

## **RECAP AND FUTURE DISTRICT EVENTS**

**From February 10, 2023 through February 17, 2023**

- Event(s) next week

**Personnel Commission Meeting - Monday, February 13**

**Caffeinate and Conversate with Supervisor Canepa -Saturday, February 18**

- Upcoming event(s)

**Board Meeting - Thursday, February 23**

**SEPAC Meeting - Tuesday, February 28**

**City Subcommittee Meeting - Wednesday, March 1**

**Strategic Planning Town Hall #1 - Wednesday, March 1**

**Strategic Planning Town Hall #2 - Saturday, March 4**

**SSF Police Dept. Saint Patrick's Day Dinner - Sunday, March 5**

**PTA Council Meeting - Tuesday, March 7 *Trustee Anthony and Dr. Spaulding attending***

**DELAC Meeting - Tuesday, March 7**

**Board Meeting - Thursday, March 9**

**Youth Art Show – Friday, March 10 and Saturday, March 10**

**Skyline President's Breakfast - Thursday, March 16**

**SSF Chamber of Commerce Scholarship Luncheon - Thursday, April 20**

- Useful link(s) (additional context included within the update)

**SSF Education Foundation link:**

[https://www.smdailyjournal.com/news/local/new-education-foundation-forms-for-south-san-francisco-unified-school-district/article\\_5237ed90-a69e-11ed-af04-9bd90f0a073f.html#tncms-source=login](https://www.smdailyjournal.com/news/local/new-education-foundation-forms-for-south-san-francisco-unified-school-district/article_5237ed90-a69e-11ed-af04-9bd90f0a073f.html#tncms-source=login)

**History Day Podcast links:**

[Virginia Prince: Transvestia](#)

[Ironclads: Creating a Frontier on the Approach of Naval Combat](#)

[Tamper Evident Packaging: A Frontier No One's Gonna Miss](#)

[Marx: Explained](#)

[Edward Jenner's Smallpox Vaccine](#)

[The Hidden Hero of the 20th Century](#)

[N.W.A. - Breaking the Limits of Rap](#)

[Pinoy podcast](#)  
[Shaping of Filipino Culture](#)

**Lindsay USD photos link:**  
[this link](#)

**Right at School link:**  
[Right at School](#)

**CRLP and Phonics links:**  
[CRLP proposal](#)  
[Phonics implementation update/plan](#)  
[Literacy Feedback](#)

**Special Education links:**  
[supports](#)  
[assessment teams](#)  
[Handwriting Without Tears,](#)  
[Touch Math](#)  
[Air Tutors](#)  
[here](#)

### **From Shawnterra's Desk**

▪ **SSF Education Foundation Article**

I am very pleased to share the following San Mateo Daily Journal article about our District's new Education Foundation.

[https://www.smdailyjournal.com/news/local/new-education-foundation-forms-for-south-san-francisco-unified-school-district/article\\_5237ed90-a69e-11ed-af04-9bd90f0a073f.html#tncms-source=login](https://www.smdailyjournal.com/news/local/new-education-foundation-forms-for-south-san-francisco-unified-school-district/article_5237ed90-a69e-11ed-af04-9bd90f0a073f.html#tncms-source=login)

▪ **SSFHS Athlete of the Week**

SSFHS' PAL boys' wrestling champion, Darius De Asis, was featured as the San Mateo Daily Journal's Athlete of the Week on Tuesday. I am proud of his accomplishment, which highlights the school and our District.

Attached is the article. (**Attachment #1**)

▪ **History Day Competition**

History Day occurred again at SSFHS and 10<sup>th</sup> and 11<sup>th</sup> graders participated in our annual History Day Competition last week. In past years, students completed exhibits, podcasts, websites, and documentaries. They also write a paper at the junior level. Students who make it to the finals will participate in a larger County competition at Saratoga HS which will be on March 4 and from there, students may advance to the State level. In the past, they have competed online or traveled to Sacramento in May.

The National History Day curriculum challenges students to conduct research, learn how to develop an argumentative thesis and use evidence to support it, write a research

paper, build project management skills, and then learn everything from creating a website to editing a documentary film or recording a podcast.

Enjoy the attached photos (**Attachment #2**) and podcasts below. I will include the finalists next week!

Here are the podcasts from History Day at SSFHS.

[Virginia Prince: Transvestia](#)

[Ironclads: Creating a Frontier on the Approach of Naval Combat](#)

[Tamper Evident Packaging: A Frontier No One's Gonna Miss](#)

[Marx: Explained](#)

[Edward Jenner's Smallpox Vaccine](#)

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[N.W.A. - Breaking the Limits of Rap](#)

[Pinoy podcast](#)

[Shaping of Filipino Culture](#)

▪ Strategic Planning/Portrait of a Graduate

It is hard to believe that we are moving along toward the development of our Portrait of a Graduate! After each meeting, we have the working group rate the meeting. After the last session, the average response was a '5' out of 5 = very satisfied. The feedback included is the following:

- The session is deep, calm, inclusive, balanced, well- paced. Thank you.
- Simultaneous translation was great. Huge time saver.
- Think time prior to sharing and having small groups worked well also.
- This facilitated time really helps provide the space to get in the right mindset to strategically think on this topic.
- It would be nice to have more time in the breakout groups.
- Offer learnings from other districts.

Our next working session will be on February 14 (Happy Valentine's Day) and the team will begin to surface hopes for how the Portrait of a Graduate (PoG) will be used and provide feedback on the first draft of the PoG based on their lived experience, the research, and stakeholder input.

The next steps in this process are to elicit feedback again from our entire community. We will do so via a survey which open next week on February 17. I will provide the Board with the fliers in the event you want to help pass out and encourage our community to share their thoughts. The survey will ask our community to react/respond to the draft PoG and to provide us with feedback. Then, we are going to host two Town Hall meetings as another way to bring our community together, engage them, and hear what they believe are important principles and values which we need to consider for our graduates and for future plans for SSFUSD! **We have planned the town halls for**

**March 1 (6-8 p.m. via Zoom) and in person on Saturday, March 4 from 10 a.m.-noon! We are still trying to solidify a location but would love the Board's help in recruiting our community to come out!**

▪ Lindsay Unified Visit

It was a privilege to participate in the Lindsay Unified Visit. I believe many left the visit feeling inspired and excited about what could be possible in SSFUSD! There were a couple of main elements that were noted by several of us who attended. They had to make a concerted effort to shift their culture and ensure they were all speaking the same language and embracing the same elements of their district to prioritize the learners. Additionally, they needed to focus on and prioritize the mindset of adults – really ensuring and preparing the learners to be empowered and give them agency to advocate for themselves. They initiated all of this through their strategic design process where they focused on guiding principles and through it all, they respected their parent community's working schedule and limited time. Superintendent Rooney said that they knew many of their parents worked 12+ hours, likely had two jobs, and didn't schedule meetings for them to attend. They provided information, they asked what they wanted for their children, and they designed a system that was truly focused on the needs of their learners and asked two things of parents – to love them completely and fiercely and to hold them to high expectations. They asked them to allow the school system to take care of the rest. This was a way they garnered the trust of the families and community.

