

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

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

OPEN SESSION - 6:00 p.m.

A. CALL TO ORDER

CLOSED SESSION - 6:00 p.m.

1. Conference with Legal Counsel - Existing Litigation (Gov't. Code section 54956.9(d)(1)) Name of case: In Re: Juul Labs, Inc., Marketing, Sales Practices, and Products Liability Litigation – Case No. 3:19-md-02913-WHO.
2. Conference with Legal Counsel - Anticipated Litigation - Initiation of litigation pursuant to Government Code 54956.9 (d)(4): One case

RECONVENE INTO OPEN SESSION - 7:00 p.m.

B. ROLL CALL

Board Members:	Ms. Amanda Anthony - Present Dr. Chialin Hsieh - Present Ms. Daina Lujan - Absent Mrs. Patricia Murray - Present Mrs. Mina Richardson - Absent Ms. Tania Torres, Student Board Member - Absent
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Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present Mr. Ted O, Assistant Superintendent, Business Services - Present Dr. Jay Spaulding, Assistant Superintendent, Human Resources and Student Services - Present
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- C. PLEDGE OF ALLEGIANCE** - was led by Martin ES 3rd grade student Alyssa Reyes. Principal Jonathan Covacha said Alyssa is an amazing student, a kind friend and an important part of the Martin ES community. She enjoys reading, dancing, and yoga. She does art and her work will be on display at the Youth Art Show.

He also recognized the following parent volunteers who received certificates of appreciation from the Board: Brenda Hammond, Deborah Lainez, Maria Meraz, Vishwa Nand, and Gloria Tello.

D. LAND ACKNOWLEDGEMENT STATEMENT

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

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

E. REPORTING OUT FROM CLOSED SESSION

MOTION #45 (Murray/Anthony) For Item #1, to approve the Board giving direction to outside counsel. Motion Carried (Unanimous)

F. REVIEW OF AGENDA

Vice President Patricia Murray asked that the SLO MOU renewal, Action Item 3b, be pulled and added to a future agenda.

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 - President Jolene Malfatti said CSEA was shocked to hear of Assistant Superintendent Jay Spaulding's retirement. He has made a difference in the lives of many at Buri Buri ES and others who will not forget him. She said during the most stressful times, he could always be counted on to have a big smile, saying "Fun times!"

I. PERSONNEL COMMISSION - Assistant Superintendent Spaulding reported that the last meeting was held on March 20. During that meeting, they ratified two position announcements and one eligibility list. The next Commission meeting will take place on April 17, 2023.

J. ITEMS FROM BOARD

Trustee Amanda Anthony said the system which people had been using to get vaccinations, now requires Medi-Cal. She advised that a bilingual outreach team is

available every Friday at the Economic Advancement Center to sign-up for Medi-Cal. There is also a mobile clinic and outreach clinic in downtown SSF on Mondays.

K. SUPERINTENDENT'S REPORT

- a. **Sister to Sister Conference** - Superintendent Shawnterra Moore reported that in collaboration with the Asian American Recovery Services, our District supported this event on March 14. It was aimed at Asian American, native Hawaiian and Pacific Islander girls in middle and high school and focused on empowerment. Nani Wilson, the emcee, provided an introduction and welcomed SSF Mayor Flor Nicolas, who shared a few words. President Chialin Hsieh represented the District well. The conference featured five workshops focused on communication, empowerment, mental health wellness, self-stigma, and resilience. About 70 District students attended the event.
- b. **Director of Technology** - the Superintendent introduced the new Technology Director, Nathan Sundarum. He thanked the Board, the Cabinet and the District for giving him this opportunity. He is excited to bring the technology improvements and quality of services to SSFUSD in a cost-effective manner and looks forward to working in collaboration and partnership with everyone.

L. STUDENT TRUSTEE REPORTS

1. Ira Sergio, ASB Executive Treasurer South San Francisco High School highlighted the following recent and upcoming events at her site: On March 8, ASB executive officers and alumni toured the three middle schools to introduce them to the leadership activities and understand how ASB class works. Incoming freshmen were provided with access to the application form which are due by March 24. Commission applications closed on March 10 and next year's executives are currently interviewing applicants and were having a great time putting the class together; tomorrow their annual Day on the Green is being held with many activities and games for students to enjoy including a petting zoo from the Animal Rescue Club, a Pie the ASB President, carnival games, and an inflatable obstacle course; many sports teams have had games cancelled due to the weather but many have carried on and kept their spirits high, the baseball team has also been doing well with key matchups and the swim team recently won against Half Moon Bay; the track and field team went up against Terra Nova HS and the boys' varsity team beat them; the site's Special Olympics took place yesterday and their basketball team hosted various schools such as Woodside HS, Bayside University, ECHS, and the South City Adult Transition Program; yesterday they had their Senior Night and celebrated several players; the spring musical *Grease* takes place March 23 to 25; prom will take place on April 8 at San Francisco City Hall, with a "Roaring 20's theme.

