentiate and give students what they, individually, need. This will allow them to have access and thrive and rise to their potential, which is the goal.

Dr. Moore concluded her comments by stating, "...when you talk about equity and access, I want to make sure that I amplify the point that through the academic excellence category, the idea this next year is all about equitable access through the lens of high expectations, a high cognitive demand, and rigorous instruction, and so we want to make sure that we present the conditions and the structures and the support to our staff to be able to do that. And again, we want to go in the fast lane, but we know that culture doesn't change overnight, it takes time, and some of this is culture work that we have to do, and then we have the conviction, people believe, we want to do what's right and what's best for our kids, but just keeping in the back of your mind that we know culture is a little bit at a time and being consistent and bringing people in and making sure they feel valued, seen and heard, have a strong sense of belonging and we'll be in this together. So there's times we can accelerate, but times we have to step off the brakes and slow down as well."

ACTION

1. ADMINISTRATION

a. Approval of the District Priorities for 2023-24

MOTION #142 (Murray/Lujan) to approve the recommended District priorities for the 2023-24 school year. Motion Carried (Unanimous)

PRESENTATION

1. HUMAN RESOURCES

a. Law Enforcement Contacts Data/SSFUSD-SSFPD MOU Proposed Changes

Director Ryan Sebers reviewed the proposed changes to the SSFUSD and South San Francisco Police Department MOU (current version #15) for 2023-24. He introduced SSF PD Sergeant Sean Curmi and Corporal Tom Lopez, a District School Resource Officer.

Law Enforcement Contact Summary 2022-2023

- There were a total of 66 contacts as reported by the school site administrators in which officers or some form of law enforcement, excluding the probation department, was involved. 44 were

initiated by a school site, 22 instances were initiated either by police, parents, a community member, or another agency, and 27 included SLO consultations and assistance in a partnership situation.

- 56 incidents were handled by SSFPD, seven by DCPD, and one each by BART PD, Pacifica PD, and the San Mateo County Sheriff.

Contacts by school sites

Director Sebers explained that a contact does not mean an issue or an illegal thing happened. It means the police could be following up on information or possibly some criminal activity. He showed the distribution for schools with the highest number of contacts from ECHS and SSFHS. He noted there is an increase in some of the District's elementary schools. He stated that many times the contacts are of a clinical nature or are family-based vs. an actual crime of a threatening situation.

Purpose of contacts

The most common reasons for police to come to a school would be to investigate suicidal ideation or mental health issues, runaway/missing person, CPS welfare check, parent report/request, or threat of harm/violence.

Student information

Mr. Sebers provided a grade distribution with the number of contacts, which could change with any given year. He said there is no real reason why one grade level would be higher than any others. 10th grade and 12th grade had the largest number of contacts in 2022-23. Eleven students were involved with the contacts and twelve students were English Language Learners. Homeless and foster youth accounted for three students involved in the cases. Male and female students had the same number of contacts.

He noted that the data indicates multiple students can be involved within a contact. "But in looking at our grade distribution of students that could be involved...this could be something relating to a family issue, it could be a general concern, more so than it would be a crime is being committed and these are students that are involved in that related situation." Regarding secondary schools, Mr. Sebers said there are cases that need attention and counselors and staff need to be very aware of any risk factors or concerning circumstances, since they need to act on those as mandated reporters.

Contacts by race/ethnicity and enrollment

This information shows the ethnicity/race breakdown against the baseline of the District's student population. Mr. Sebers noted the proportionality is consistent with the District's student population. The

highest subgroup is Hispanic/Latinx with 30 students, which is the highest subgroup of District students at 48%. Going forward, they want to change the “unknown” subgroup by making sure as much student information is identified as possible for all cases.

Race/Ethnicity		Enrollment	
		Students	Percentage
30	Hispanic/Latinx	4148	48.77%
11	Filipino	1746	20.53%
4	Amer. Indian/Alaska Native	70	0.82%
2	Other Asian	157	1.85%
2	White	593	6.97%
1	Samoan	52	0.61%
8	Unknown		

Student/Staff Survey

Director Sebers said a clause in the MOU indicates the following: “An internal survey of school administration, staff, and student representatives who have had interactions with law enforcement officers on campus will be conducted. The number of student representatives whose input will be sought will vary according to grade level. The survey will be primarily concerned with perceptions of safety and security relative to the program.”

A survey was sent to students, staff, and administrators, who had any contact with school liaison officers in any way. Mr. Sebers said, “This is about saying hey, we want to improve our school so this is a way to raise your voice.” School teams encouraged families to participate and employees that worked with these situations to provide their feedback. He reported that out of the 43 recipients who had the opportunity to take the survey, five surveys were completed. No student responses were received.

