

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
**Minutes of the Board of Trustees' Meeting of February 9, 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 - 6:30 p.m.**

**A. CALL TO ORDER**

**CLOSED SESSION - 6:30 p.m.**

1. To consider the evaluation of performance and discipline/dismissal/release of Certificated personnel in accordance with Government Code Section 54957 (one case).

**RECONVENE INTO OPEN SESSION - 7:02 p.m.**

**B. ROLL CALL**

Board Members:	Ms. Amanda Anthony - Present Dr. Chialin Hsieh - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Tania Torres, Student Board Member - Present
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Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present Mr. Ted O, Assistant Superintendent, Business Services - Present Dr. Jay Spaulding, Assistant Superintendent, Human Resources and Student Services - Present
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- C. PLEDGE OF ALLEGIANCE** - was led by Sunshine Garden ES 5<sup>th</sup> grade student Fiona South. Principal Leticia Gonzalez said Fiona is an exceptional student, wonderful role model, and caring friend. She is an active learner and a wonderful support system for her peers when they need extra help staying on task or learning a new concept. Fiona loves dancing, performing, and Tae Kwon Do.

**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 - No changes.**

**G. PTA COUNCIL REMARKS** - President John Sanna thanked Trustee Mina Richardson and Assistant Superintendent Ted O for attending the Tuesday night PTA Council meeting and also Trustee Patricia Murray for sharing information. He spoke about the continuing concern of parents regarding either District or City child care and hopes something can be worked out to appease their parent base. He noted that the District-sponsored Daybreak Mental Health webinar had a lot of positive feedback. Attendance was great and he has reached out to Dr. Jay Spaulding about possibly having a second one before the end of the school year. Mr. Sanna reported that plans are rapidly moving forward for the STEM Science Fairs at the Title 1 schools. At the last meeting, it was decided that any funds or supplies left over, would be given to non-Tile 1 schools. Regarding communications, he said it is still difficult for PTAs to get their messages out "...based on the fact that they only have access to their membership database. And having to depend on other methods are very important to them." He and Senior Executive Assistant Nalani Allen-Cantley have exchanged emails regarding notifications to the Board of school events and she talked about wanting to make sure the District PTA websites include information. Mr. Sanna said, "But it's very, very hard to do that because we depend on administrators and staff at the school or the District itself, and PTA is not the highest priority as far as putting information up on a website when you've got so many other things you need to do. If we had the ability to better communicate our events...everyone would know what all of our schools are doing all the time. Many of the schools take it upon themselves to do their own Facebook pages, their own Instagram accounts...other websites to communicate. But the PTAs are an integral part of each of these schools that they represent. And it would be nice to have that additional partnership a little more cemented so we do have a way to reach all of our population, not just the PTA membership."

Trustee Amanda Anthony asked for clarification on the child care and whether it is more before or after school. Mr. Sanna replied it is for both. He said after school is very important since most parents cannot take time off, in the afternoon, to pick up their kids and get them to their own child care. City services through Park and

Recreation are now on some campuses, but “...each of them have their own difficulties, their own issues with hiring, their own insurance, certification needs and space. And with more and more of our parents needing the child care, the need for facilities and services are way up there. I mean, there are parents who have been on waiting lists for as much as a year to a year and a half.”

## **H. STAFF ASSOCIATION REPRESENTATIVES’ REMARKS**

**South San Francisco Federation of Adult Educators** - President Elizabeth Bales-Stutes asked the Board to vote to approve their tentative agreement later in the meeting. “We have three objectives this year: to secure annual pay increases for this year and next year, to gain more paid prep time, and to make improvements to our salary schedule. This tentative agreement has met all three of our goals. We are so pleased to have reached such a great resolution with the District. Thank you to Principal Prasad and to Dr. Spaulding for partnering with us in this collaborative negotiation process.” She acknowledged the work of CTA and CSEA members whose bargaining power, solidarity, and support helped AFT reach their goal.

Ms. Bales-Stutes read the following letter from Ms. Castaglio, an Adult Ed. teacher, in support of AFT negotiations. The Board had already seen it, but she wanted it included in the public record of this meeting.

“Good afternoon,

I have been an educator for 20 years and a teacher here in this district for nearly seven. I'd like to take this opportunity to share with you the work that we all do at the SSF Adult Ed. campus. Every single day in our classrooms, we provide a safe, kind, loving, supportive and compassionate environment for our students. Our students walk into our classroom sometimes lost, confused, tired, often victims of assault and crime, or fleeing a corrupt country and government. And then they arrive in the U.S., in our community and in our classrooms. And it's in our classrooms where they can sit down and take the weight of the world off their shoulders. We provide that for our students. We provide that space for them. Not only do we provide a safe space for these wonderful people, but we teach them. We teach them a language necessary to survive and hopefully thrive in this country. We teach them in the beautiful English language and how to use it in their lives. We teach them so they can be better members of our society, better members of this community, and to better serve their own families and children along with future generations that may continue living in our country. We do work that usually goes unnoticed and we thank you for noticing us. We thank you for valuing the great work that we do. We know there's always more we can do in our efforts to secure a better future for ourselves as

teachers so that we can work toward a better future for our students. We will continue to speak out, and these are my words now, today, we will continue to speak out for ourselves and our learners. You'll be hearing from us again.”