2. Jeremiah David, ASB Executive Secretary El Camino High School shared the following news from his school; Elections for ASB class officers took place on March 10; the Drama department concluded its last production of the school year this past weekend with a very successful turnout; this past weekend the Advanced Performing Dance Team competed at a dance convention in Santa Clara and achieved second place in the Hip-Hop category; JV and varsity baseball teams took home the trophy last Saturday for another year; last night the Band Invitational was held in the theater; and ASB is currently preparing for the talent show, *Colts Got Talent*, on April 6.

M. PUBLIC COMMENTS - None

N. INFORMATION ONLY PRESENTATIONS

**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: Brenda Hammond, Deborah Lainez, Maria Meraz, Vishwa Nand, and Gloria Tello.

Mission Statement

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

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 decisions and actions as stated in their SPSA.

As for the District's priorities, Martin ES teachers utilize early release Wednesdays to improve the curriculum and instruction delivery. The team analyzes specific data gathered to reflect on the students' progress and 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 RTI process acts as the engine. "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.

Demographics

The Martin ES student population is predominantly Hispanic/Latinx at 85%, followed by Filipino at 15%, and Asian at 3% being the largest groups.

Of the 392 total students, 58% are identified as English Learners, 16% are Students with Disabilities (SWD) and 59% are socioeconomically disadvantaged.

30 EL students have been re-classified as fluent.

2021-22 Dashboard Data

Chronic Absenteeism - 32.3%, very high

Suspension Rate - 0.3%, very low

EL progress - 42.8%, low

ELA - 44.5%, low

Math - 59.4%, low

Principal Covacha said the CA Dashboard summary is one piece of data shared with staff and parents to better understand how the students are performing. They also have the ability to compare different data points such as State-wide, District, school, and class. This provides a better picture of the students' progress. With the help of the School Climate Committee, School Site Council, and Instructional Leadership Team, they are addressing each indicator and identified specific goals to reach the State standards.

In an effort to reduce the number of chronic absences, they have met with students' families and shared their concerns in how this is having a negative impact on their child's education. He said, "In most meetings, we're able to foster a stronger understanding and communication with families and be able to identify potential root causes for the absences and develop a plan together. There are some families in which we perform home visits to check in with our students' welfare. On successful visits, we're able to have the meeting with the parents and develop a plan to increase positive attendance." They also look at current school attendance programs to use to increase attendance. Their goal is for the monthly ADA to be around 94% for the remainder of the year.

Attendance Snapshot

Principal Covacha shared the average daily attendance from October 23 through February 23 by ethnicity, ELs, SWD, and socio-economically disadvantaged students. For the total student population, during this time period, the attendance averaged 90%.

ELPAC Summative Data 2018-2022

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.

Student Support

3 RTI Meetings

- Provide time and space to meet with individual teachers to monitor progress of students.
- 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 team create an action plan to provide support; academic, behavioral, health, family assistance, etc.
- Review several data points, such as ELD progress, reading, and math levels.
- For younger students, they are able to see progress with their numbers, letters, and their phonemic awareness.
- Data gathered from this meeting is what they base their decision-making in terms of creating support plans for students and determine whether they need reading support with a reading specialist.

Reading Support

- Reading specialists will be able to meet with students in small groups to provide reading support.
- Support staff with reading assessments

Literably 1st and 2nd Window Comparison 2022-23

	Gain	Even	Loss
1st Grade	54	7	2
2nd Grade	45	14	1
3rd Grade	48	9	0
4th Grade	40	20	3
5th Grade	37	10	1
Total	224	60	7

Small Guided Reading and Teacher Support

- K-3 small guided reading time in class with support

- Allows student to develop reading skills by providing appropriate text that they can access and use to increase understanding and control with their reading.
- Teacher Support allows teachers to gain opportunity to meet as a team during school time once a week. Time to analyze data to help team monitor student progress and engage in the instruction inquiry cycle.
- Teacher Support helps to limit class interruption when there is vacancy in a class when school is unable to secure a substitute.

Principal Covacha shared that of 61 students, 49 students completed the first and second window Literably assessment and 38 students have shown growth in their reading level. Over 77% of students demonstrated a gain in their assessment. Another support this year is for teachers to increase their opportunity to meet and engage in the instructional inquiry cycle. “On top of increasing collaboration time, this also allows us to boost our coaching capacity as teachers are able to visit each other’s classes to observe and to coach each other. Not to mention the program allows us to have the time teachers need to perform the different assessments we have throughout the year. With this program, we are able to have the means to meet our District priorities by improving curriculum and instruction, provide collaboration and strengthen leadership capacity.”

1st and 2nd Trimester: Math Academic Center

	Gain	Even	Loss
2nd Grade	5	1	1
3rd Grade	5	4	1
4th Grade	5	0	3
5th Grade	4	1	1

Academic Center Math:

Principal Covacha said that in only about a four-month span, they are seeing an improvement from the students. A total of 19 students showed gains in their grade level in math. This is another example of data that is useful for the student to see their own progress.