Survey responses

Scoring values: 1 = unsafe to 5 = very safe

▪ ***Do you feel safe at school?***

Two of the responses that listed a 2 out of 5.

“So a 2 is definitely a negative connotation and so that's something that we need to take note of, and why would a school staff or administrator or anyone and a part of our communities just in general not feel safe at school?” With a very small sample size, the remaining three responders felt safe at school.

- ***Do you view police school liaison officers (SLOs) when they visit the school campuses?***

Four said it was a positive experience and one had no opinion.

- ***Do SLOs have a positive impact on the culture and climate of the school?***

100% said 'yes', they have a positive impact on our school.

Mr. Sebers said the survey is not the only means of getting perceptions of the community. As the Student Services Director he speaks with anyone on anything they want to discuss or share how they feel about things during the school year.

Growth, Partnership, and Improvement

Director Sebers said "...improvement can also come in the form of opportunities for growth in terms of ways to enrich or enhance the program rather than correct it." He spoke about the two following programs to possibly re-launch.

Every 15 Minutes

This program ran for several years in the past and "...we had many student testimonials indicate that they were able to change some of their decision-making habits. I'm convinced that even back then, that there were some lives saved just from the reflection aspect students had before engaging in graduation activities." This was a two-day anti-drunk driving education program. It was a dramatized real-time emergency response to a situation. It was held annually at either ECHS or SSFHS, managed by school staff, and put on by the police. Students viewed a video of the accident and aftermath at a school assembly. This program was funded by a grant made available by the CA Office of Traffic Safety, facilitated by the California Highway Patrol. SSFPD applies for the grant on behalf of SSFUSD. Mr. Sebers said the District is considering re-launching this program around October.

Youth Enrichment Series (YES) Program

This program was about to launch when the pandemic occurred and distance learning began. It is a five-week program for 5th graders and focuses on positive decision-making, communication, handling peer situations, bullying, online dangers, and substance abuse. Mr. Sebers said this is a good enhancement to what school administrators and counselors already do to address these issues. "The more sources that students hear from, the more perspective they gain, the better they're able to handle the multi-dimensions of the difficulties of interpersonal relationships, especially at this age. So, this is something that we're looking at launching and getting going into the next school year."

SSFUSD Staff Training Opportunities

The District wants to provide more opportunities to train staff in various

reporting procedures and different best practices for handling cases of sexual assault and battery and improving emergency response.

Law Enforcement Data Summary Review Timing

Director Sebers said the District and PD are re-establishing the review process. They want to make it an annual review to encapsulate school data that is the most recent, such as capturing the 2022-23 data in this presentation. He reminded the Board that working with SSF City Council, the first agency approves an initial draft (version #16).

Trustee Richardson expressed concern that only five out of 43 surveys were submitted and asked if the students were in secondary grades. Director Sebers said the survey was sent to everyone who had any involvement with an SLO, but the students were likely not in elementary schools.

Trustee Richardson said police vehicles are circling SSFHS and asked if they are on a schedule. Focus groups indicate elementary and middle school students are frightened when they see police on campus as they did not have much contact with them previously. She asked if it is up to the discretion of the principal to have police on campus during cultural events. Feedback from some parents said they were frightened and thought they were actually in danger. Director Sebers said, "...you may have received negative feedback, but remember that there's always a variety of opinions on that matter." He said he is willing to work with anyone who is fearful. Mr. Sebers stated that there are situations where a school will contact the police and make specific arrangements for officers to be present or they are there responding to a particular concern. He said school administrators sometimes receive information which could have implications out in the community and consult with an SLO to determine if it is something to worry about or not. "We don't have eyes off our campus." "We may ask for pass checks for that to happen just so we can have greater awareness within a community." Mr. Sebers added that the police may be assisting a social worker when their vehicle is on campus. He reminded everyone that, "The law is very clear about when it is a mandatory call to the police." "It is also well within the City municipal codes and California law ...for crimes being committed, you have to report it and there's certain crimes that are very serious that are mandatory calls." Trustee Richardson replied, "...I appreciate our officers to be there when we need them, and I have no complaints." She said, "So I think that there's a shift of some kind, or a transitioning into awareness that some people understand the difference between having a danger present and allowing the families to enjoy a moment like a graduation or a promotion."

Trustee Anthony commented on the data and said she was glad to see

the District had fewer initiated calls to the police. Regarding the survey, she asked if it was possible to do focus groups in the future. Director Sebers agreed that it was possible and they are open to suggestions. She questioned whether the SLOs only come on campus when there is a call and they are not present all the time. He confirmed that they are not stationed on campuses and campus supervisors are the District's hired campus security.

Trustee Daina Lujan thanked Mr. Sebers for the presentation and for the collaboration with the police department and the District.