These were some of the ways they established a strong culture that has a laser-like focus on students, whom they call “learners”. They have embedded this culture in their hiring, their teaching, their conversations, their training, professional learning, and their overall expectations.

After “interviewing” Supt. Rooney, they began this process, initially, in 2006, through their strategic design process and they were reflective and honest enough to realize that they believed they could do better for the students of Lindsay. He indicated that there was a group of approximately 25 individuals (much like those of us who attended the trip) who began to wonder and dream big about what could be possible for their children! They began to unpack and think about why they existed as an organization, deeply discussed and determined their core values (of which they now have a rubric that they use with the adults for them to determine and reflect on whether they are being a real leader, a passive leader, or an under miner) which is one of the tools they use when they provide feedback in the district.

At the beginning of their journey and throughout, he shared honestly that they lost people who didn't believe in the power of this new way of being. They hired teachers, whom they call “learning facilitators” to facilitate learning for students in ways that will truly support their progress. Students are empowered in Lindsay. They know what standards (course topics) they have mastered and can self-monitor to know what else they need to do. Their dashboard indicates by when they should be through most of the coursework and if that isn't happening in a timely manner, the learning facilitator will follow up with the student. For students who need extra help, mini-lessons are directly taught for them. Most of their work is in their online system, called “Empowered”,

which enables them to stay on top of what they need to do next to move on to the next topic. The course facilitators pull small groups for those who may need additional support and when we observed classrooms, they have simultaneous groups completing work which may or may not have been the same assignment/topic. Their learning-centered culture truly puts students at the center of the conversation and the adults have worked together on figuring out the best ways to support them.

This truly is a performance-based way of learning. If a student doesn't master all the topics/standards in that year, they have an opportunity the following year, to go to the learning facilitator, find out what they need to do to demonstrate mastery, and still have an opportunity to do so. They pride themselves on shifting from a time-based system (you must earn these credits during this specific time period) to be more of a learner-centered system where students may need another year or some months to demonstrate mastery.

I cannot do it justice! The feel of the visit was valuable in many ways but was beautiful because it allowed us to see the culture through their common language, common approach, and common way of being in their K-8 and high schools. When talking with students, the level of confidence and ownership in their learning that they exude is inspiring! We should not seek to replicate Lindsay in the details and specifics, nor should we aspire to be exactly like them, but we should certainly learn from their successes and processes implemented and integrate that thinking into our strategic plan in the ways in which we want to build a culture that prioritizes students but through the SSFUSD context. Please enjoy the pictures attached (**Attachment #3**) and [this link](#) which captures pictures that everyone took and uploaded!

Below is the follow up email I also sent to our group and am looking forward to keeping the enthusiasm and momentum for the transformational work we are doing in SSFUSD!

Wonderful Colleagues and Transformational Partners,

I left our two days in Lindsay filled with so much hope and possibility. Thank you so very much for your commitment, attentively, and desire to play a key role in our district's transformation, a journey we've been on for a while and are at a place where we have more and more people who also want to engage in ways that serve and meet the needs of all our students!

At our dinner on Thursday, Superintendent Rooney talked about a core group of 25 leaders from Lindsay who decided that students deserved more and he shared how community conversation and input had to be the starting point. Coincidentally, there are 25 of us, and I #believe that we can do something just as transformative for our young people in SSF!

As we re-enter our current SSFUSD reality and work, we must all hold the sense of possibility that we felt on this trip and continue to engage with each other and others to realize a similar sense of opportunity for our students here.

I poured over your reflections from the trip last night, and they truly moved me. I was struck by our shared sense of possibility and resolve to realize it for our students in SSFUSD. I've also attached the reflections here so you can have them too. And click here to see (and share) photos from the trip.

**What's Next?**

As we were wrapping up in Lindsay, Principal Gonzales asked, "What's next?" Below I share some immediate opportunities. And I want you all to feel empowered to co-determine how we build toward our desired future and seize the powerful opportunity to embrace the mindsets we observed in Lindsay immediately.

Our work this spring is about defining the SSFUSD community's will through our new Portrait of a Graduate, vision, and mission. **We need to include as many students, families, educators, and community partners in this work as possible.** Next fall, we'll use our community's Portrait of a Graduate to set a new strategy, create focus, align resources, and begin our transformation work, known as our strategic planning process! There are many immediate ways you can help, including:

1. Inviting everyone in your network to join the Town Halls we have planned for **March 1 (6-8 p.m. via Zoom) and in person on Saturday, March 4 from 10 a.m.-noon!** Fliers to come next week!
2. Sharing your Lindsay experience with friends and colleagues and connecting it to what's possible for our learners in SSFUSD.
3. Supporting the facilitation of future engagements, including town halls and focus groups. Your personal story and reflections on our Lindsay trip are incredibly compelling and will open up others' hearts, minds, and sense of possibility.
4. Suggesting what else we can and should be doing to include and invest as many critical stakeholders as possible in this journey in service of our learners.

Margaret Mead once said, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

What's clear from our time in Lindsay is that district transformation is possible when a coalition of the willing holds learners and the community's will at the center of everything they do. We can and will do this work together in SSFUSD, and I'm deeply grateful to do it with each of you!

In partnership,  
Dr. Moore

▪ **Ballet Folklórico - SSFHS**

Mr. Cruz is considering participating in this event. He received this information from WASC - Western Association of Schools and Colleges, which is an organization that provides accreditation of public and private universities, colleges, secondary, and elementary schools. Below is the email he shared with his school principal.

Good afternoon Mr. Cruz,

I was nice speaking with you yesterday.

As I mentioned, we would love for South San Francisco Folklórico Dancers to perform at our WASC Spring Commission meeting on Monday, April 24, 2023. We would provide breakfast starting at 7:30am and would like to performance to start at 8:15am. It will be held at Hilton San Francisco Airport Bayfront.