- 32-33 students Grades 1-5
- 2 days a week, 2:45 - 3:15 p.m.
- STAR Math as metric - an assessment program where students complete and are assigned a grade equivalent level.
- Each grade level identified bandwidth of students to receive extra Math time

Counseling Support:

Depending on the support they need, students receive help with organization, building more effective communication skills, and improving different aspects of their social emotional skills.

- Star Vista, 5 days a week support
- YSB Counseling, 2 days a week support
- Total of 30 students in both individual and small group settings received YSB/STAR Vista support.

Learning Experiences

Principal Covacha shared photos of students who, once again, have the opportunity to go on field trips. Some places they visited include the Bay Area Discovery Museum, the California Academy of Sciences, and the SF Exploratorium. Each grade level was able to share their field trip experience during their Monday morning announcements. Fifth graders participated in Outdoor Education, where they developed an appreciation of the environment while exploring the Santa Cruz mountains. In the fall, Martin ES celebrated its 100th year anniversary in SSF. Ruby Bridges Day was celebrated on November 14 and the community received a surprise visit from Ms. Bridges in person. He said, “We are proud and honored to have this event as we celebrate Ruby Bridges for what she stands for in terms of being able to be courageous and giving our students an example to look up to, to let them know that they matter and they can make a difference.”

He thanked his staff, parents, community, CSEA, CTA, Board members, and District leadership for their support and encouragement. He proudly introduced the Martin Meteor Safety Patrollers who presented the Board and Cabinet with one of their neon green shirts.

Vice President Murray thanked the children for attending this meeting and said the reason they do what they do is because of them. “We love you, and we know that you're going to be successful and happy, and we are here to help you as are your teachers and your parents.” “My love story with Martin started on my first year on the Board, and the reason I love you guys so much is the strong community that you have.”

Trustee Anthony said she got goose bumps when the safety patrollers used sign language for the school’s mission statement. She stated that the school is inclusive, thoughtful, and a model for the community in all the District’s schools.

President Hsieh said it is heartwarming to see Native Hawaiian and Pacific Islander, African American, and SWD students break the cycle of low attendance through communication with their families and developing a plan together which may also include home visits. She

appreciates these strategies and all the efforts of staff, teachers, and Principal Covacha to bring the two entities together in one community.

b. Performance Management - English Learners

Dr. Marcos Garcia, Director of EL programs reviewed the service and support offered to English Learner students in terms of Performance Management as a tool for analysis and improvement of performance.




Performance Management

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

NOTE: Performance Management (PM) Reminders:

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

Color coding legend for the dots

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

District Goals and Priorities

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

CAR (Communication, Achievement, Relationships)

The District's Communication, Achievement, and Relationships (CAR) is on the road towards equity, focusing on strengthening our systems and protocols across the District. Martin ES is focusing on the wheels of the car for systems and assessment. The data comes from summative assessments that measure performance indicators in the areas of enrollment and achievement which provides a snapshot of how the District is doing and also sets the pace for future work.

ELs by Schools

Dr. Garcia provided information of the percentage of ELs by both elementary and secondary sites. Title 1 schools (Los Cerritos ES, Spruce ES, Sunshine Gardens ES, and Parkway Heights MS) have the highest numbers and percentages. In terms of equity, these communities need more. This information is used to determine resource allocation. They are looking at a pilot program called a Flooding Model with additional staff to support EL development at Title 1 schools.

Long Terms EL Learners (LTEL) Data

Director Garcia reviewed a graph of current LTEL enrollments by school sites. LTELs are students with six or more years in US schools. These students are at risk of becoming long term ELs in fifth grade, and then once they get to secondary school, they become LTELs. He said the reason this data is important is because their primary goal in the EL program is to reclassify students to English proficiency. The students to be able to access the full comprehensive program at the secondary schools, particularly at the high schools, where students would be able to take all the A-G requirements and be more competitive for college and beyond.

CA Dashboard Metrics

EL Progress Indicator - measures students' growth of at least one level in a school year.

SSFUSD

- Medium level indicator
- 1,208 EL students
- 53.2% are making progress towards English language proficiency
- The District is performing 2.9% higher than the State average

State

- Medium level indicator
- 785,734 EL students
- 50.3% are making progress towards English language proficiency

CAASPP ELA

They are continuing to strengthen the work around designated ELD, and at K-5 by making sure they are providing professional learning and supporting the actual time. Elementary TOSAs have been working with principals to help structure designated ELD time, and at the secondary level, they are making sure the master schedules include sections for English language development.

- Low level indicator
- 1,337 EL students
- 37.6 points below standard

- The District is performing 23.6 points higher than the State average

State

- Low level indicator
- 807,968 EL students
- 61.2 points below standard

CAASPP Math

ELs are performing worse in Math, which is a pattern across the State. To improve this, they are using the support of cycles of inquiry and PLCs where they are looking at data and planning specifically for EL instruction.