Trustee Murray said she appreciated how the 66 contacts were broken down to exactly why the police were on campus. She reiterated the protocol in place when there is a parent with a problem. They start by talking with the teacher, then the principal, and then speak with Mr. Sebers so the problem can be resolved.

Dr. Hsieh said the presentation was insightful and directly connected to the MOU, next on the agenda. She commented that while only five people out of the 66 contacts responded to the survey, 100% of the respondents felt the SLO presence was very positive and they have a positive impact on the culture and climate of the schools. She appreciates the great partnership between SSFUSD and the SSFPD and together they are supporting the schools and helping the students. Dr. Hsieh said she was glad to hear of the possible re-launch of programs. "So we are not making decisions but we support the direction you are going, and the training, please do continue the training opportunity for our staff and administrators."

ACTION *(continued)*

2. HUMAN RESOURCES

a. Approval of the SSFUSD – SSFPD MOU Draft #16

MOTION #143 (Murray/Lujan) to approve the proposed changes in the SSFUSD and SSFPD MOU Draft Version #16 for the 2023-24 school year. Motion Carried (Unanimous)

O. CONSENT AGENDA

MOTION #144 (Lujan/Anthony) to approve Item 1a, Minutes to the May 11, 2023 Regular Board meeting; ~~Item 1b, Revised Board of Trustees' meeting calendar for the 2023-24 school year;~~ Item 2a, Classified Personnel Assignment Order; Item 2b, Certificated Personnel Assignment Order; Item 3a, Purchase Order Listing, April 1-30, 2023; Item 3b, Warrant Register, April 1-30, 2023; Item 3c, Cash Receipts, April 1-30, 2023; Item 3d, Declaration of surplus items; Item 3e, Gifts to

the District for June 2023; Item 3f, Fundraiser events for the 2023-24 school year; Item 3g, Professional service agreements under \$25,000; Item 3h, District facility use fees Item 3d, Declaration of surplus items; Item 3e, Gifts to the District for May 2023; Item 3f, Fundraiser event; Item 3g, Professional service agreements under \$25,000; Item 3h, District facility use fees increase for FY2023-24; Item 3i, District lease rates increases for FY2023-24. Motion Carried. (Unanimous)

The Board recessed at 8:20 p.m. for a break and reconvened at 8:30 p.m.

INFORMATION/DISCUSSION

1. HUMAN RESOURCES

a. Daybreak Health

Diane Lay, Senior Director and Sid Cidambi, Chief Operating Officer from Daybreak Health, reviewed information on this online counseling platform for students in secondary schools facing anxiety, depression, bullying, trauma, academic stress, and more. Ms. Lay said their services help remove barriers for mental health care and provide access to affordable, effective, and timely interventions as soon as needed. Daybreak's CEO, Alex Alvarado, founded the company to help families who were spending many hours trying to find an available therapist and navigate the complex pay and funding structures.

Daybreak-SSFUSD Partnership

- Daybreak partners with school counselors and psychologists who often refer students who would benefit from their program.
- Families do not pay for sessions.
- Provide students with immediate access to mental health care
- Match students with a licensed clinician that meets their needs and preferences, creating strong therapeutic alliances
- Create equal access to affordable care through District-sponsored care.
- Improve student outcomes by keeping a consistent pulse on the mental health and wellness of students through a comprehensive universal screener and progress check-ins.

Scope of Services Provided in 2022-23

- 2,828 students throughout the District's secondary schools completed the Daybreak universal mental health screener. 5% of students were experiencing moderate to severe symptoms related to relationships and stress. The survey found that female students were presenting with much higher needs than male students.
- "Research suggests that depression is associated with lower grade point averages, and that co-occurring depression (mood) and

anxiety can increase this association. Depression has also been linked to dropping out of school.”

- The Daybreak and school based teams’ partnership is essential for meeting the needs of the whole child so they can thrive in school and in life.
- SSFUSD counselors referred 58 secondary students to Daybreak and a lot about each student’s needs was learned during their intake appointment. At this meeting, they design a treatment plan for the student.
- 37 students have participated in Daybreak’s 12-week intervention program.
- The Daybreak program facilitated two staff trainings on building student relationships and three parent mental health classes to support children, matched students with a licensed therapist quicker, and provided therapists in several languages to meet the needs of students and their families.

Primary Areas of Need

The majority of teens referred to Daybreak are experiencing symptoms related to the two areas of anxiety and depression. These symptoms impact their ability to function successful in school environments, cases related to acculturation, grief and loss, gender identity, and familial relationships.

The majority of students’ symptoms were in the moderate range: they affect daily life in significant ways, and students experience an inability to control symptoms.

Daybreak’s Intervention Program

Each child’s treatment plan is based on their specific needs and designed by the clinician. Throughout the treatment, there are monthly check-ins with parents and school referring staff and a discharge summary/post-care plan. Treatment is also informed by student feedback during sessions and ongoing clinical assessments which are administered every two weeks. The assessments ensure efficacy overall.