**HILTON SAN FRANCISCO AIRPORT BAYFRONT**

600 Airport Boulevard  
Burlingame, CA 94010

We will be going over to the hotel tomorrow, Wednesday 2/8/2023, to see the space we have to work with. Once I have an idea I will let you know how many performers will fit. Also, can you please provide what the charge will be for the performers so we can be prepared?

Also, if for any reason this is not possible, please let me know.

If you have any questions, please feel free to contact me via email or my direct line at 650-548-4368. Or my cell phone number which is 650-307-3023.

I was born and raised in South San Francisco and also graduated from South San Francisco High School. I myself was also part of a Folklorico group which was part of the ALL SOULS CHURCH. Very excited and look forward to your response.

▪ **Preparing for our Good Beginnings Board Workshop**

Luan Rivera Berman reached out to the Board earlier this week and wants to schedule a time to check in and chat with you prior to our Board workshop on February 25. If you haven't already, please look out for that email from her and coordinate the best date/time for you all to chat prior to our workshop on February 25th!

**From Assistant Superintendent Jay Spaulding - Human Resources Update**

▪ **CSEA - Bargaining**

We met with CSEA on Tuesday and came to a Tentative Agreement (TA). The agreement includes a 5% salary increase retroactive to July 1, 2022, a 5% salary increase for 2023-24 and a 3% salary increase for 2024-25. This is the same salary increase as CTA. In addition, we agreed on increasing longevity steps and other contract language. This tentative agreement closes contract negotiations through June 2025. Once ratified by CSEA unit members, we plan to bring our TA with CSEA to the Board on February 23 for approval.

▪ **Alternative to Suspension (ATS) - Student feedback data update**

Academic help on Saturdays was created from our legacy detention program of Saturday School to a restorative process tutoring program. This program is intended to be an intervention to support future success in school. Student feedback data indicates positive program outcomes, including 78.9% reporting they are using their time well during tutoring sessions, 82.7% feel more positive about school after this program, and 72.6% are more likely to reach out to trusted adults after this program.

ATS has expanded program offerings to include an in-person Substance Education program. Substance use is one of the primary causes of discipline or ATS in SSFUSD middle schools and high schools. This program currently utilizes the Stanford Medicine tool kit for tobacco, vaping, and cannabis. Student feedback data indicates positive outcomes: 100% of students felt more positive about school, they thought what they

learned was useful, they thought more about risks, they planned to change their use, and they felt that this program was useful for their learning.

- **Parent Presentation by Daybreak Health**

Daybreak Health presented our parents a free parent education webinar on Anxiety: Insight & Skills for Parenting Your Anxious Child on January 24. This presentation focused on supporting parents in learning about the prevalence and impact of anxiety; identifying signs and symptoms of anxiety in youth; learning actionable ways to help support your child with anxiety; and connecting to available resources. Please find presentation attached. (**Attachment #4**)

**From Assistant Superintendent Ted O - Business Services Update**

- **Business Services**

**Lindsay USD Visit**

Last Thursday around noon, over 20 people met at the District Office parking lot and boarded a charter bus for a visit to Lindsay USD, which is around 250 miles away. The people consisted of District Office Administrators, Board Members, Principals, teachers, parents, and staff members from Bay Ed Fund and others. We stayed overnight and return on Friday around 6:30 p.m. Bay Ed Fund paid for the entire trip, including transportation, hotel, and meals.

Lindsay USD was selected because it has been one of the fastest growing districts in the country. This visit provided us an opportunity to learn from them on what they have done to become so successful. On Thursday evening, Superintendent came by the restaurant where we were having dinner and answered questions from Dr. Moore and people in our group. They also had some students play music for us. On Friday, we visited their District Office, an Elementary School (K-8) and a High School, and we were able to ask questions, during multiple times, to a panel of district employees as well as students. It was an incredible learning experience. I think everyone in the group was very impressed with what was shared. Attached are pictures that Trustee Murray and I took during the trip. (**Attachment #5**)

- **Facilities**

**ECHS Accessibility Bridge Project**

In my last week's Board update, I provided the following:

*On August 19, 2022, the Board awarded a contract to Bana Construction, Inc. to build the ECHS accessibility bridge. This bridge connects the main floor of the classroom wing with the second floor of the new Science wing. Its purpose is to improve traffic flow between buildings as well as provide better access for students with disabilities.*

*This project took much longer than anticipated due to additional requirements from the Division of State Architect (DSA). Even though the restrooms and drinking fountains have nothing to do with the bridge, DSA still required our District to conduct accessibility upgrades to three restrooms and a brand-new ADA compliant "hi-low drinking fountain" as a condition of approving this project. As a result, this added to the cost, as well as the length of the project.*

*This project is near completion. The epoxy coating on the bridge will be 100% dry by end of this week. The bridge will be open for use starting next Monday, February 6. If you have time, please stop by for a photo op at 9 a.m.*

Current update:

This past Tuesday morning, the contractor removed the fencing and other barriers. The bridge was opened up for everyone to use. Trustee Murray, Dr. Moore, Principal Briano, Assistant Principal Laveglia and a few others attended the opening of the bridge. It is a great addition to the school and will benefit the students and staff. Below are some pictures taken at this event.



- Fiscal Services

**ESSA- Every Student Succeed Act Reporting**

Ms. Bal and her team have been busy working on the ESSA reporting so they can focus on the 2<sup>nd</sup> Interim Financial Report next.

The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires State educational agencies and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE). Specifically, ESSA sections 1111(h)(1)(C)(x) and 1111(h)(2)(C) require an SEA and all of its LEAs, which in California include school districts, COEs and charter schools, to report “the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.”

LEAs will calculate LEA-level and school-level PPE using the financial data available in their local accounting systems. The law requires actual expenditures, not budgeted or estimated expenditures, be used in the PPE calculation. The deadline to complete the report and upload this data is March 1. Per Ms. Bal, she and her team have uploaded the needed data before the deadline.

**CRCS Reporting**

Annually districts who participate in the LEA Medi-Cal Billing Option Program (LEA BOP) are required to certify that the public funds expended to provide services are eligible for federal financial participation through the Cost, Reimbursement, Comparison Schedule (CRCS). The goal of the CRCS is to calculate the difference between the costs incurred by the district for the provision of health services and the interim reimbursement received during the 2021-22 fiscal year.

This report is due to CDE by March 1. Staff in Fiscal Services have completed the CRCS, which is designed to assist in gathering the fiscal data to complete this report before the deadline.