SSFUSD

- Low level indicator
- 1,332 EL students
- 57.6 points below standard
- The District is performing 34.4 points higher than the State average

State

- Low level indicator
- 806,350 EL students
- 92 points below standard

Summative ELPAC - 2021 vs. 2022

- An increase of 18.33% vs. 19.13% of ELs tested proficient.
- District ELs are performed above the State average both years
- 37% of ELs are at Level 3. This is significant and indicates the need to support Tier 1 instruction for ELs.

RFEP Criteria Update

This is a summary of the Fall 2022 reclassification data

- The RFEP criteria was updated to better align with surrounding districts.
- A primary goal in the EL Program is reclassification of English Learners so that they are able to access the comprehensive secondary program and increase A-G eligibility.

2022 RFEP Summary Data

Some progress is being made based on the consistent emphasis on integrated instruction for ELD.

- '4' is the score an EL student needs to have on the summative ELPAC to be eligible for reclassification. They also need to have a secondary assessment or reading inventory as well as a teacher recommendation.
- Increase in 4s at Los Cerritos ES, Sunshine Gardens ES, Ponderosa ES, and Martin ES

- All three middle schools and SSFHS nearly doubled their number of 4s

EL Graduation Data

SSFUSD

- Low level indicator
- 94 EL students
- 75.5% graduated (100% is the goal)
- The District is performing 2.2% higher than the State average

State

- Low level indicator
- 74,304 EL students
- 73.3% graduated

A-G Eligibility

In 2022, 25% of ELs were A-G eligible

- Need support PLC EL focus at the high schools to help identify root causes and strategies to increase graduation and A-G eligibility
- Need case-management for ELs at the secondary levels beginning in 9th grade

English Learner Program Goals

These categories are on target/completed



- **Systems & Monitoring** - Ellevation, EL monitoring, RFEP monitoring, Parent Liaison, Newcomer Intake Form, Enrollment Process outlined, TELL, and Lectura
- **Training and Professional Development** - Curriculum trainings, GLAD, CRLP strategies, ELPAC, Newcomer, ELD 101, Ellevation, Essential Practices, Counseling, Designated ELD in all schools, etc.
- **Parent Engagement** - Parent and Community Liaison positions, DELAC, site ELAC meetings
- **Funding/Staffing** - EL TOSA and 6 EL TOSAs supporting 15 sites

These categories are moving towards target



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

Some of the staffing issues have to do with filling vacancies and low pay.

Dr. Garcia said they are moving towards target in training.

These categories are making little or no progress ●

- **Training** - Flooding model at elementary, EL Essential Practices framework and roll out, coaching cycles with teachers. More support is needed with an additional ELD teacher and paraprofessionals.
- **Data** - supporting data-driven decision making, instructional program analysis, and instructional practice

Long Term Goals

Training and Professional Development - ELD onboarding and training series for bilingual paraprofessionals, registrar, counselors, administrators, and teachers; training by professional organizations (CRLP); develop and provide content specific integrated ELD trainings and coaching.

Systems and Monitoring - Dual-Immersion pathway; World Language courses offered in middle school; ELD departments and/or PLCs at every site; expanding multilingual recognition system (K-12); intervention system established for RFEP/EL students

Funding/Staffing - Teacher stipend for participating in coaching cycles with TOSA; EL Teacher stipend for added duties; additional EL TOSAs to support sites; raise for bilingual paraprofessionals, increase bilingual paraprofessional staffing at sites; elementary ELD teacher (Flooding Model); stipend/bonus for teachers at Title 1 sites with high numbers of ELs; secondary reading specialists

Curriculum - Purchase Newcomer/EL/LTEL curriculum; co-taught classes for ELs

Parent Engagement - Bilingual counselors at every site; increase outreach and translation at school events/presentations; presentations for college and career in languages other than English

Data - Develop/adopt focus and tools for collection and aggregation of data

3-year Goals

1. Develop and foster a culture of coaching
2. Develop and support a robust and rigorous ELD program at all sites
3. Develop systems and processes to foster a culture that promotes, values, and celebrates multilingualism
4. Develop and implement an onboarding system for all Certificated and Classified Staff

5. Develop and support consistent and effective parent and community engagement.

EL Master Plan Chapters

Dr. Garcia said revisions have been ongoing since Spring 2022 and final revisions were presented to DELAC in November 2022.

1. Guiding Principles & Goals for Educating English Learners
2. Identification, Assessment, & Placement
3. Instructional Programs Options & Pathways to Graduation
4. Monitoring of Student Progress & Reclassification
5. English Language Development: Designated & Integrated
6. Staffing/Professional Learning
7. Parent and Community Engagement,
8. Program Evaluation
9. Resource Allocation

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

Trustee Anthony asked if ELs have priority for the District's after school and extended learning programs. Dr. Garcia replied that ELs are given priority for summer programming, but in terms of after school programs, it is at the discretion of the site leaders.

Trustee Anthony questioned whether the assessments are primarily evaluating oral or reading fluency. Director Garcia said they cover the four domains of reading, writing, speaking, and listening.

Trustee Anthony asked why the District has a lot more level 1s this year. Dr. Garcia said it is due to an increase in newcomer enrollment and those students are typically at level 1.