Intake: within 1-2 weeks of referral

Weeks 1-3: beginning to diagnose and uncover needs, establish treatment plan, identify motivations and build rapport

Weeks 4-8: skill-building, identifying emotions, elicit change in presenting symptoms.

Weeks 9-12: use of independent skills, impact assessment, determine post-care transition plan.

81% of Daybreak assisted students experience a reduction in symptoms after completing the 12-week program.

Daybreak's Clinical Team

- 100 clinical social workers on staff with diverse backgrounds and cultures who speak several different languages, and have in-school experience with youth.
- 90% of youth say they were matched with the right clinician based on their needs, clinical style, and personality type.
- 87.8% of SSFUSD students who completed a minimum of eight sessions showed improvement in at least one proven indicator.

Looking Ahead

- Increase awareness of Daybreak and support student self-referrals at high school
- Administer the Universal Screener at the beginning of the year to identify teens that might need support
- Support families and staff with mental health classes. There were 110 parents in the class related to anxiety.
- Continue to provide one-to-one therapeutic intervention.

Trustee Anthony asked if parents and guardians need to consent to the monthly check-ins. Ms. Lay replied they have students or families sign a release of information and anything having to do with their treatment is consented to by the child before it is shared with the school. Trustee Anthony said she was concerned that a student would not take part in the treatment because they would not want their parent or guardian to know they were in therapy. Ms. Lay noted that, "The age of consent in California is 12, so a child can self-consent to their treatment...and the intake coordinators would have a discussion with the child as well, saying we do recommend that your parent is involved but for safety reasons that is not recommended we will still treat that child."

Trustee Anthony questioned whether counselors are referring students throughout the school year. Ms. Lay said counselors consistently refer students as needs arise. She added that the screener results generally come to the District in October at which time they do a presentation with the counselors where they review the results and see a list of all their students and how they responded. This is an extra check to make sure that those students who need services have them available. Dr. Spaulding said the District has a screener for secondary and the SMCOE has a screener for primary schools. So all the students are ranked by the risk factor. The schools have a note section for each student. Also, some students may be receiving services from another agency with which the District partners.

Trustee Anthony asked how this will react with the District's behavioral

Wellness Center. Assistant Superintendent Keith Irish replied that the new Assistant Superintendent, Mr. Hannon, will work with the Wellness Counselors. The key is having more of these counselors at our schools. “We want the Wellness Counselors to be the point person, work with Academic Counselors and Administrators.” While this is helpful, students want to self-refer. Mr. Cidambi reported that Daybreak works with other districts that have Wellness Centers. They are critical partners and are often the gateway for students who need support.

Trustee Richardson thanked Ms. Lay and Mr. Cidambi for the helpful presentation. She received positive feedback on the presentation they delivered in Spanish to a group of District parents. She asked how they help a student who shows signs of withdrawing from school. Mr. Cidambi replied that their clinicians are trained to understand why they are withdrawing, such as social anxiety or transitioning back from the pandemic, bullying, or mental health symptoms. He said, “The clinician is trained to...give them skills to try and get through it and then slowly build a plan.” They ask students if they can get more involved with their schoolwork or friends, or engage more with parents. “They are running through this process of first diagnosing why it's happening, and [then] giving them tools and techniques to get better.”

Ms. Lay added, “School withdrawal is also a reason why that partnership with school counselors is so critical. We really do want to make sure that while they're working with a Daybreak clinician...they're building a relationship with their school counselor on campus if they don't already have that connectedness.”

Trustee Lujan thanked Daybreak for the presentation and said she is excited about 2023-24 and the things they are working on

Vice President Murray said she appreciated the report and asked if Daybreak maintains data on what students are being helped in terms of demographics and school. Ms. Lay replied they share that data monthly with Dr. Spaulding with a summary of who is referred by grade level or school. This includes students who self-report. She said more detailed demographic data would be available if it is of interest.

Dr. Hsieh said she appreciates that the self-referral includes a QR code as a way of helping students who do not want to be visible. Mr. Briano said the idea for using the code came from an ECHS student and is starting to work great.

President Hsieh questioned why female students reach out for support more than males. Ms. Lay said counselor referrals are disproportionately female as they are coming forward and asking for help. Clinicians hypothesize that the disparity is due to male students being less likely to respond to some symptom related questions with

complete vulnerability compared to female students. Mr. Cidambi suggested there may be subtle things in how they market self-referrals with male students being perceived as weak or lacking in any way.

2. BUSINESS SERVICES

a. 2023-24 District Budget

Assistant Superintendent Ted O provided highlights of the updated 2023-24 Proposed District Budget and Multi-Year Projections for 2024-25 and 2025-26.