- Technology

No report this week

- Nutritional Services

No report this week

**Assistant Superintendent Keith Irish - Educational Services Update**

- SMC Enrichment Grant - Summer 2023

Over Winter break I applied, on behalf of SSFUSD, for another SMC Enrichment grant to provide after care services for students in our Summer School STEAM program. I am happy to share that SSFUSD was awarded a grant in the amount of \$75K.

▪ Right at School - (A possible Expanded Learning Opportunity Plan Program)

On February 7, I met with a representative from Right At School. [Right at School](#), is a before and after school enrichment program. Due to the Expanding Learning Opportunity Plan from the State of California, many school districts in California have a partnership with Right at School to provide before and after care services for students in TK - 6.

I'm in the process of meeting with the following organizations/individuals to discuss possible options for SSFUSD for the 2023-24 school year:

1. Supervisor Eric Claybon - possibly expanding DEDAP services at our elementary schools
2. Boys and Girls Club of the Peninsula – We are wondering if BGCP could possibly help us expand our after-care services
3. City of SSF - I already met with them in January and we briefly discussed this possibility, but I will circle back to them. At the January meeting, Ms. Morrison indicated at that time she would love to expand but staffing has been really difficult.

**Next Steps:**

1. I'll create a quick survey and send it to all Expanded Learning Opportunity students/families that qualify to gauge their interest. Families will need to make a decision on whether they would like to participate or not. Those students/families that qualify, will be able to access these before and after care services for free.  
**In order to qualify, students/families must either be on Free and reduced lunch program, homeless, or foster youth.**
2. We will need to determine and create a sliding scale for families that want to participate in the program but do not qualify to receive the services for free.
3. Work with the Cabinet, Director of Facilities, and site leaders to identify spaces/rooms on campus to provide these services. In addition, we need to determine our number of spots for each location. If each school in SSFUSD doesn't have a program and we have students that meet the qualifications, we will have to transport the students to another program within the District.
4. Develop and create the ELOP plan to share publicly at a regularly scheduled Board meeting. The ELOP plan must be approved prior to providing services to our students/families.

**From Director Jason Brockmeyer - Innovation, Community Outreach and Special Director of Innovation, Community Outreach and Special Projects**

▪ Biotech 5/6 Genentech Field Trip

On Monday, February 6, students enrolled in biotech 5/6 (third year of the biotech pathway) took a field trip to Genentech to tour the electron microscopy lab. Students brought samples of novel bacteriophages (viruses that infect bacteria) that they isolated from locally collected soil. While at the lab, they prepared their samples and got to look at them using the electron microscope, one of several ways to characterize their discovery. In addition to performing an experiment on a million-dollar piece of equipment, students learned about the theory of how electron microscopy works, the academic and career pathways of the scientists working in the lab and got to enjoy lunch

in the Genentech cafeteria. Accessing the Genentech campus and utilizing the highly specialized equipment is a rare and unique opportunity for SSFUSD students.



- **Elementary ELA Teacher Leadership Team (TLT)**  
Led by Elementary ELA TOSA, Diana Yu, the Elementary ELA TLT recently met as a K-5 team, and in grade-level groups. The goal for the ELA TLT was to revise the ELA Trimester 1 and Trimester 2 District Common Assessments (DCA). Teachers reviewed the parameters of a high-quality assessment and the priority standards before providing edits that were then used to update the DCAs. The Tri 2 DCAs were updated on Illuminate so teachers can administer that assessment from January 31-February 16. The Trimester 1 DCAs will be reviewed once more and updated before the end of the school year.

**From Director Marcos Garcia - English Learner Programs, Categorical Programs and Special Projects**

- **EL TOSA's**  
This week there is little to report. Our EL TOSA's are hard at work supporting the administration of the Summative ELPAC assessment. The testing window opened February 1 and closes May 12. We plan to complete the bulk of ELPAC testing by March 24 so that schools can shift focus to CAASPP testing.
- **CRLP and Phonics**  
This week at the elementary principals meeting, EDS is previewing the California Reading and Literacy Program (CRLP) and the phonics proposal. The goal is to present EDS plans and collect principal feedback.  
[CRLP proposal](#) ; [Phonics implementation update/plan](#) ; [Literacy Feedback](#)
- **Summer School Update**  
This week Dr. Hew and I have been conducting interviews for summer school administrators. We are hoping to fill 12 positions across all of our programs. We will also look to post externally to attract candidates with a bit more experience. Once we conclude interviews and make selections, we will begin staffing the certificated positions.

**From Director Marianne Hew - Student Performance, Program Evaluation and Instructional Interventions**

▪ National School Counselors Week

February 6-10 is National School Counselors week, an opportunity for schools to recognize the important role that our counselors play in supporting our students and families. Our school teams provide 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 marks a busy time in the lives of our counselors, who are engaging in such tasks as: talking to students individually about what courses to take next year, coordinating academic and homework centers, helping seniors apply for financial aid and decide 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.

In honor of National School Counselors Week, Director Yacoub, Coordinator Abing, and I sent goodie bags with a note of appreciation to each of our School and Wellness Counselors.



▪ Summer School

Dr. Garcia, Assistant Director Crosby, and I have officially kicked off the start of summer school hiring season with interviews this week for our summer site administrator positions. We have 12 administrative positions to fill for our six summer program sites.

▪ CALPADS Fall 2

Our EdTechs are in the process of preparing our data for the next State reporting submission, due at the end of February. CALPADS Fall 2 includes student course enrollments, staff assignments and full-time equivalent, English Learner education services, and instructional settings, and becomes the basis for State data that appears on our District's LEA Report Card (LARC) and School Accountability Report Cards (SARCs) for teacher credentials, "highly qualified" status, and class sizes. This data submission requires a great deal of interdepartmental collaboration with colleagues in Human Resources, ELD, and Special Education, and annual training, as State reporting requirements change often. We are seeing the results of our efforts to implement

consistent data governance policies and practices as each year, it is getting a little easier for our departments to gather, update, and verify the data for State reporting.

**From Director Sabrina Yacoub - Special Education and Pupil Personnel Services**

As we start this second half of the year, we are encountering students who require more intensive placements. You will see in upcoming Board meeting requests for some of these placements as they are secured. At the February 9, 2023 Board meeting you saw two Board memos. One was to place a Pre-K student in an NPS of which they have been in through early childhood services and another to evaluate a student under IDEA who is in another state. I am currently working on three placements for students who require more intensive therapeutic placements than they are currently in and another student in a residential treatment center which ends in March of 2023 and that we need to find another placement for.