Vice President Murray thanked Director Garcia on his comprehensive report and said she appreciated seeing the numbers, while still low, are trending up from last year to this year.

President Hsieh asked what specific strategy is used to improve A-G eligibility. Dr. Garcia said one strategy is to be able to work with departments, analyze their data, and help them look at their planning. However, the other piece is getting more ELs reclassified earlier, while they are in elementary and middle school. He said, "One of the biggest barriers to being A-G eligible is having to take our language

labs, EL labs and the designated ELD, which is a challenge because those classes are also intended to support the language development of our students. So for EL students that are coming in later, they need those courses, but...it is like a double edged sword. We want for students to be able to take all of the A-G classes or as many as they can, to be A-G eligible. So it's complex in terms of that.” Assistant Superintendent Keith Irish added that with the change of the high school schedule and students having access to seven periods, EL students have the opportunity to take other classes in addition to the lab support ones. The *Controversial Issues* class, which is A-G, focuses on academic language, so there are specific instructional strategies targeted for long term learners. Mr. Irish said Dr. Garcia and his team are working on getting tighter on the criteria of when students enter and exit these classes so their progress can be monitored. Dr. Hsieh asked if that was part of increasing access for students. Mr. Irish replied that they have been pushing for increased access by removing grades in order to get in and with the District’s partnership with equal opportunity schools, teachers learn instructional strategies and then provide additional support so students can remain and continue progress in a class. While they still have much to do, they are proud of the progress with EL Learners.

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

2. BUSINESS SERVICES

a. Measure T Bond Implementation Update

Assistant Superintendent Ted O, Facilities Director Wazi Chowdhury and Facilities Consultant Bill Savidge provided an overview of the Measure T bond process including financing, a Citizen’s Bond Oversight Committee, implementation phase, design/construction and program schedule development, staffing and management plan, and an initial review of priority Bond projects, etc.

Overview

- On June 23, 2022, the Board voted to place a bond measure on the November 8 ballot.
- Measure T was approved by close to 64% of the votes.
- Results of the election were certified on December 8.
- The school improvement bond measure will provide an estimated \$436M in bond funds.
- Funds will be used for much needed facility improvements, including the construction of affordable housing for teachers and staff.

- There are a few legal/administrative steps the District must take after the election:
 - Adopting of debt policy (already updated)
 - Resolution Declaring the Election Results (completed)
 - Resolution Authorizing the Series 2023 Bonds and Authorizing Staff to Take the Necessary Steps to Complete the Financing (completed)

Sale of a Portion of the Bonds

- The law does not allow the District to issue and sell the entire \$436M million of bonds at once
 - Bond sales scheduled to respect tax rate limitation of \$60/\$100,000
 - Bond sales scheduled to complete facility projects within a 3-year time frame
- To insure compliance, staff will sell the \$436M of bonds in three series:
 - 1ST series - \$150M in 2023
 - 2ND series - \$150M in 2026
 - 3RD series - \$136M in 2029

Depending on how quickly projects are completed, these years may be adjusted

Bond Financing

- The financing process to issue bonds is approximately 3-4 months.
- Staff started the process in January 2023 and will complete the financing at the end of April 2023.
- The action steps include creating bond resolutions, receiving a rating from a credit rating agency, mail official statement to potential investors, sell bonds, and close bond issuance.

Citizen's Bond Oversight Committee (CBOC)

- Measure T requires the District to form a CBOC.
- Need a resolution adopting CBOC bylaws within 60 days of election certification
- The District must seek volunteers to serve on the Measure T CBOC.
- The purpose of this committee is as follows:
 - Monitor all projects and expenditures approved by the voters
 - Provide proper oversight and accountability to ensure that Insure Measure T funds are used as they were intended
 - Report to the community on the progress of Measure T projects
- The CBOC consists of a minimum of seven members including one representative from each of the following groups: business organization, senior citizens' organization, bona fide taxpayers' organization, parent or guardian of a child enrolled in the District, or

parent or guardian of a child enrolled in the District and active in a parent-teacher organization

- Members normally serve a term of 2 to 3 years
- Size of the committee is TBD
- No employee, official, vendor, contractor, or consultant of the District is allowed on the committee
- The committee only acts in an oversight capacity on all bond related projects and expenditures
- The committee has no authority to participate in bond sales or issuance, set projects or determine how bond funds are spent, participate in the bid process for contractors or consultants, contact contractors or consultants or “inspect” construction projects without permission of the District.

Measure T Implementation Phase

Mr. Savidge reviewed the following information.