Education Code Reporting Requirements

Education Code Section 42127 (a)(1) states that:

On or before July 1 of each year, the governing board of each school district shall accomplish the following:

- Hold a public hearing on the budget to be adopted for the subsequent fiscal year
- Adopt the budget in a separate meeting
- Submit the budget to the SMCOE for approval - if the District cannot balance the budget for all three years, it is not approved.

2024-25 & 2025-26 MYP Assumptions

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

The District is required by the State to balance the budget in the current year as well as the next two years.

	STRS	PERS	SUI	COLA	Lottery	Mandated Block Grant	ADA
22-23	19.10%	25.37%	0.50%	6.56%	\$237	\$102.25	7,461.76
23-24	19.10%	26.68%	0.05%	8.22%	\$237	\$110.65	7,313.47
24-25	19.10%	27.70%	0.05%	3.94%	\$237	\$115.01	7,168.16
25-26	19.10%	28.30%	0.05%	3.29%	\$237	\$118.79	7,025.75

SSFUSD’s contribution to the employee pensions is a significant cost to the District. The reason for the increase is because the State is no longer putting any funds towards buying down the cost to districts.

Multi Year Projection Unrestricted (Before Designations)

GENERAL FUND UNRESTRICTED	Proposed Budget	Projected Budget	Projected Budget
Multi-Year Projections	2023-2024	2024-2025	2025-2026
Revenues & Other Financing Sources			
LCFF/State Aid/Property Tax	\$ 120,672,786	\$ 125,243,527	\$ 129,989,639
Federal Revenues	\$ -	\$ -	\$ -
State Income	\$ 1,667,297	\$ 1,673,967	\$ 1,678,419
Local Income	\$ 1,932,979	\$ 1,932,979	\$ 1,932,979
Transfers in	\$ 13,301	\$ 13,301	\$ 13,301
Other Sources	\$ -	\$ -	\$ -
Contributions	\$ (35,174,281)	\$ (35,174,281)	\$ (35,174,281)
Total	\$ 89,112,083	\$ 93,689,493	\$ 98,440,057
Expenditures & Other Financing Uses			
Certificated Salaries	\$ 46,047,441	\$ 48,665,015	\$ 49,394,990
Classified Salaries	\$ 14,015,224	\$ 14,738,410	\$ 14,959,486
Employee Benefits	\$ 23,383,007	\$ 24,914,536	\$ 25,432,453
Books & Supplies	\$ 2,587,413	\$ 2,587,413	\$ 2,587,413
Services and Operating	\$ 11,392,674	\$ 11,142,745	\$ 6,578,748
Capital Outlay	\$ 193,818	\$ 193,818	\$ 193,818
Other Outgo	\$ (200,875)	\$ (200,250)	\$ (200,129)
Transfers Out	\$ -	\$ -	\$ -
Other Uses	\$ -	\$ -	\$ -
Total	\$ 97,418,701	\$ 102,041,687	\$ 98,946,779
Net Increase / (Decrease)	\$ (8,306,618)	\$ (8,352,194)	\$ (506,722)
Beg. Balance	\$ 26,621,049	\$ 18,314,431	\$ 9,962,237
Ending Fund Balance	\$ 18,314,431	\$ 9,962,237	\$ 9,455,515

Multi Year Projection Restricted (Before Designations)

GENERAL FUND RESTRICTED	Proposed Budget	Projected Budget	Projected Budget
Multi-Year Projections	2023-2024	2024-2025	2025-2026
Revenues & Other Financing Sources			
LCFF/State Aid/Property Tax	\$ 6,987,477	\$ 6,987,477	\$ 6,987,477
Federal Revenues	\$ 3,390,280	\$ 3,390,280	\$ 3,390,280
State Income	\$ 12,583,356	\$ 7,126,139	\$ 7,126,139
Local Income	\$ 3,039,904	\$ 3,039,904	\$ 3,039,904
Transfers in	\$ -	\$ -	\$ -
Other Sources	\$ -	\$ -	\$ -
Contributions	\$ 35,174,281	\$ 35,174,281	\$ 35,174,281
Total	\$ 61,175,298	\$ 55,718,081	\$ 55,718,081
Expenditures & Other Financing Uses			
Certificated Salaries	\$ 14,625,605	\$ 14,844,989	\$ 15,067,664
Classified Salaries	\$ 9,495,166	\$ 9,637,593	\$ 9,782,157
Employee Benefits	\$ 16,135,569	\$ 16,545,537	\$ 16,778,893
Books & Supplies	\$ 8,294,212	\$ 2,950,534	\$ 2,598,750
Services and Operating	\$ 7,187,477	\$ 6,901,059	\$ 6,690,196
Capital Outlay	\$ 23,991	\$ 68,253	\$ 35,332
Other Outgo	\$ 1,986,329	\$ 1,770,116	\$ 1,765,089
Transfers Out	\$ 3,000,000.00	\$ 3,000,000	\$ 3,000,000
Other Uses	\$ -	\$ -	\$ -
Total	\$ 60,748,348	\$ 55,718,081	\$ 55,718,081
Net Increase / (Decrease)	\$ 426,950	\$ 0	\$ 0
Beg. Balance	\$ 6,334,443	\$ 6,761,392	\$ 6,761,392
Ending Fund Balance	\$ 6,761,392	\$ 6,761,392	\$ 6,761,392

Mr. O said the restricted or categorical program funds must be used for a specific purpose.