Additionally, you will see some Board memos to help address our State and accountability measures of which targets are not being made, as I shared at the February 9, Board meeting where I presented my annual state of special education. Upon researching the Special Education budget, I have found some one-time funds that need to be spent. We have approximately \$183K in learning recovery funds, \$336K in Special Education relief funds, and \$42K in Special Education Pre-K relief funds.

For the \$42K in Pre-K relief funds, Assistant Director Crosby in coordination with her team would like to invest in two items in support of better academic outcomes and engagement for our Pre-K special education students. The first is a kinder readiness program that [supports](#) our Pre-K Special Education teachers in assessing, developing goals, to planning their teaching, and monitoring their progress towards that kinder readiness. It also serves a double purpose in that it can be a tool used by [our assessment teams](#) to gather academic present levels when determining and reviewing eligibility under IDEA. Additionally, the team would like to invest in [Handwriting Without Tears](#), an evidenced-based program that helps build a solid foundation for school success for our students. Handwriting is a foundational skill for preK students that can influence their reading, writing, and language use, and plays an important role in brain development. Pre-K teachers are working on these fine motor skills in preparation of students being kindergarten ready. Investing in an evidenced-based curriculum like this will help ensure implementation of something that is proven to work and provide alignment in how we support all students in this area.

For the \$183K in learning recovery funds, and the \$336K in relief funds, totaling \$519K in one-time funds, I would like to invest in areas our Special Education plan team has identified as needs upon reviewing our most recent CA Dashboard data. You also saw this data in my presentation on February 9 and saw that math and engagement are areas we need to focus on. The first is the need for a math intervention curriculum. [Touch Math](#) has been identified as an evidenced-based curriculum that could fit this need. Here is how it is described on their website, “TouchMath is a multisensory approach to teaching mathematics to struggling students. Using our exclusive science-based and research-backed methodology, students can use the numeral itself as a manipulative and make the transition from Concrete to Representational to Abstract (C-

R-A) understanding. When we do math - whether completing calculations or determining the best way to solve a problem - we use multiple areas of our brain, including those **that** involve our senses and motor system.” This program goes up through Algebra 1 and provides a supplementary or supplant curriculum to support learning aligned with the general education standards. Touch Math will cost about \$220K for the first year of implementation. Of the \$519K, that leaves us with \$299K remaining in one-time funds. After the initial cost of \$220K, this will drop to the cost of replenishing of consumables as well as ongoing professional development which typically costs around \$50K for Spire, our reading intervention program which is of approximate start-up costs. This would require an ongoing commitment of LCAP funds to support, as it does for Spire. Currently we have \$65K earmarked from LCAP, which is budgeted as follows:

- Spire \$30K
- PD Costs for UDL trainings (timecards and outside presenters) \$30K
- PD for improving Transition Planning and IEPs for special education teams \$5K
- Total LCAP Budget = \$65K

In order to accommodate this adoption, special education would need support from LCAP as follows:

- Spire \$50K
- (starting 24-25 school year) Touch Math \$50K
- PD Costs for UDL trainings (timecards and outside presenters) \$15K
- PD for special education teams aligned to LCAP goal #4 \$5K
- Total LCAP Budget = \$120K

The team also would like to see an accessible tutoring service for our students with IEPs. On demand tutoring from Paper Company does not work for our students because parents, families, and students are apprehensive about a stranger being able to support their child and know their unique needs. The idea of presenting this information each time an on-demand tutor is found is not only daunting but can be hard for parents and students to go through each time. I have found a program, [Air Tutors](#), that I believe will work for two reasons. The first is that students are given a specific tutor they can schedule their tutoring sessions with to ensure their tutor knows their student, their needs, and the family feels confident about this. The second is that their platform was designed first to ensure accessibility of students with learning disabilities and who are learning English. They believe that if they start with this, then all students can access this service and learn. This is exactly what we need. I have reached out to them to gain more information and get quotes. You can find all that information [here](#). I would like to do a 12-week pilot program by providing at least 20 licenses per school. I estimate this will cost us \$131K. Of the \$299K that leaves us with \$167,960 remaining in one-time funds. Because this tutoring program doesn't necessarily provide the kind of support our students in mod-severe classrooms need, we would like to use \$50K in remaining funds to allow sites to hire their paras to provide after school support for students in these programs, leaving us with \$101,960 to use. In the Fall, I would like to allow principals to expand this to all students with IEPs who could benefit from this, which would require tapping into LCAP funds. Beyond that, I think this would be beneficial for our English Learners and any and all students who have SSTs or may be at risk academically.

In order to implement and support strategies the Special Education Plan team has identified ways to address target areas. Special Education would need the following ongoing support from LCAP:

- Spire \$50K
- (starting 24-25 school year) Touch Math \$50K
- PD Costs for UDL trainings (timecards and outside presenters) \$15K
- PD for special education teams aligned to LCAP goal #4 \$5K
- Tutoring by Air Tutors = \$400K
- Tutoring for M/S classrooms = \$87K
- Costs for other strategies for LCAP Goal #4 = \$50K
- Total = \$657K per year support from LCAP



<< Page 11, In first game without Curry, Warriors win and win big Sports@smdailyjournal.com

# SPORTS

Tuesday · Feb. 7, 2023



RAY ACEVEDO/USA TODAY SPORTS Justin Rose celebrates on the 18th green following the continuation of the final round of the AT&T Pebble Beach Pro-Am golf tournament Monday at Pebble Beach.

## Rose blooms at Pebble Beach

By Doug Ferguson THE ASSOCIATED PRESS

PEBBLE BEACH — Justin Rose had a different set of goals at the start of the year.

His back was starting to become bothersome. His world ranking sank to its lowest point in 13 years. And he had reason to wonder if he would spend the first full week in April somewhere other than Augusta National.

All that changed Monday morning when Rose capped off a long week at the AT&T Pebble Beach Pro-Am with three quick birdies and four steady pars that gave him a three-shot victory, his

first in four years.

Along with the crystal trophy — his 11th on the PGA Tour, 23rd worldwide — and the \$1.62 million prize came an invitation to the Masters. Rose has been eligible for every major dating to St. Andrews in 2010, a streak he did not want to end.