- District is taking the first steps to build a successful Measure T Program
- Staffing plan for District team and third-party support
- Website development for outreach, communication, and transparency – a CBOC website is required also
- Initial pre-qualification process for contractors
- Beginning to outline priority projects and develop a District process for community and Board input

Measure T Implementation Phase: Staffing Plan

In order to support a bond program of this size they will need to develop a District team and a third-party support team

- District in-house staffing
 - Have an experienced Director of Facilities in place
 - Need to add: District Project Manager (owners’ rep)
 - Need to add: Administrative and Bond accounting support staff
- Consultant, third-party staff
 - Program and Project Management Team
 - Construction Management Teams
- Preliminary proposed staffing plan, develops over next 2 years
- District is preparing to issue a Request for Qualifications and Proposals (RFQP) for third-party consultant support team
- Select a Program and Project Management Team which will be critical in the Measure T implementation. Team includes a Director-level Program Manager, a Project Manager, and administrative support.
- As the Measure T projects begin, they will need to add Construction Managers for assignment to active projects at school and Workforce Housing.

Initial Review of Priority Bond Projects

Keep focus on fundamental campus upgrades from Facilities Master Plan. Code upgrade requirements are a focus on basic work, including seismic evaluations for structural safety.

- Site Infrastructure - sewer, storm drainage, domestic/fire water, gas, and electrical systems
- Site Safety - access systems, additional security cameras, and fencing/gates
- Building envelope - roofing, gutter/downspouts, windows, and exterior walls
- HVAC systems - replacements for ventilation, comfort, and energy efficiency
- Building interiors - lighting replacements, flooring, ceilings, walls
- Site work - ADA compliance, playgrounds, fields, and parking/drop-off

Educational Program priorities from Master Plan

- Parity among sites
 - Complete remaining elementary library/exploratorium projects
 - Middle school gyms at remaining sites
- Replacement of buildings beyond useful life
- Classroom modernizations at District's oldest buildings
- High school visual and performing arts theater upgrades
- District-wide projects including Central Kitchen and Technology upgrades

Restart the planning process for the Workforce Housing project - long, complex project to implement.

Director Chowdhury reviewed the following information:

Next steps: Developing Priority Projects

- Update Facilities Master Plan with focused site assessments
- Site and community input
- Initial project definition - timing, scope
- Board review and approval of initial priority projects at sites
- Then each project goes through design and construction phases
- A complex, multi-layered process

Project Design and Construction Phases

- The process includes the following phases: Schematic design, design development, construction documents, DSA and other agency approvals, bidding and award, construction, occupancy and closeout.
- Typical projects take over a year for design and approve.
- Equity is the lens they look at to prioritize projects.

Master Schedule Challenges and Opportunities

Developing the Program Master Schedule will include consideration of a balance of priority projects at elementary, middle, and high schools. District-wide projects will be included at each stage.

A qualification proposal for a Program Manager, Design Phase Manager, and Administrative Assistant is being prepared for approval by the Board in May. As construction begins, a Construction Manager, and Project Engineer would be hired.

Trustee Anthony asked if the Measure T website would be within the District's current website or be a separate website. Mr. O confirmed it would be a link in the current website and will be very transparent and easy to navigate.

Trustee Anthony questioned if there are any programs that help minority or diversity suppliers be part of this process. Mr. Savidge replied that the issues they face are in not being able to do mandatory set asides based on race or other criteria. They do local hiring and are required, by State law, to have disabled veteran business enterprise participation. He has experience in other districts where firms outreached to smaller contractors, minority contractors, and women owned businesses. They will work with the Board's direction to implement those programs.

Vice President Murray asked whether the master schedule shown was a real schedule. Mr. Chowdhury said it was just an example. "It is just to show you that at any particular phase we will be doing three large projects. Because we will not be able to handle more than that." Mr. Savidge said the notion of prioritization is required by the availability of the funding and that is one of the most critical things. Mr. O added, "This schedule is more to show that your projects cross multiple years. For example, like the workforce housing will be like six years at least, so it helps you to identify what we can do for the first year for \$150M...the second portion, \$150M, and then the third... breaks it down on how much we're spending on each of the projects, especially the projects that are across multiple years."

Vice President Murray asked when the CBOC must be in place. Mr. O replied there is no set deadline to have the committee in place, but the bylaws must be approved by 60 days after the Board has approved the resolutions. They will recruit on the website. Dr. Moore added that they will utilize some of the strategies previously used for the Portrait of a Graduate for community outreach.

President Hsieh thanked the presenters for making the process understandable and allowing them to see every step of the way. This guides them when they are given items to approve.

O. PRESENTATION WITH POTENTIAL ACTION - None

P. CONSENT AGENDA

MOTION #46 (Murray/Anthony) to approve Item 1a, Minutes to the February 23, 2023 regular Board meeting; Item 1b, Minutes to the February 25, 2023 special Board meeting; Item 1c, amended SMCOE CSPP preschool contract for 2022-23; Item 2a, ECHS Swim Team to participate State finals in Fresno, CA; Item 2b, Professional consultant for SSFHS Ballet Folklórico student dance workshops; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 4a, Purchase Order Listing, January 1 - 31, 2023; Item 4b, Warrant Register, January 1 - 31, 2023; Item 4c, Cash Receipts, January 1 - 31, 2023; Item 4d, Gifts to the District, March 2023; Item 4e, 2022-23 fundraising events; Item 4f, Professional service agreements under \$25,000. Motion Carried. (Unanimous)

ACTION

1. ADMINISTRATION

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

Vice President Murray read the resolution.