**South San Francisco Classroom Teachers Association** - Vice President Shali Tapia reported that President Heather Burns returned from the Lindsay Unified School District visit impassioned to share the information she gathered. Ms. Tapia said CTA is thankful that the District has made tentative agreements with their sister unions. “This is another positive reflection of how the District and our bargaining units worked very efficiently this year. SSFCTA is feeling hopeful and re-energized for the future, building a climate of collaboration, hearing voices from all sides of our community and providing our students with strong learning opportunities.” She thanked President Chialin Hsieh, Vice President Murray, and Trustee Richardson for attending Saturday’s CTA School Board Breakfast. Ms. Tapia said, “Working towards common goals helps create an overall sense of purpose and meaning. We look forward to continuing to work together on many things to come. When all is said and done, we all want the best for our students, we want ideal learning environments and circumstances. We want our students to play an important role in improving and strengthening this society.”

**California School Employees Association Chapter 197** - President Jolene Malfatti said CSEA reached a tentative agreement and although they did not get all they wanted, it will immensely help their employees with inflation and the high cost of living in the area. She hopes to eventually restore the position of District-wide Campus Security in part because school alarms which sound during the weekends need to be handled by custodial staff. Ms. Malfatti said she was thrilled that CSEA signed a multi-year agreement and thanked the District’s bargaining team members for negotiating with them.

**I. PERSONNEL COMMISSION** - Assistant Superintendent Spaulding reported that the last meeting was held on January 23. During that meeting, they ratified three position announcements and five eligibility lists. The next Commission meeting will take place on February 13, 2023.

**J. ITEMS FROM BOARD**

Vice President Murray said SSFUSD has been on a journey of change over the past few years doing work based on equity and meeting the needs of all District students. She noted that the District recently partnered with Bay Ed Fund who provided a group of 25 including the Cabinet, two Board members, community members, staff, teachers, parents, and principals an opportunity to visit Lindsay Unified School District which has made a transformational change. She suggested everyone visit their website and watch a video about their school district and the changes they have made. She believes the participants were all inspired to do better for the kids. She cited examples of Lindsay Unified School District’s

progress such as improving their 65% graduation rate in the early 2002s to their current 95% rate. 75% of their students attend college and 56% graduate within four years. Vice President Murray said their journey started with the question, “What if we could meet the needs of every student?” “They embarked with a new strategic design, a learner centered performance-based model with students directing their own learning. They refer to their students as learners and the teachers as learning facilitators, the classrooms as learning centers, and the schools as learning environments. So it's all about a culture of academic success.” “Everything was about the students and they’re not falling through the cracks. They changed the way they grade with a zero indicating the student did not know the subject matter, ‘1’ meant they knew a little, ‘2’ a little more, ‘3’ was proficient, and ‘4’ was mastery, which they aim for. She said,” ...we are going to continue with changing the way that we educate kids in this District. And we've been working on it, we're going to continue working on it, but we can't do it alone. So, the parents and the teachers and administrators, everybody has to be in this mode that we want to meet the needs of all of our kids.” She asked that everyone who receives a survey to please fill them out since that is the way to make their voices heard. She invited anyone interested to attend a Strategic Plan Town Hall on either March 1, virtually, or March 4, in-person. Information is on the District website.

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

## **K. SUPERINTENDENT’S REPORT**

- a. Introduction of new Student Trustee Torres** - Superintendent Shawnterra Moore welcomed the Spring Student Trustee Tania Torres to the Board. Since the fall, she has provided the Board up updates and information related to the student experiences, activities, and events on her campus. While they continue to learn what is happening at the school, they also look forward to hearing her perspective on items which come before the Board.
- b. Advanced Placement Computer Science Female Diversity Award** - Dr. Moore congratulated SSFHS for earning the College Boards Advanced Placement Computer Science Female Diversity Award for expanding young women's access to AP Computer Science. This award acknowledges 1,105 schools for their work toward equal gender representation in the 2021-22 school year. She said SSFHS is one of only 209 schools to be recognized for achieving this important result in AP Computer Science.
- c. Lindsay Unified School District Site Visit Reflection** - the Superintendent spoke about the visit to Lindsay Unified School District and recognized the committed group of individuals who participated. Together they learned what things SSFUSD can do differently and what things they can do better, because they recognize they are here in deference to the students. In addition to the Board members and Cabinet, principals, and parents,

administrators from Educational Services, the CTA President, and other certificated and classified staff participated in the visit last Thursday. “So there were approximately 25 of us who attended and left truly feeling inspired about our observations, our conversations, and the culture which we observed.” “SSFUSD has been on a journey of District transformation to excellence and equity for all of our students, where we place our students at the center, and then we begin to shift the system and help all of the adults in our system shift as well.” Lindsay Unified School District started their journey in 2006 and it has taken a long time to reach the results of transforming their system to prioritize students and their learning needs. Dr. Moore said a few things stood out during their visit, especially the positive culture they have established. “They are unapologetically student-centered, and they talked a lot about that. They indicated when they started making these shifts, not everybody was happy. There were people who were frustrated, who wanted to continue the traditional ways that they had engaged, and through this process, some people had to make some hard choices, and through this process, a lot of people jumped on board and they embraced it. They took the time to confront the brutal facts about their student progress in their district. They really sought to change hearts and minds for all of their educators and their staff. They are at a place now where they've embraced a system that strives to meet students where they are and supports them in meeting the standards for which they're going to be assessed.” While it is still not perfect, there is a strong commitment to continue the process. Since they are a performance-based district, they did away with grades and focus on mastery based on a four-point scale. She was most impressed with the ownership of the learners (students) who facilitated the tours, answered questions, and were empowered in their leadership. “One student explained that they value learning and their role in the process, and that they are expected to and should always be able to answer these four questions: Where am I in my learning? Where am I going in my learning?, How will I get there?, and How am I doing?” Dr. Moore explained that they have shifted from a time-based learning system to “... a more learner-centered system, where students might need extra time, it might roll into the next year, but they still have an opportunity to demonstrate that they can master the concept and earn those credits.”