"Augusta's definitely been a big part of being on my mind," Rose said after closing with a 6-under 66 in cool but pristine conditions at Pebble Beach. "I thought the simple way to approach it was to play my way into the top 50 in the world ... claw my way up the world rankings and make it that way. "Obviously this," he said, tapping

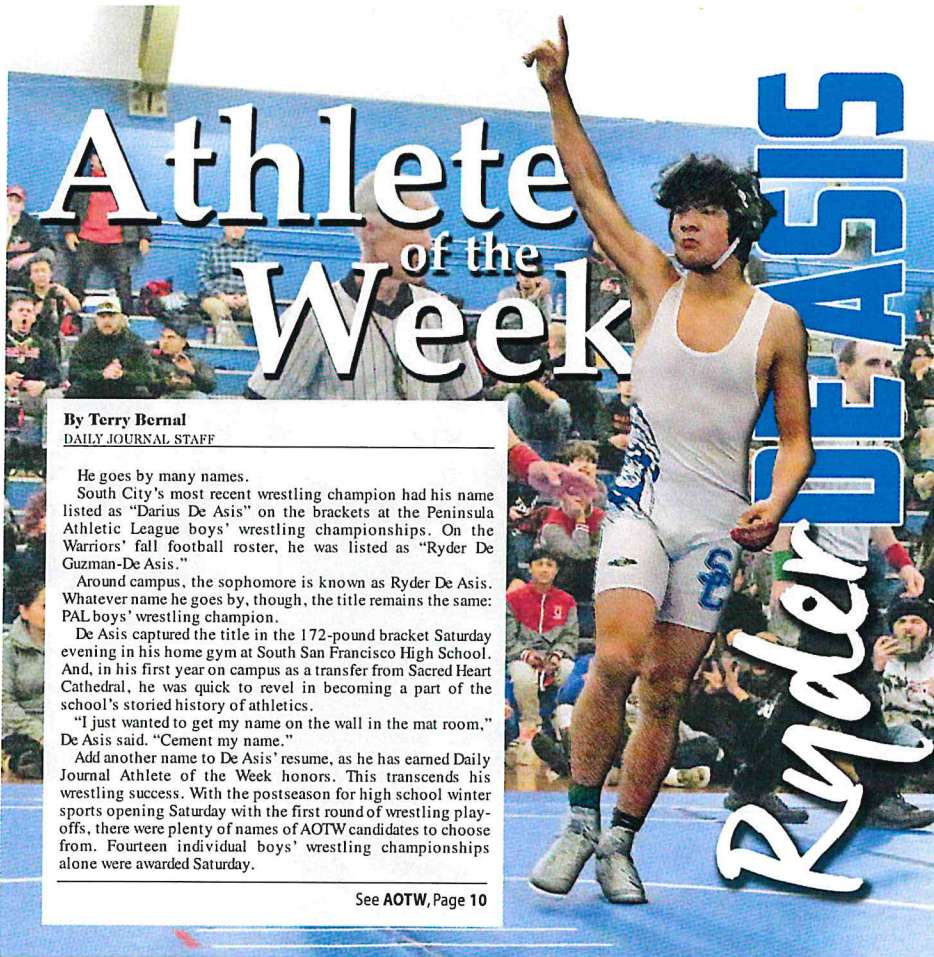
the crystal on a table next to him, "is a better way to make it by winning a tournament. So yeah, big relief from that point of view."

The wind-delayed tournament forced a Monday finish, and Rose had staked himself to a two-shot lead Sunday night with an eagle-birdie-par stretch along the ocean.

And then he delivered a knockout punch early to as many as a dozen players who were within three shots of the lead at various points on the course.

After a good two-putt par on the 10th

See GOLF, Page 12



By Terry Bernal DAILY JOURNAL STAFF

He goes by many names.

South City's most recent wrestling champion had his name listed as "Darius De Asis" on the brackets at the Peninsula Athletic League boys' wrestling championships. On the Warriors' fall football roster, he was listed as "Ryder De Guzman-De Asis."

Around campus, the sophomore is known as Ryder De Asis. Whatever name he goes by, though, the title remains the same: PAL boys' wrestling champion.

De Asis captured the title in the 172-pound bracket Saturday evening in his home gym at South San Francisco High School. And, in his first year on campus as a transfer from Sacred Heart Cathedral, he was quick to revel in becoming a part of the school's storied history of athletics.

"I just wanted to get my name on the wall in the mat room," De Asis said. "Cement my name."

Add another name to De Asis' resume, as he has earned Daily Journal Athlete of the Week honors. This transcends his wrestling success. With the postseason for high school winter sports opening Saturday with the first round of wrestling playoffs, there were plenty of names of AOTW candidates to choose from. Fourteen individual boys' wrestling championships alone were awarded Saturday.

See AOTW, Page 10

## Prep title races come down to the final weeks

Where did the time go? Just four weeks ago, the Daily Journal ran our Athletes of the Fall Season. Now, there are only two weeks before the start of the Central Coast Section winter season playoffs and the Daily Journal sports department has started discussing our Athletes of the Winter Season.



Sports Lounge Nathan Mollat

The good news is, however, there is still plenty of intrigue when it comes to deciding league champions. So far, three divisions have already decided league champs. The Half Moon Bay wrestling team followed up its regular season team title with the PAL

tournament title by dominating the rest of the PAL in South City Saturday.

The Aragon girls' soccer team has wrapped up the Ocean Division title, while the Jefferson boys' soccer team clinched the Lake crown.

But there are still plenty of division championships up for grabs, starting with boys' basketball. With three games left in the regular season, neither the PAL South nor North division championships have been wrapped up. Jefferson threw a serious wrench into the North standings Friday night as the then second-place Grizzlies pulled into a first-place tie with Half Moon Bay after knocking off the Cougars, with both having just one league loss. A PAL North co-championship is exceedingly likely as HMB finishes the season against Westmoor on Tuesday, before a season-fine showdown against rival Terra Nova on Friday.

See LOUNGE, Page 13

## Bulldogs baseball off to 4-0 start; Skyline wins walk-off

DAILY JOURNAL STAFF REPORT

College of San Mateo baseball (4-0) won its fourth straight to start the year, and sophomore pitcher Noel Valdez picked up his first victory as the Bulldogs rolled to a 5-3 final Saturday at Merced College.

Valdez worked four solid innings, allowing one run on three hits. He departed with a 3-1 lead, and the Bulldogs added two runs in the sixth on RBI singles by Karl Peters and AJ Carter. Louie Zulaica fired two scoreless innings to close it out.