MOTION #47 (Murray/Anthony) to adopt Resolution #23-03: In support of Women's History Month. (AYES: Anthony, Hsieh, Murray; NOES: None). Motion Carried. (Unanimous)

b. Resolution No. 23-09 for Autism Awareness Month

Vice President Murray read the resolution.

MOTION #48 (Murray/Anthony) to adopt Resolution #23-09: In support of Autism Awareness Month. (AYES: Anthony, Hsieh, Murray; NOES: None). Motion Carried. (Unanimous)

2. EDUCATIONAL SERVICES

a. Approval of an Agreement with Right at School

MOTION #49 (Anthony/Murray) to approve an agreement with Right at School for after school programs at District elementary and middle schools for 2023-24. Motion Carried (Unanimous)

b. Approval of Contract Changes with Non-public Agencies (NPAs)

MOTION #50 (Anthony/Murray) to approve changes in contracts with NPAs EverDriven, Adroit, and Dooley in order to fulfill Individualized Education Plan (IEP) service agreements. Motion Carried (Unanimous)

c. Approval of an Agreement with Linkages

MOTION #51 (Murray/Anthony) to approve an agreement with Linkages YAI - California START – Golden Gate to allow Special Education to build their continuum of service options available. Motion Carried (Unanimous)

d. Approval of Contract with Non-public School (NPS)

MOTION #52 (Anthony/Murray) to approve a contract with NPS Seneca Pathfinder in order to fulfill Individualized Education Plan (IEP) service agreements. Motion Carried (Unanimous)

e. Approval of the TouchMath Intervention Program

MOTION #53 (Murray/Anthony) to approve the purchase of TouchMath curriculum/instructional materials to provide District students with disabilities intervention and support in Mathematics. Motion Carried (Unanimous)

f. Approval of the Air Tutors Program

Trustee Anthony asked how long the contract would be in effect. Mr. Irish replied they are using recovery funds from the government to pilot the program through the end of this school year and summer before making a decision on whether they want to purchase the program. It is 20 licenses for every school in the District and provides multiple sessions with the same tutor. He said parents do not want their children to have to explain what accommodations they need to a different tutor each time. He thanked the Board for the option to try out this program and see if it meets the needs of students with disabilities.

MOTION #54 (Murray/Anthony) to approve the purchase of Air Tutors program which ensures the accessibility for District students with learning disabilities to work with and develop a relationship with a specific tutor designed to address their needs. Motion Carried (Unanimous)

g. Approval of Agreement for Professional Services

MOTION #55 (Murray/Anthony) to approve a professional services agreement with Ms. Liz Kvarna for additional Special Education support. Motion Carried (Unanimous)

3. HUMAN RESOURCES

a. Approval of a Teacher Residency Program MOU

Trustee Anthony asked if participants need to already have a bachelors' degree to enter the residency program. Dr. Spaulding replied that was his understanding. She questioned if this program is only for SpEd teachers. He said that was correct and the District is asking for four teachers to go through the program.

MOTION #56 (Anthony/Murray) to approve the SMCOE Teacher Residency Program MOU to support the District in recruiting Special Education staff. Motion Carried (Unanimous)

b. Approval of Renewal of the SSFUSD-SSFDPD MOU

This item was pulled from the agenda.

4. BUSINESS SERVICES

a. Approval of SSFUSD 2023-24 Transportation Plan

MOTION #57 (Anthony/Murray) to approve the SSFUSD 2023-24 Transportation Plan. Motion Carried (Unanimous)

b. Approval of Award of Contract for the Construction of El Camino High School's Accessibility Project

Trustee Anthony asked what the percentage of unknowns is and whether this is a gross underbid or a fair assessment of the bid based on what is known. Director Chowdhury, who went through the bid process, said four contractors submitted bids. Since it is an exterior project, it does not have as much complexity as an interior building project. There should not be any issues. The project includes two ramps, a walkway, and making the fence a little higher to partially resolve the issue of a better enclosure.

MOTION #58 (Anthony/Murray) to approve the award of contract to R&S Construction Management Inc., in the amount of \$380,866.00, for the construction of an Accessibility Walkway Project at ECHS. Motion Carried (Unanimous)

c. Approval of Award of Contract for Tree Maintenance at Alta Loma Middle School

MOTION #59 (Anthony/Murray) to approve the award of contract to Arbortech, the lowest responsive, responsible bidder, in the amount of

\$33,300.00, for tree maintenance at Alta Loma MS. Motion Carried (Unanimous)

d. Resolution No. 23-11 for the Prequalification Process for Prime Contractors and Mechanical, Electrical, Plumbing Subcontractors

Trustee Anthony asked if this item only approves the process and does not include a timeline for submitting pre-qualification bids. Facilities Management Consultant Savidge confirmed that "...the timeline is set in the statute for prequalification for any individual project that is going to be a hard bid..." and "...a contractor has to submit an application within 10 days for prequalification of the bid date and the District has to approve the application within five days of the bid date."