She said there was a lot of enthusiasm about what can be done for our scholars in SSFUSD. “As we embark upon our strategic plan, we absolutely believe that it is a perfect time to engage our entire community in this pursuit of re-imagining the ways in which we are going to transform this District.” Dr. Moore said a survey was launched on February 17 for the first draft of the Portrait of a Graduate. She thanked the Bay Ed Fund for partnering with the District. “We want to give our students that same level of ownership and agency in their learning, and the systems and the supports to thrive. We cannot do it without a coalition of people who are willing to commit to and help actualize the system for our students.”

- d. National School Counselors Week** - Dr. Moore reported that it is National School Counselors Week and an opportunity for schools to recognize the important role this special group of people play in supporting students and families. “Our school teams are providing individual and small group counseling as well as large group lessons for classes and parents on a range of academic, college, and career and social/emotional topics. February as we know marks a very busy time in the lives of our counselors who are engaging in tasks like talking to students individually about what courses to take next year, coordinating academic and homework centers, helping seniors apply for financial aid and decide upon their next steps after high school, coaching students through peer conflicts, reaching out to parents and community partners, and collaborating with teacher colleagues to support struggling students.” On behalf of the Board and Cabinet she said the counselors are valued for all they have done and how they continued to support students and families.

## **L. STUDENT TRUSTEE REPORTS**

1. Tania Torres, ASB President South San Francisco High School said her school is proud to have a generally inclusive program for AP Computer Science and the STEM field and praised the efforts of teacher Ms. Sun and then highlighted the following recent and upcoming events at her site: On January 21, ASB hosted the Winter Ball with a theme of “Snowball”; on January 27, the School Culture Commission hosted a lunchtime activity to celebrate the Lunar New Year; election season has begun for class officers or students joining seven commissions; ASB is planning their tours of the three middle schools to introduce them to their leadership activities; History Day competition was held last week with a theme of “Frontiers, People and Ideas” and many students are moving on to the County level; prom will take place on April 8 at San Francisco City Hall, with a “Roaring 20’s: theme; girls’ soccer team celebrated their senior night and the boys’ soccer team are third in the league and yesterday they celebrated senior night against ECHS, who they beat 8-0; the girls’ basketball team also won recently with a score of 60-38; and the boys’ basketball team beat Oceana with a score of 66-45.

Ms. Torres shared that many students feel uncomfortable with being penalized for their PE attire. “Many of them want to be graded on their understanding and effort towards physical education instead of whether they are wearing the right color or not. It has come to my attention, ...that there is an Ed Code section 49066c that prohibits students from being adversely affected if they fail to wear PE uniforms.” “I was highly encouraged by the student body to reach out and report to the Board.”

For Black History Month, she encouraged the Board to celebrate the black community by “...creating safe spaces, properly protecting them from society as well as engaging curriculum that represents them and their part in history.”

2. Katrina Oller, Fall Student Trustee and ASB President El Camino High School shared the following news from her school; Tomorrow ECHS is hosting a rally in celebration of the Hoops Game against SSFHS with a theme “Loving Basketball”; during the rally there will be Cheer and Advanced Performing Dance performances and winter sports teams will be acknowledged for their successful seasons with an athlete from each team receiving a Colt Award for displaying sportsmanship, leadership, and positivity; the girls’ varsity soccer team had an undefeated season and made it to the CCS playoffs; to celebrate Valentine’s Day junior class officers will be passing out Valentine’s grams and the choir will be singing Valentine’s grams for students and staff; for Black History Month, they are not only recognizing the significant contributions of African Americans, but will show students of black descent that they are always accepted and represented in their school community by decorating the school with the colors of the Pan African flag, which was created in the 1920’s as a symbol of freedom, pride and the political power of black Americans. “We are also...creating a video for our school’s social media, asking students and staff what Black History Month means to them and why it is important to acknowledge the history and achievements of African Americans in our country.”; and this year’s prom will be at the Asian Art Museum in San Francisco.

**M. PUBLIC COMMENTS - None**

**N. INFORMATION ONLY PRESENTATIONS**

**a. Teaching and learning presentation:  
Sunshine Gardens Elementary School**

Principal Gonzalez shared educational priorities and programs at Sunshine Gardens ES. She also recognized the following parent volunteers who received certificates of appreciation from the Board: Holly Anderson, Justine Crescencio, Jonathan Lassila, Nefertiti Renta, Katrina San Felipe, Brenda Sanchez, and Ericka Vallejo Sanchez.

Assistant Superintendent Keith Irish apologized for Ed. Services making a mistake on the attendance snapshot slide. The incorrect denominator was used, which made it look like multiple groups were at 94% attendance.

District/LCAP Goals

Principal Gonzalez said Sunshine Gardens ES’s goals are in alignment with the District’s goals. They are committed to building and sustaining a positive and collaborative school culture where learning is at the forefront. She noted that the data is shared and used to drive instruction. Also, input from their Instructional Leadership Team and School Site Council helps refine the focus.

CAR (Communication, Achievement, Relationships)

They continue to drive the CAR towards equity, strengthening their systems, and using data to drive decisions. Along with the leadership of their Instructional Leadership Team, they work through the cycle of inquiry allowing them to dive deep into adjusting instruction and having data discussions, ultimately leading to identifying needs and next steps in academic and social emotional progress.

Mission Statement

Prepare all students with 21<sup>st</sup> Century skills and the foundation to become Global Citizens. The staff, families, and community work together to create a safe and engaging environment for the whole child that ensures student success, builds character, and celebrates diversity. We encourage our students to be their best selves and to reach their goals.

**Academic Achievement** (LCAP Goal 1) - ELA and Math benchmarks will increase by 10% as measured by beginning and end of year data (Literably/Math Assessments) for all student groups - ELs, SpEd, and students identified as socially economically disadvantaged.