CSM staked its starter to a 3-0 lead in the fourth. Marcus Aranda scored on a wild pitch



Noel Valdez

Coloma and Aranda, batting .571 (8 for 14), have each batted safely in all four games this season.

Valdez (El Camino) has now posted

Page 17

to get the Bulldogs on the board, and Aidan Taclas dashed home on a passed ball. Keoni Coloma capped the rally with an RBI single. Coloma was 2 for 4 with a walk, and RBI and a run scored. The sophomore leadoff hitter is now 6 for 15 on the season.

solid starts. The right-hander was the opening day starter in CSM's 20-4 win Jan. 27 over Laney. He now owns a 1.13 ERA through eight innings and has struck out nine.

The Bulldogs will host Merced (3-2) Tuesday on the Hilltop. First pitch is scheduled for 1:30 p.m.

### Skyline walks off vs. Butte

Skyline College (4-1) won its second straight in exciting fashion, claiming a 5-4 walk-off win over Butte College Friday at Trojan Diamond. With the score deadlocked at 4-4, Cam Grant delivered a sacrifice fly to score pinch-runner Gino Lopiccolo with the

game-winner. Grant (Aragon) is currently tied for the Coast Conference North lead with seven RBIs.

The Trojans jumped out to a 4-0 lead, scoring two in the first and two more in the third. Butte rallied back against starting pitcher Cristian Padilla with three in the fourth, and one in the fifth to tie it. It was the first collegiate start for Padilla (South City). The freshman left-hander allowed four runs (three earned) through five innings of work.

The win was Skyline's second straight against Butte (5-2). A scheduled third game

February 10, 2023

**A**lli Dioli, Half Moon Bay girls' basketball. What a week for the Cougars, who won four games in five days. Dioli averaged 23.8 points through those four wins, including twice totaling 29 points, first in a 70-39 win over South City, then again in a 50-36 win over Jefferson. Dioli's monster week including 20 made 3-pointers, as she shot 30.3% from beyond the arc. More importantly, HMB's three league wins clinched no less than a co-PAL North championship with two games to play, their third title over the past three full seasons.

**Rocco Forte, Audie Lennemann and Andrew Jarrett, Serra boys' wrestling.** The Padres did plenty of celebrating at the WCAL boys' wrestling championships, grabbing three individual titles while taking second place in the team standings. Forte got the party started with a championship victory in the 120-pound division, earning a third-period pin in the finals. Lennemann followed by capturing the 152s title with a 7-3 decision. Jarrett finished off the trio of championships as the sophomore recorded a first-period pin in the finals.

**Kicly Tabaldo, Menlo-Atherton girls' wrestling.** Tabaldo earned her third all-time PAL championship by swiftly navigating the 113-pound bracket at the PAL girls' wrestling championships. The senior is now a perfect 3 for 3 in PAL tournaments, having previously won titles in 2020 and '22. The reason she missed a chance at a four-peat is there was no PAL tournament in 2021 due to the pandemic.

**Mason Tran, Jefferson boys' basketball.** The Grizzlies had no business shooting the 3-ball. Nonetheless, with just one made 3 heading into the fourth quarter,

# HONOR ROLL

The week's top high school performances

Tran knocked down three 3s at the start of the final period to help Jeff overcome a 12-point deficit and claim a critical 55-51 road win in the heart of the PAL North Division beast at Half Moon Bay. Tran finished with 14 points, nine of them coming in the fourth quarter. With the win, the Grizzlies moved into a first-place tie with HMB with two games to play.

**Leimana Makasini, Sequoia boys' soccer.** The Ravens had the potential for some big scoring exploits with wins of 11-0 over El Camino and 4-0 over Capuchino. Makasini cashed in, tallying a hat trick along with three assists against El Camino. He then scored Sequoia's first two goals of the day at Cap.

**Marcos Bautista and Nico Mandujano, Half Moon Bay boys' wrestling.** The Cougars ruled the mat at the PAL boys' wrestling championship with their senior mainstays leading the way. Four HMB wrestlers, including Samson Volynsky-Krug (147s) and Jordi Sanchez (184s). What differentiates Bautista (162s) and Mandujano (197s) is they both repeated as PAL champions, and were two of just three wrestlers at the championship meet to do so.

**Jayden Kollman, Carlmont girls' wrestling.** Kollman earned her second straight PAL championship, claiming the title in the 123-pound division. She got something of a red carpet to the finals,

advancing through the first two rounds via a quarterfinal bye and semifinal forfeit. She took care of business in the finals, though, executing a second-period pin.

**Luke Peasley, Carlmont boys' wrestling.** With an 11-4 decision in the championship finals, Peasley captured the PAL boys' wrestling title in the 154-pound bracket. According to Ronnie Ekis, the head coach of team champion Half Moon Bay, the 154s bracket was the toughest at this year's tournament. Peasley earned three wins on the day, saving his strength to go the distance in the finals by recording first-period pins in each of his first two matches. The title was a repeat for the senior at PALs.

**Mia Khouri, Carlmont girls' soccer.** The fourth-place Lady Scots stayed within striking distance of the top three teams in the PAL Bay Division with a 6-1 drubbing of Hillsdale. Khouri entered the day with two goals on the season but bettered that total by a bunch. One of the team's best assist makers in recent weeks, the senior midfielder notched her first hat trick of the year.

**Stephen Fernando, South City boys' basketball.** The Warriors finished the week sweeping through Pacifica for back-to-back league wins, and Fernando was a scoring presence in both of them. The senior guard netted 20 points, including four 3s, in a 53-47 road win at Terra Nova. He bettered

that mark in a 66-45 win at Oceana, draining four more 3s to score a game-high 29.

**Shannon Cleary, Oceana girls' wrestling.** Cleary wrestled for less than a minute on the day, but it was enough to earn her back-to-back titles at the PAL girls' wrestling championships. Advancing to the finals via two straight byes, Cleary claimed the title with a pin 54 seconds into her finals match.

**Makena Nitao, Hillsdale girls' basketball.** The Lady Knights went on quite a run Friday night at Capuchino, outscoring the Mustangs 29-0 over the second and third quarters. Nitao did what she does, as the senior guard hit three 3s and scored a game-high 26 points. It's her fourth straight game scoring 20 points or better, including 21 points in a win over Burlingame earlier in the week, and tallying 20 and 26 in wins over San Mateo and Mills, respectively, last week.