Multi-year Projection - Projected Ending Fund Balances

This shows the District’s projected Ending Fund Balance for both the Unrestricted and Restricted budgets combined. These amounts are prior to the State required designations and the District designations.

	Estimated	Proposed	Projected	Projected
Unrestricted and Restricted Funds	Actual	Budget	Budget	Budget
	2022-23	2023-24	2024-25	2025-2026
Revenues	\$ 164,562,447	\$ 150,274,079	\$ 149,394,273	\$ 154,144,837
Interfund Transfer In	13,301	13,301	13,301	13,301
Total Sources of Funds	\$ 164,575,748	\$ 150,287,380	\$ 149,407,574	\$ 154,158,138
Expenditures *	\$ 167,785,782	\$ 155,167,049	\$ 154,759,768	\$ 151,664,858
Interfund Transfer Out	2,917,814	3,000,000	3,000,000	3,000,000
Total Usage of Funds	\$ 170,703,596	\$ 158,167,049	\$ 157,759,768	\$ 154,664,858
Net Incr/Decr in Fund Balance	\$ (6,127,848)	\$ (7,879,669)	\$ (8,352,194)	\$ (506,720)
Beginning Fund Balance	\$ 39,083,340	32,955,492	25,075,823	16,723,629
Projected Ending Fund Balance	\$ 32,955,492	\$ 25,075,823	\$ 16,723,629	\$ 16,216,909

* Reduced 2025-26 expenditures by \$4.3 million to balance budget.

The chart indicates that the projected revenues the District receives is less than the projected expenditures. Mr. O said this proposed budget requires an ongoing expenditure reduction of \$4.3M in 2025-26, the second year out-year in order to comply with the State requirement to balance the budget for all three years. This is due to the continued significant increases in SpEd costs as well as the large increase in the LCAP cost starting in the 2023-24 school year. The District is deficit spending about \$8M per year. To address this, Cabinet is identifying existing programs and staff positions that will need to be cut starting in 2024-25 so all the reserves are not depleted by 2025-26.

Ending Fund Balance Designations

GENERAL FUND	Estimated	Proposed	Projected	Projected
Unrestricted and Restricted Funds	Actual	Budget	Budget	Budget
	2022-23	2023-24	2024-25	2025-26
<i>Estimated Actual/Projected Ending Fund Balance</i>	<i>32,955,492</i>	<i>25,075,823</i>	<i>16,723,629</i>	<i>16,216,909</i>
Nonspendable				
Revolving Cash	25,103	25,100	25,100	25,100
Stores	52,803	75,000	75,000	75,000
Prepaid Expenditures	34,469	150,000	150,000	150,000
Restricted	6,334,443	6,761,392	6,761,392	6,761,392
Committed	0	0	0	0
Assigned/Designated				
STRS/PERS Increases: 2026-27	350,000	359,384	359,384	359,384
STRS/PERS Increases: 2026-27 & 2027-28	700,000	733,791	733,791	733,791
Property Tax Repayment - Litigation (Est.)	8,500,000	8,500,000	351,975	0
Budget Reduction Needed to Balance Budget*	0	0	0	Needed
Carryover - 22/23 Site Discretionary Funds	379,000	379,000	379,000	379,000
Reserve:				
Reserved for Economic Uncertainties	8,535,167	7,908,352	7,887,988	7,733,243
Undesignated Reserve	8,044,507	183,804	0	0

* Budget reduction of \$4.5 million needed in 2025-26 to maintain a balanced budget.

For consistency, the State requires districts to separate their ending fund balances into five categories. These designations are non-spendable, restricted, committed, assigned, and undesignated/unassigned. SSFUSD's designations fall under the designated category. The District is able to balance its budget for all three years by reducing the expenditures by \$4.5M in 2025-26 and also removing the \$8.5M one-time set aside for the property tax repayment. However, if the County Controller requests this tax repayment, the District would need to come up with those funds.