Principal Gonzalez said their mission is focused on ensuring that all students are given the tools they need to be successful in reaching their goals while building character and celebrating diversity through Positive Behavior Intervention and Supports (PBIS). This is evident every morning with announcements which include their school and safety expectations, and the character trait of the month. The consistent message to all students is to contribute in modeling positive interactions to their peers and staff members. Students are happy and are learning every day to make better choices. Teachers are implementing Tier 1 interventions in areas of social emotional learning, literacy, writing, math, and science. Special emphasis is placed on ELs, low socio-economic status (SES), and SpEd students.

**Staff and Professional Development** (LCAP Goal 2) - Staff will continue professional growth in analyzing data, small group instruction, literacy and writing strategies, in order to better support our students.

**Student, Parent, and Community Engagement** (LCAP Goal 3) - Staff will successfully engage families of the most underserved student subgroups (ELs, low SES, and SpEd).

**Special Education** (LCAP Goal 4) - Sunshine Gardens ES will increase by 1% each year toward District/State goals in SpEd for students to be in 80% or more in the General Education setting. This allows for increased opportunities for SpEd students to be in the least restrictive environment whenever possible. This new goal allows for

students to access the general education curriculum, provide opportunities to learn both academic and social skills, eliminate barriers and provide access to the learning environment.

#### Demographics

The Sunshine Gardens ES student population is predominantly Hispanic/Latinx at 58%, followed by Filipino at 18%, and Asian at 12% being the largest groups.

Principal Gonzalez said they are fortunate to have such a diverse student and family population. They can collaborate and create solutions with students from different religions, genders, economic backgrounds, and student learning styles, which affords students a lifetime of positive rewards.

Of the 340 total students, 46% are male, 54% are female. Sunshine Gardens ES is a Title 1 community with 39% are identified as ELs, 18% are Students with Disabilities (SWD) and 53% are socio-economically disadvantaged.

In order to serve their student population, a CARE Team which includes the Reading Specialist, SpEd Specialists, and School Psychologist meet monthly to monitor students who may need additional academic interventions, behavior supports, and social emotional services. The team has had much success in helping teachers reach their students and match students to specific Tier 2 interventions and more intensive supports.

#### Attendance Snapshot (12/12/22 to 1/20/23)

Principal Gonzalez shared the average daily attendance by ethnicity, gender, ELs, SWD, and socio-economically disadvantaged students. It includes both excused and unexcused absences. For the total student population, most months, the attendance average is in the low to mid 90%.

#### Literably and DIBELS Data

Earlier this school year students were assessed in Literably and DIBELS. Kindergartens will be taking their first Literably assessment in February. As a school, the fall Literably Assessment, shows about 49% of their students are reading at or above grade level. They expect these numbers to increase as they continue to complete the benchmark assessments for winter and spring. Last year they made significant growth in reading numbers with each grade level averaging an increase in about two or more reading levels per assessment period. Overall, they are proud of the progress their students are making, and they use data to inform instruction. As a staff, they realize that there is room for growth, especially with ELs and SpEd students who are making progress at a slower rate.

To combat this, they continue the following:

1. To implement small reading groups daily so teachers can monitor student reading levels and strategically place them in small groups in order to target their needs.
2. To provide Professional Development in the Structured Literacy Block, so that teachers are able to tap into the several elements of a literacy program that is effective for all students.
3. SpEd teachers are receiving coaching in how to utilize the Spire curriculum.
4. Designated ELD is happening daily to help meet the needs of EL students.
5. Two Reading Specialists have been providing coaching, which looks like co-teaching, modeling lessons, and helping teachers use assessment data to enhance the quality of literacy instruction.

As they continue to remain student centered, objective, and professional, they analyze the data to figure out next steps. The DIBELS data has helped provide additional information around the acquisition of literacy skills and to detect risk and monitor the development of early literacy and early reading skills which has been key when matching students with supports.

#### Math IXL

IXL is a learning platform that improves learning outcomes for all students. This year, Sunshine Gardens ES participated in the IXL screener. Principal Gonzalez said they were the only school in the District to take on this challenge. This year they hired a Math Interventionist to help propel the momentum of mathematical growth for their students. He works with students twice a week in 1<sup>st</sup> through 5<sup>th</sup> grades. They have held Math Academic Centers before and after school for students who needed the additional math intervention. The fall and winter IXL assessment data shows that the Far Below and Below grade level students decreased and the At or Above Grade Level students increased by 7 students.

#### CAASPP Data

The overall student participation rate exceeded the federal participation rate requirement of 95%.

The comparative data shows that as a whole, Sunshine Gardens ES students did not perform as well as other District students or those in San Mateo County or California in both ELA and math for having met or exceeded standards.

#### **CAASPP scores by grade level comparison**

##### **ELA and math met or exceeded standards**

- 3<sup>rd</sup> grade, 29% of students in ELA and 26% in math

- 4<sup>th</sup> grade, 28% of students in ELA and 30% in math
- 5<sup>th</sup> grade, 44% of students in ELA and 30% in math
- ELs, 35% of students in ELA and 21% in math
- SWD, 16% of students in ELA and 11% in math
- Socio-economically disadvantaged, 12% of students in ELA and 10% in math

Principal Gonzalez reported that the CAASPP 2023 practice testing begins in March. Using Interim Assessment Blocks, shorter subtests, provides teachers with the data and gives students an opportunity practice test questions and lower their testing anxiety.