MOTION #60 (Murray/Anthony) to adopt Resolution #23-11: for the Prequalification Process for Prime Contractors and Mechanical, Electrical, Plumbing Subcontractors Pursuant to Public Contract Code Sections 20111.5 and 20111.6. (AYES: Anthony, Hsieh, Murray; NOES: None). Motion Carried. (Unanimous)

e. Approval of Contract with PQBids, Inc. for the Implementing and Managing of the District's Prequalification Process

Trustee Anthony asked if the cheaper bid of the two firms is the best value for the District. Mr. Savidge replied that the other firm charged a per application review fee, while the firm selected includes this fee in their total yearly fee.

Dr. Hsieh questioned whether these two items (d. and e.) are related to the bond. Mr. Savidge said "...they are used for any facilities project we manage whether they are bond or other fund sources. They will be used for those also because we're still subject to those requirements for certain projects."

MOTION #61 (Murray/Anthony) to approve a contract with PQBids, Inc. for implementing and managing the District's Prequalification Process for Prime Contractors and Mechanical, Electrical, Plumbing Subcontractors Pursuant to Public Contract Code Sections 20111.5 and 20111.6. Motion Carried (Unanimous)

f. Approval of Change Order #2 to the Southwest Construction Agreement for the SSFHS Food Service Improvements Project

MOTION #62 (Murray/Anthony) to approve Change Order #2 to the Southwest Construction agreement, in the amount of \$13,483.28 for the SSFHS Food Service Improvements Project. Motion Carried (Unanimous)

g. Approval of Playground Equipment for the Children's Center Child Development Program

MOTION #63 (Anthony/Murray) to approve the GameTime playground structure equipment for the Children's Center Child Development Program. Motion Carried (Unanimous)

h. Approval of Contract with CBF Electric and Data to Install Electric Vehicle (EV) Charging Stations

Trustee Anthony asked if there is a fee and whether District staff would be able to use the charging stations. Mr. O replied that will be decided on and normally employees would have a low rate while after hours use by the public would be a higher rate so the District could recoup the cost or even make some money.

MOTION #64 (Murray/Anthony) to approve a contract with CBF Electric and Data to install EV charging stations at the District Office. Motion Carried (Unanimous)

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

April 13, 2023

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

April 27, 2023

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

May 8, 2023 - Board study session *(Board room)*

- Equity Network 2.0 discussion session #1

May 11, 2023

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

May 25, 2023

- Teaching and learning presentation - Alternative Education
- Presentation on Curriculum/S&S
- Presentation on the Facilities Department
- Approval of the Children's Center Program annual self-evaluation reports
- Approval of SPSAs
- Approval for destruction of Disposable Class 3 records
- Information on May revision of the Governor's 2023-24 budget
- Resolution in support of LGBTQ+ Pride Month (June)

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

- Board self-evaluation

June 8, 2023

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

June 14, 2023 – Board study session (*Board room*)

- Equity Network 2.0 discussion session #2

June 22, 2023

- Presentation on Daybreak Mental Health and approval of MOU
- Presentation on YSB Counseling and Safe School Advocates Services
- Presentation on the Facilities Department
- Approval of SMCOE Outdoor Education dates for 2023-24
- Approval of Children's Center 2023-24 CSPP childcare contract
- Approval of Health Connected MOU for 2023-24

- Approval of Paper Education Company agreement for 2023-24
- Approval to increase facility use fees for 2023-24
- Approval to increase District rental/leasing rates for 2023-24
- Approval of Commercial Food Items and Food Supplies Award for 2023-24
- Adoption of 2023-24 LCAP
- Adoption of 2023-24 Preliminary Budget
- Resolution on Education Protection Account Funds

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Vice President Murray reported that she attended the Youth Art Show, a collaboration between the District and the SSF Cultural Arts Commission. It was well attended by families and students were excited having their work displayed. She also attended the LCAP meeting and said "...across-the-board, parents and teachers were talking about the connections between students and teachers." She went to the Skyline President's Breakfast, a fundraiser which supports the Skyline College Promise Program where students do not pay for classes, books, etc. She thanked the District's directors including Dr. Marianne Hew, Mr. Chowdhury, Dr. Garcia, Sabrina Yacoub, and Ryan Sebers for all they do and how important it is for the District's work. She added that Vice Mayor Mark Nagales told her Mr. Sebers did a great job in his City Council presentation.

Trustee Anthony congratulated Dr. Moore on being chosen the Association of California School Administrators Region 5 Superintendent of the Year. She also visited Sunshine Gardens ES where the students were engaged and to see the magic taking place there.

Dr. Hsieh said she is grateful to be a part of this wonderful District with its wonderful Board members, Cabinet, Dr. Moore, and directors. She attended the LCAP meeting which was a great success and students spoke about their connections with teachers. "So the conversation there was aligned with our profile." "And then I truly believe we are on the right track with our District's direction." She also participated in the Skyline President's Breakfast with Vice President Murray and Superintendent Moore.

ADJOURNMENT - 9:42 p.m.