Next Steps

- June 22, 2023 - Adoption of the 2023-24 Budget
- September 2023 - 2022-23 Unaudited Actuals
- December 2023 - 2023-24 First Interim Report

ACTION *(continued)*

1. EDUCATIONAL SERVICES

a. Approval of 2023-24 Local Control Accountability Plan (LCAP)

MOTION #145 (Murray/Lujan) to approve the 2023-24 LCAP and authorize submission of same to the San Mateo County Office of Education. Motion Carried (Unanimous)

b. Approval of SSFUSD Local Performance Indicators Self-reflection for 2023-24

MOTION #146 (Murray/Lujan) to approve the District's 2023-24 self-assessment of its progress on local performance indicators based on the LCFF State priorities. Motion Carried (Unanimous)

c. Approval of Continued Edgenuity MOU for 2023-24 Agreement

MOTION #147 (Lujan/Anthony) to approve the continued agreement with Edgenuity in order to provide standards-aligned video-based curriculum for high school blended learning environments, for the 2023-26 school years. Motion Carried (Unanimous)

d. Approval to Continue the Climate Corps Program at Buri Buri ES for the 2023-24 School Year

MOTION #148 (Richardson/Murray) to approve continuing the Climate Corps Education Outside fellowship program to provide professional development and learning opportunities for emerging science and ecoliteracy educators at Buri Buri ES for the 2023-24 school year. Motion Carried (Unanimous)

e. Approval to Purchase the Google Education Plus Workspace Plus Support for Three Years

MOTION #149 (Lujan/Richardson) to approve the purchase of the Google Education Plus workspace 3-year subscription and support package from CDW Amplified to upgrade workspace features for staff and student users, provide more oversight and security tools for the technology support teams and a full security audit. Motion Carried (Unanimous)

f. Approval to Purchase the Essential Health Skills for High School

Trustee Richardson asked where the funds for this program come from. Mr. Irish replied they are from the instructional materials budget. He added that health is a State graduation requirement, "So, every six to eight years, depending on the cycle, we reevaluate our instructional materials and make a recommendation to the Board. So we teach health at the high school level, we teach health at the middle school level and we have a brief program at the elementary level." She questioned how many years the District has been doing this. He answered that it has been many years and this year's book is new. The State has updated their health curricular framework and then districts go through the adoption process. Trustee Richardson asked how many students take part. Mr. Irish reiterated that every high school student must pass a health class to graduate, which would be approximately 2,400 students.

MOTION #150 (Murray/Anthony) to approve the purchase of the Essential Health Skills for High School instructional materials and professional training for adoption and implementation beginning with the 2023-24 school year. Motion Carried (Unanimous)

g. Approval of Non-Public Schools (NPS) and County Contracts for the 2023-24 School Year

MOTION #151 (Richardson/Anthony) to approve to continuing contracts with Non-Public Schools (NPS) and County Programs to fulfill Individualized Education Plan (IEP) service agreements by allowing the Assistant Superintendent of Business Services to sign all Professional Service Agreements (PSAs) and the Director of Special Education to sign off all Individual Service Agreements (ISAs) documents to finalize these agreements for the 2023-24 school year. Motion Carried (Unanimous)

2. HUMAN RESOURCES

a. Approval of Daybreak Health Memorandum of Understanding (MOU) for the 2023-24 School Year

MOTION #152 (Murray/Lujan) to approve the Daybreak Health MOU to provide the District with counseling services for students ages twelve to nineteen for the 2023-24 school year. Motion Carried (Unanimous)

3. BUSINESS SERVICES

a. Adoption of 2023-24 Proposed District Budget

MOTION #153 (Murray/Lujan) to adopt the 2023-24 Proposed District Budget and the Multi-Year Projections for 2021-25 and 2025-26 and authorizes submission of same to the San Mateo County Office of Education.

b. Resolution No. 23-43 For Education Protection Account Funds

MOTION #154 (Lujan/Murray) to adopt Resolution #34-43: To receive and disburse the revenues derived from Proposition 30 taxes into the Education Protection Account fund. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried (Unanimous)

c. Approval of Award of Contract to EF Brett & Company for the HVAC Project Package B

Trustee Richardson asked if this project will be for nine schools or will more sites be part of it. Bill Savidge, Facilities Management Consultant, replied that Package B was approved by DSA before Package A. He confirmed there will be a total of nine schools, five in Package A and four in Package B. She asked about the District's other schools needing this work. He said those schools will have HVAC systems work done as part of the Measure T bond modernization program.