#### ELCAP Growth

Sunshine Gardens ES has 127 EL students who speak over 13 languages. 11 ELLs have been reclassified as fluent English proficient based on ELPAC scores last year. In the last three years, 37 students have been reclassified and they continue to monitor them to ensure that they will be making adequate academic growth. They will begin the ELPAC student assessment this month. The California Dashboard data on EL students indicates 58.1% are making progress towards English language proficiency. Principal Gonzalez shared that they have students from two grade levels partner together to provide mentorship to the younger class.

#### Small Guided Reading Groups

Principal Gonzalez said Sunshine Gardens ES is working on the elements of Structured Literacy Block, Designated ELD, and Effective Math Interventions. These seven steps are a cycle of continuous improvement with staff feedback, professional development, and monitoring so they are informed that what they are doing is working.

Step 1: Staff Survey

Step 2: Identifying Teacher Needs/Student Data

Step 3: Providing Professional Development

Step 4: Walkthroughs and Feedback Tool—co-created by Instructional Leadership Team - for continuous support around needs

Step 5: Continued Professional Development

Step 6: Learning Walks - Teachers see teachers in action

Step 7: Continued Professional Development

#### Partnerships

Principal Gonzalez said they are grateful for being chosen as a school site to house the Boys and Girls Club of the Peninsula and have 115 students in grades K-5 enjoying the various programs offered to them in the afterschool care. Boys and Girls Clubs provide a safe place to play, grow, and learn while empowering their students to excel in school, become good citizens, and lead healthy, productive lives.

Sunshine Gardens ES is continuing their partnership with Genentech's Gene Academy for 4<sup>th</sup> and 5<sup>th</sup> grade students with a focus on mentoring. Once a week each student is paired with two Genentech mentors to work together on homework and hands-on science projects that build their interest and confidence in science. Students practice language skills, strengthen their academic proficiency, and build capacity for Science learning in the classroom through their experiences in Gene Academy.

#### Community Engagement and Support

Principal Gonzalez stated that they build community within the school and beyond with additional partnerships including Science for Scientists, Star Vista, YSB counselors, and a school psychologist to support students and families with mental health and build peer relationships by doing daily check-ins and creating friendship groups. They are bringing back Parent Learning nights, Girls on the Run, Opera Together, Ruby Bridges Walk to School Day School and a Ballet Folklórico assembly with students from SSFUSD. This is a great way to highlight the rich cultural traditions and beliefs through dance and celebration.

Vice President Murray thanked Principal Gonzalez for her wonderful report which shows everything she does for the students. There are many things in place to keep kids from falling behind and she uplifts them and her entire community.

Trustee Daina Lujan commended Principal Gonzalez, her staff, and families. "You definitely have a student-centered focus and your excitement and commitment to the school community just shines through. It is very clear that you have an academic focus and really strategic responses, both in terms of just what the staff is doing in order to unpack data and ...to leverage partnerships to provide really wrap-around and enrichment opportunities for students, all within a really nurturing environment."

Trustee Richardson said thanked Principal Gonzalez for her insightful presentation showing what goes on in her school. She saw *La Boheme*, which the students really enjoyed. "The arts is something I think really do help kids focus and engage much better." "I feel a little more confident that we're going in the right direction..."

Trustee Anthony noted that Sunshine Gardens ES is in her district and thanked Principal Gonzalez for her presentation. "I heard from so many parents about the importance of Sunshine Gardens in their lives and in their children's lives...and to watch the transformation that you're working on to give children the tools to talk about their emotions, to be in the good place to learn...I really, really love this mentoring

program.” She said when living in a new country where everything feels different, it is powerful for students to have peer support.

Student Trustee Torres said school culture carries on to middle and high school and it is important as a foundational part because kids want to be in school.

President Hsieh thanked Principal Gonzalez for the great presentation and also thanked the Sunshine Gardens ES community for their support of the school. She appreciates the 94% attendance rate of ELs and for keeping those students in school. She also appreciates the CAASPP informative measures so the Board can see how students are making progress instead of only seeing the data. President Hsieh commended Principal Gonzalez’s transparency, braveness, and commitment to making changes and believes Sunshine Gardens ES students are being well served under her leadership.

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

**b. Performance Management - Special Education and Pupil Personnel**




**Performance Management**

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

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

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

**Color coding legend for the dots**

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

Assistant Superintendent Irish introduced Sabrina Yacoub, the Director

of Special Education and Pupil Personnel, who provided information on her department in terms of Performance Management as a tool for analysis and improvement of performance.

District Goals

**LCAP GOAL 4 - Special Education**

The District will provide high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on State assessments, and engagement rates.

CAR (Communication, Achievement, Relationships)

In relation to the District's CAR infographic, Director Yacoub is using it as their system for achieving their goals.

Special Education State and Federal Accountability Measures

**SEP (Special Education Plan)**

- SEP is a written plan that addresses identified areas found to require improvement upon review of the SpEd data.
- The California Department of Education (CDE) conducts an annual performance review of federally established measures, of which targets not made become areas are to be addressed in the SEP.
- Districts across the State engage in this process.

**Historic areas identified in need of improvement:**



- Achievement ELA and math
- LRE both 0-40% and 80-100% of school day in general education environment
- Graduation
- Suspension/Engagement

**Current areas being monitored:**



- 100% of Annual and Eligibility Review IEP meetings held on time

**SEP Performance Management Data (2019)**

Graduation rate (target is 100%)


-  SSFUSD: 92% Graduated, declined 11.4%
-  State: 71.4% Graduated, maintained at +.7%

ELA Achievement (target is all students at or above standard)


-  SSFUSD: 89.7 pts. below standard, increased 2.9 points
-  State: 95.5 pts. below standard, increased 2.1 points

Math Achievement (target is all students at or above standard)

 SSFUSD: 108.3 pts. below standard, decreased .6 points


 State: 125.3 pts. below standard, maintained at + .8

Suspension and Expulsion Rates (target is 0%)

 SSFUSD: 11.3% Suspended, increased 1.2%

 State: 6.8% Suspended, declined .3%

Chronic Absenteeism Rate (target is 0%)

 SSFUSD: 15.8% Absent, increased 2.1%

 State: 15.1% Absent, maintained at +.4%

Least Restrictive Environment (LRE)

- On a target of 53.2% of students, the District had 46.64% of students in General Ed for 80% or more of the day.
- On a target of less than 20.6%, the District had 25.41% of students in General Ed 40% or less of the day.

**SEP Goals**

Academic Achievement

- Use of interim and practice tests
- Attend scope and sequence training, SpEd power standards
- Evidence based practices implemented with fidelity
- Adoption of District-wide curriculum aligned by program type for:
  - intervention (such as Spire for reading)
  - or to provide a standards aligned curriculum that has been modified to meet the needs our students who require modifications to the CA education standards.

Suspension

- Professional development on trauma informed practices and alternatives to suspension
- Mental health screenings and supports

LRE

- Restructure tutorial
- Accurately capture LRE % on Ed Setting page
- Training on co-teaching and Universal Design for Learning (UDL)




Graduation

- Credit recovery in Extended School Year (ESY)
- Training to conducting effective transition IEP meetings and Individual Transition Plans (ITPs)




**SEP Performance Management Data (CURRENT SNAPSHOT)**

Director Yacoub included District data to see how SpEd students are doing compared to their peers.




Graduation rate (target is 100%)

-  Special Education: 78.8% graduated in 4 years
-  SSFUSD: 92% Graduated
-  State: 75.2% Graduated, increased 3.8% since 2019




ELA Achievement (target is all students at or above standard)

-  Special Education: 91.9 pts. below standard, increased 1.8 pts.
-  SSFUSD: 2.2 pts. below standard
-  State: 97.3 pts. below standard, decreased 1.8 pts.




Math Achievement (target is all students at or above standard)

-  Special Education: 119.3 pts. below standard, increased 11 pts.
-  SSFUSD: 32.4 pts. below standard
-  State: 130.8 pts. below standard, increased 5.5 pts.


Suspension and Expulsion Rates (target is 0%)

-  Special Education: 5.1% suspended, decreased 6.2%
-  SSFUSD: 2.7% Suspended
-  State: 5.4% Suspended, decreased 1.4%

Chronic Absenteeism Rate (target is 0%)

-  Special Education: 32.2% chronically absent, increased 16.4%
-  SSFUSD: 24.7% chronically absent
-  State: 39.6% chronically absent, increased 24.5%

Least Restrictive Environment/Students in GE 80+% of school day (target is at least 53.2%)

-  Special Education 41.57%, decreased 5.07%

SSFUSD - N/A

State - N/A

Least Restrictive Environment/Students in GE 0-40% of school day (target is at least 20.6%)



Special Education: 32.2% chronically absent, increased 16.4%

SSFUSD - N/A

State - N/A

### Special Education Program Data

#### **Enrollment**

In comparing data for December 2021 and December 2022, enrollment increased in Pre-K, elementary, middle, and high schools. There was a slight decrease in ATP. Director Yacoub reviewed enrollment by sites and programs for the same time period.

#### Special Programs Through-Line

Director Yacoub reviewed specialized programs as well as a through-line of those programs and post-secondary options. If the program is designed to be taught by a mild/moderate credential teacher, then the focus of the program supports students with unique needs working towards a District diploma. If the program is designed to be taught by a moderate/severe credential teacher, then the focus of the program supports students with unique needs working towards a Certificate of Completion. This program is offered to students up to age 22.

#### Overview of Special Education/Pupil Personnel Teams

Director Yacoub presented the organizational charts for Special Education/Pupil Personnel and Related Service Providers. SpEd teachers are the largest group of professionals. Together with paraeducators and sign language interpreters, they ensure students are learning and being included. Related service providers offer developmental, corrective, and other support services that are required to assist a child with a disability to benefit from SpEd.

#### Points of Pride

- **Reading Intervention** - Implementation of Spire annual in-person coaching sessions (January and February), in addition to annual trainings on site with Spire Trainers
  - Trainers model, observe, and co-teach lessons, as well as provide a follow up coaching session
- **Math** - Looking to adopt a District-wide multi-sensory supplemental curriculum for students with IEPs who access the general education curriculum with accommodations for Fall 2023

- **Moderate & Mod/Severe Programs** - District adopted standard aligned curriculum specialized to provide adapted or modified academic standards aligned to student's grade level
- Alignment of processes and procedures, as well as language and tools for special education practitioners
- **Developed programs** to support students with more intensive needs throughout school levels
- Strong board of parents leading SEPAC and public meetings
- **Robust PD schedule** for SpEd staff
  - Monthly department meetings and trainings
  - Specialized trainings (Spire, Goalbook, Unique, etc.)
  - New SpEd teacher support
  - SpEd teacher leadership team meetings
  - Tailored meetings and support for related providers, categorical programs, and Pre-K teachers
  - Monthly paraeducator trainings
  - Access to participate in same trainings as general education teachers
- **Transition Resource Fair** - held Saturday, February 4, 2023 at ECHS

### Pupil Personnel

#### **Section 504 Coordinators**

They offer support for all who case manage Section 504 Plans (counselors, psychologists, and school administrators). Meetings are co-facilitated by Director Yacoub, the SpEd Coordinator of Mental Health, Behavior, and Assessment, and the Director of Student Performance, Program Evaluations, and Instructional Interventions. The current project is District-wide alignment in forms and procedures. Last year they built a comprehensive 504 manual and are focused and aligned in it.