MOTION #155 (Murray/Lujan) to approve the award of contract to EF Brett & Company, in the amount of \$4,864,000, for the HVAC Project Package B, Project #16-23. Motion Carried (Unanimous)

d. Approval of Award of Contract to Cumming Management Group, Inc. for Construction Management Services

MOTION #156 (Murray/Anthony) to approve the award of contract to Cumming Management Group, Inc., in the amount of \$280,927, for

Construction Management Services for current District facilities projects.
Motion Carried (Unanimous)

e. Approval of Award of Contract to CIS, Inc. for the HVAC Projects Package B

Trustee Richardson asked why this is a separate charge and the cost is not included in the EF Brett & Company item. Mr. Savidge replied that the District is required by the DSA to hire an independent DSA certified inspector for the project. The DSA inspector checks the work for fire, safety, and compliance. He stated that the work "...is part of what are the soft costs or project costs that are associated with construction projects that create the overall project budget for the budget."

MOTION #157 (Murray/Anthony) to approve the award of contract to CIS, Inc., in the amount of \$46,200, for the Division of State Architect (DSA) Inspection for the HVAC Projects Package B. Motion Carried (Unanimous)

f. Approval of Award of Contract to Ninyo & Moore, Inc. for the HVAC Project Package B

Mr. Savidge said the material testing and inspections is required by the DSA to provide checks on steel welding, concrete rebar, compaction, etc.

MOTION #158 (Murray/Lujan) to approve the award of contract to Ninyo & Moore, Inc., in the amount of \$37,344, for material testing and inspection services for the HVAC Project Package B. Motion Carried (Unanimous)

g. Approval of Award of Contract to Kitchell/CEM, Inc. for Program Management Services

Trustee Richardson question if Kitchell will be managing the installment of the HVAC units. Mr. Savidge said they provide program management services to implement Measure T for the first year. "So in the master plan for bond Measure T we have a line item called program management. And program management costs for a bond measure include many times either a combination of District staff or outside consulting firms help manage the program." "So all of the master plan projects under Measure T would be part of the work and the responsibility of this firm to help us lead the Board through the prioritization process. For example, for each of the projects, to go through the process of bringing on all of the other firms, they are going to help us set up procedures and processes ..." Trustee Richardson

said the HVAC units were on the project list and asked why there are two separate charges, but Kitchell is not handling it. Mr. Savidge replied that the Cumming group will be the construction management for HVAC projects at Hillside. He said the cost of the first year services include the staffing plan for a Program Director and a Program Manager who will be working with the District. The overall program management in the budget is approximately \$8.5 to \$9M.

Facilities Director Wazi Chowdhury noted that in the Measure J bond, the District had the same kind of team and set up, which is common in all school district bond programs. Since school districts or community colleges do not have the staff, they retain a consultant to do the program management. Of the total \$438M Measure T fund, about 30 to 35% is paid for running the project. This soft cost includes handling permits through DSA, hiring the project staff, architects, inspectors, consultants, etc. Therefore \$50 to \$80M goes into these kind of services and not construction.

MOTION #159 (Murray/Anthony) to approve the award of contract to Kitchell/CEM Inc., in the amount of \$850,522, for the Measure T Bond Program Management Services. Motion Carried (Unanimous)

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

July 20, 2023

- Approval for Superintendent and Board to participate in the annual CSBA Conference
- Approval for Superintendent to participate in 2023-24 conferences and seminars
- Williams report for 4th quarter ending 6/30/23
- Approval of Superintendent's contract extension
- Approval of updated Board Governance Handbook

August 10, 2023

- Introduction of Student Trustees/ASB High School Presidents
- Presentation on Information Technology Department
- Summer School report
- Presentation and approval of MOU for YSB Counseling and Safe School Advocates Services
- Presentation on Information Technology Department
- Approval of Children's Center Program 2022-23 self-evaluation reports
- Approval of Star Vista Early Childhood Mental Health Consultation Ser. agreement for 2023-24
- Approval of San Mateo Co. 2023-24 CSPP preschool contract
- Approval of Consolidated Application and Reporting System Spring 2022 data collection

- Public Hearing and resolution for confirmation of sufficient student textbooks/instructional materials
- Resolution for Attendance Awareness Month (September)

September 7, 2023

- Teaching and learning presentation - TBD
- Presentation and approval of year end unaudited actuals
- Renaissance Learning agreement renewal for 2023-24
- Discussion of October 19 Community Forum topic(s)
- Resolution Honoring Hispanic Heritage Month (September 15 - October 15)
- Resolution on GANN limit

September 21, 2023

- Teaching and learning presentation - TBD
- Update on enrollment for the 2023-24 school year
- Update on Safe School Plans
- Resolution honoring Filipino American History Month (October)
- Approval of the Board Governance calendar for 2023-24
- Resolution for California Week of the School Administrator (October)

October 5, 2023

- Teaching and learning presentation - TBD
- Williams report for 3rd quarter ending 9/30/23
- Update on OpTerra Energy solar savings
- Resolution honoring Native American and Alaska Native Heritage Month (November)

October 19, 2023 - Community Forum

- Topic(s) - TBD

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE - None

ADJOURNMENT - 9:37 p.m.