#### Counselors, Academic and Wellness

Meetings are co-facilitated by Director Yacoub, the SpEd Coordinator of Mental Health, Behavior, and Assessment, and the Director of Student Performance, Program Evaluations, and Instructional Interventions. Projects include reviewing and updating alignment of social emotional supports, activities and discussions for clear pathways for students to access counseling services, and focusing on monthly SMCOE Mental Health Collaborative meetings.

#### SEPAC (Parent Team)

Another avenue being utilized is the Special Education Parent Advisory Committee (SEPAC), which meets four times a year to gather input and present information to parents for better collaboration and support of students with IEP's.

Trustee Richardson said this department is emotional as it supports all the students that used to be out of sight and makes a tremendous effort to mainstream these kids in general education classes. She appreciates the direct involvement with parents in SEPAC. Based on feedback she receives, parents are grateful to be a part of the discussion and not feel like they do not have access to the system. This is valuable for parents of special needs children who are trying to mainstream into society and work. She praised Director Yacoub and her staff for closing the gap.

Trustee Anthony said she visited the fair which was an opportunity to inform people of resources available for students with disabilities. She liked the discussion on how a disability does not have to stop someone from doing the things that students with disabilities do. "There was a lot of discussion of college...and training. The adult transition program sounds amazing." "I know it is hard to make progress in SpEd. It is an area...as I learned about the constant state of funding, it is...very hard to declassify a student, even if they have made progress on their goals." She asked about the difference between an IEP and a 504 plan. Director Yacoub replied, "Both plans have accommodations. Section 504 is rooted in providing accommodations so that the playing field is equalized for students with disabilities who may not need direct services. Once we're breaching that modification hurdle, that's where we're looking at students with IEPs, so the difference is whether you acquire an accommodation or whether you acquire an accommodation and services..." Trustee Anthony thanked Director Yacoub and her staff for making progress in SpEd.

Vice President Murray thanked Director Yacoub for her comprehensive report. "I was here before you were here and I can tell you, I am so grateful for your attention to compliance. And the department today is so much different than it was in 2016, when I joined the board." She remarked that the staff love Director Yacoub.

Trustee Lujan thanked Director Yacoub for her presentation and the honest look at the data, which was difficult, but she felt hopeful because of the passion and strategic thinking. She complimented her for being student-centered and her and the team's work to shift culture.

Student Trustee Torres said Director Yacoub's dedication and passion is very clear, which is what the students need and what has not been provided to them in a long time. She is glad that there are people who care about them.

President Hsieh echoed her fellow trustees' comments and thanked Director Yacoub for her great leadership and her team who serves the students.

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

**P. CONSENT AGENDA**

MOTION #13 (Murray/Lujan) to approve Item 1a, Minutes to the regular Board meeting, December 15, 2022; Item 1b, Minutes to the regular Board meeting, January 19, 2023; Item 1c, Minutes to the special Board meeting, January 19, 2023; Item 2a, SSFHS and ECHS wrestling teams to travel to Bakersfield, CA; Item 2b, Paraeducators to travel to Ontario, CA; Item 2c, Buri Buri ES staff members to travel to Seattle, WA; Item 2d, ECHS band and choir students to travel to LA and Orange County, CA; Item 2e, ECHS Earth Club students to travel to Big Sur, CA; Item 2f, Special Education psychologists to travel to Wisconsin; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 4a, Gifts to the District, January 2023; Item 4b, 2022-23 fundraising events; Item 4c, Professional service agreements under \$25,000. Motion Carried. (Unanimous)

**ACTION**

**1. EDUCATIONAL SERVICES**

**a. Approval of Young Audiences of Northern California MOU for 2023**

MOTION #14 (Murray/Lujan) to approve the MOU between Young Audiences of Northern California and the SSFUSD, effective March 1 through December 2023. Motion Carried (Unanimous)

**b. Approval of Silicon Valley Education Foundation (SVEF) MOU for 2023**

Trustee Richardson asked if this is a yearly MOU. Assistant Superintendent Irish replied it is renewed annually. SVEF Elevate is the District's partner, the same as with Young Audiences, and they are part of the STEAM program.

Trustee Lujan asked about funding agencies and who would be responsible for paying. Mr. Irish said he partners with Mr. O since they cannot find enough SVEF teachers, teachers from other districts outside of the Bay Area fill the positions. Mr. O sets up a pay schedule and determines who is paid internally and externally, as described in the MOU.

MOTION #15 (Murray/Lujan) to approve the MOU with SVEF to provide the Elevate Math program designed for 3<sup>rd</sup> to 10<sup>th</sup> grade students. Motion Carried (Unanimous)

**c. Approval of Individual Service Agreement (ISA) for Non-Public School (NPS) Placement**

MOTION #16 (Lujan/Murray) to approve an ISA with Weingarten Children's Center NPS to fulfill Individualized Education Plan (IEP) service agreements for the remainder of the 2022-23 school year. Motion Carried (Unanimous)

**2. HUMAN RESOURCES**

**a. Adoption of tentative AFT Agreement and Approval of Corresponding AB 1200**

MOTION #17 (Richardson/Murray) to adopt the tentative agreement dated January 23, 2023 between the South San Francisco Unified School District and South San Francisco Federation of Adult Educators, Local 6179 and pursuant to Government Code Section 3547.5, approve the corresponding AB 1200 document. Motion Carried (Unanimous)

**b. Approval of the Minimum Wage Increase**

MOTION #18 (Murray/Lujan) to approve the SSFUSD minimum wage increase to \$16.70 per hour beginning January 1, 2023. Motion Carried (Unanimous)

**3. BUSINESS SERVICES**

**a. Approval of Agreement with Hamilton + Aitken Architects for ECHS Food Services and Cafeteria Project**

Trustee Anthony noted that the memo talks about improvements and wanted to clarify that this project is not a part of what will be done with the Measure T funds. Assistant Superintendent O replied that this is just an improvement in the traffic flow for students to get their lunches quicker. He said the bond money will be available in the fall when other renovations will be addressed.

MOTION #19 (Lujan/Anthony) to approve an agreement with Hamilton + Aitken, in the amount of \$177,859, for food services and cafeteria improvements at ECHS. Motion Carried (Unanimous)

**b. Approval of Change Order #1 to the Southwest Construction Agreement for the SSFHS Food Service Improvements Project**

MOTION #20 (Murray/Lujan) to approve Change Order #1 to the Southwest Construction agreement, in the amount of \$313,445.15 for the SSFHS Food Service Improvements Project. Motion Carried (Unanimous)

Trustee Richardson noted that the amount is actually \$13,445.15 and not \$313,445.15.

MOTION #21 (Richardson/Lujan) to approve Change Order #1 to the Southwest Construction agreement, in the corrected amount of \$13,445.15 for the SSFHS Food Service Improvements Project. Motion Carried (Unanimous)

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

### **February 23, 2023**

- Teaching and learning presentation - Los Cerritos ES
- Teaching and learning presentation - Children's Center
- Presentation on Performance Management - Literacy
- Presentation on supplement to the annual LCAP update for 2022-23
- Resolution for Women's History Month (March)
- Resolution for Red Cross Month (March)
- Adoption of agreement and approval of Public Disclosure AB 1200 - **CSEA**
- 2023 CSBA Delegate Assembly election
- Approval of declaration of need for fully qualified educators, 2023-24
- Approval of agreement for Electric Vehicle (EV) Charging Stations at the District Office

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

- Good Beginnings

### **March 9, 2023**

- Teaching and learning presentation - SSFHS
- Presentation on Genentech and Science
- Presentation on Performance Management - English Learners
- Presentation and approval of 2<sup>nd</sup> interim budget report "positive certification"
- Adoption of agreement & approval of Public Disclosure - AB 1200 – **Unrepresented**
- Resolution to Certify Election Results for Measure T
- Approval of dates for 2023-24 LCAP and Budget Hearings and Adoptions

### **March 23, 2023**

- Teaching and learning presentation - Martin ES
- Presentation on Structured Literacy Block
- Presentation on Nutrition Services Department
- Resolution for Child Abuse Prevention Awareness Month (April)

- Resolution for Autism Awareness Month (April)
- Approval of LCFF supplemental funded positions
- Resolutions for retirees

**April 13, 2023**

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

**April 27, 2023**

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

**May 11, 2023**

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

**May 25, 2023**

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

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

- Board self-evaluation

**June 8, 2023**

- Presentation on the Technology Department

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

**June 22, 2023**

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

**SUMMARY OF BOARD DIRECTIVES - None**

**GOOD AND WELFARE**

Trustee Anthony participated in the visit to SSFHS and enjoyed seeing students in action. She reported that a vaccination clinic for the community is coming up on February 27 at Spruce ES. Adult Education classes begin the week of February 20. She gave a shout-out to Deanna Moreno, from Parkway Heights MS, for organizing the school’s Career Day event.

Trustee Richardson said that she, along with Dr. Moore and Mr. O attended the Governor’s first budget estimate. He said districts need to be austere with less money coming in. She was pleased to hear the Arts programs will receive more funding. Also, Narcan to counteract a fentanyl overdose in high schools is being considered by the legislators. She said the budget looks good for SSFUSD and she does not anticipate a large impact to District budgets. Trustee Richardson shared that she participated in the visit to Lindsay Unified School District, which is performing well and increasing their graduation rate. The Bay Ed Fund provided a generous donation for the trip to see the

success story for that district. "...it was very inspiring to see the students so engaged in the community of teachers, very helpful to students, and it's a totally different teaching environment." She participated in the Board visit to SSFHS and noted, "...I always enjoy going to the schools, there is something vibrant going on and the kids ...are so connected with fun things..." She gave a shout-out to IT staff who have worked through challenges since their director left to keep the technology up and running through inclement weather. She thanked technicians Daudi Muli, Clarence Arcala, Donald Gomez, and Office Coordinator Jolene Malfatti.

Trustee Lujan welcomed Spring Student Trustee Torres. She thanked the work of the bargaining teams. "There are teams at the table and many people working behind the scenes to make the negotiations successful so I want to take the opportunity to thank everyone." She shared that the SSF Education Foundation, which was only an idea a few years ago, is taking off and accepting donations online at [ssfedfoundation.org](http://ssfedfoundation.org), with a match of dollar to dollar. She thanked the two Trustees who participated in the visit to Lindsay Unified School District.

Vice President Murray reported she visited Martin ES, Spruce ES, and SSFHS in the last couple of weeks. "...we get to see the students. And that's why we do what we do." She attended the last PTA meeting and spoke about the visit to Lindsay Unified School District. She is excited about SSFUSD taking another step towards transformational change. She said she has replaced former Trustee John Baker on the Equity Task Force and has met some nice people and had some great conversations. Vice President Murray spoke about scholarships, mostly for STEM education, and encouraged seniors to apply. She visited ECHS to see the completed pedestrian bridge and said she loves to see those things the Board approved when they become reality. She also attended the CTA breakfast last Saturday with President Hsieh, Trustee Richardson, and CTA President Heather Burns and feels like the District is in a very good place with teacher leadership.

**ADJOURNMENT - 9:24 p.m.** in memory of

- **Diane Krol**, a former District employee of twenty-two years who passed away on January 20. She worked as a Health Services Technician and served the last fourteen years as a School Support Secretary at El Camino High School until her retirement in 2010.