**Fabiana and Alessia Bolanos, Menlo-Atherton girls' soccer.** The first-place Bears earned two big wins last week, and the Bolanos sisters were at the forefront. In a 2-0 win over Carlmont, Alessia, a sophomore, scored the first goal on an assist from her older sister. Then in a 1-0 win over Woodside, Fabiana, a senior, scored the game's lone goal.

**Cameron Chen and Brenon Kirkes, Design Tech boys' soccer.** The Dragons ran their current winning streak to five games with a pair of victories in PSAL North Division play last week. Chen opened the week with a hat trick in a 6-0 win over ACE Charter and added two goals and an assist in a 5-1 win over Nueva. Kirkes — Design Tech's scoring leader this season with 27 goals in 13 matches — was right there with his teammate, scoring two goals in each win while totaling three assists on the week.

## AOTW

Continued from page 9

What sets De Asis apart is how he is in the eye of the hurricane during a tumultuous era of South City sports. The sophomore spoke of wanting to see his name on the mat room wall, and there he will have plenty of company. The South City gymnasium is adorned in the proud history of the Warriors, with all their team and individual accolades preserved on banners in the school's signature blue-and-white colors.

But South City athletics have been on the brink in recent years. With the highly publicized return of varsity football under the second tenure of head coach Frank Moro, it might



TERRY BERNAL/DAILY JOURNAL  
South City's Ryder De Asis during Saturday's title match.

south city boys eligible for the postseason. The effect on the day-to-day of wrestling practice left De Asis with no viable sparring partners, at least among students. So, the sophomore's sparring partner was Cervantes, and occasionally former El Camino head coach Ray Reyes, when the Warriors and the

Colts would hold joint practices.

"Overall, he was just tough," Cervantes said. "His mentality was there, so it was easy to mold him."

That toughness came into play during the fall football season, as De Asis played all 10 games as a running back/linebacker for the Warriors junior-varsity squad. It was a tricky tightrope De Asis had to walk to play in 10 games, seeing as he was a transfer student. Moro said the sophomore was more than capable of playing for the varsity team, but he would have had to sit out four games due to Central Coast Section transfer rules.

As it turned out, De Asis served as a strong foundation player in the rebuild of the South City football program in its return to action after not fielding a varsity team in 2021.

"We had to get that JV program going," Moro said. "So, he was key. ... He was definitely a varsity football player, but he stayed with [the JV team]. He was huge."

Traditionally, football and wrestling have plenty of overlap in terms of player personnel. Between the struggles of the South City football program going back five years since the departure of current Capuchino head coach Jay Oca, and current crisis in the post-COVID wrestling world, the overlap has been nonexistent for the Warriors — except for De Asis.

"He was our only football player that survived the season," Cervantes said. "We only finished the season with two boys, and all his football teammates dwindled off along the way."

So, when De Asis climbed atop the PAL podium Saturday, surrounded by all those blue-and-white banners containing so many great names of South City's proud history, it was profound.

De Asis fittingly earned his title by virtue of two closely contested decisions. After a first-round bye, he wrestled to a victory with a 2-1 decision over Oceana junior Luca Ciabattari. Then in the finals, he scored an early takedown on a fireman's carry and marched to a 4-1 decision over Burlingame junior River Lee.

"As soon as I got in the lead, I just wanted to maintain my lead and not do anything too risky," De Asis said.

Taking a lead is something De Asis has done not just on the mat, but for South City athletics as a whole. Still just a sophomore, he will have plenty of time to cement not only his legacy but help to rebuild the legacy of an athletics program that is relying on all the help it can get.

To hear Cervantes tell it, De Asis is just the right guy to shoulder the load.

"Most wrestlers can't match his pace," Cervantes said. "Most of the time, the team is dying doing conditioning. He was alive, hungry and asking for more."

**FREE Student Film Workshop - Saturday Feb. 11, 10-11:30am,**  
Burlingame Com. Ctr. 850 Burlingame Ave. Students in grades 4-12 who live or attend school in San Mateo County are invited to learn tips on creating videos from high school students. The workshop is intended for those who plan to enter environmental videos in the 6th Annual CEC Student Film Fest on April 18. To register for the workshop and for more info about the film fest go to [burlingamefilmfest.com](http://burlingamefilmfest.com)

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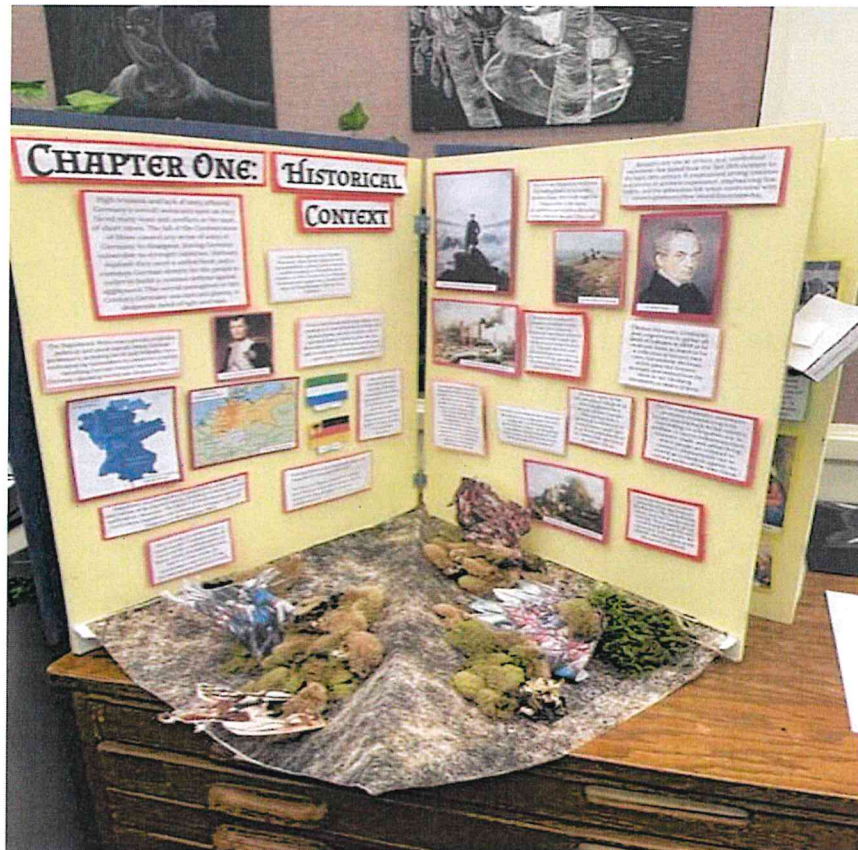
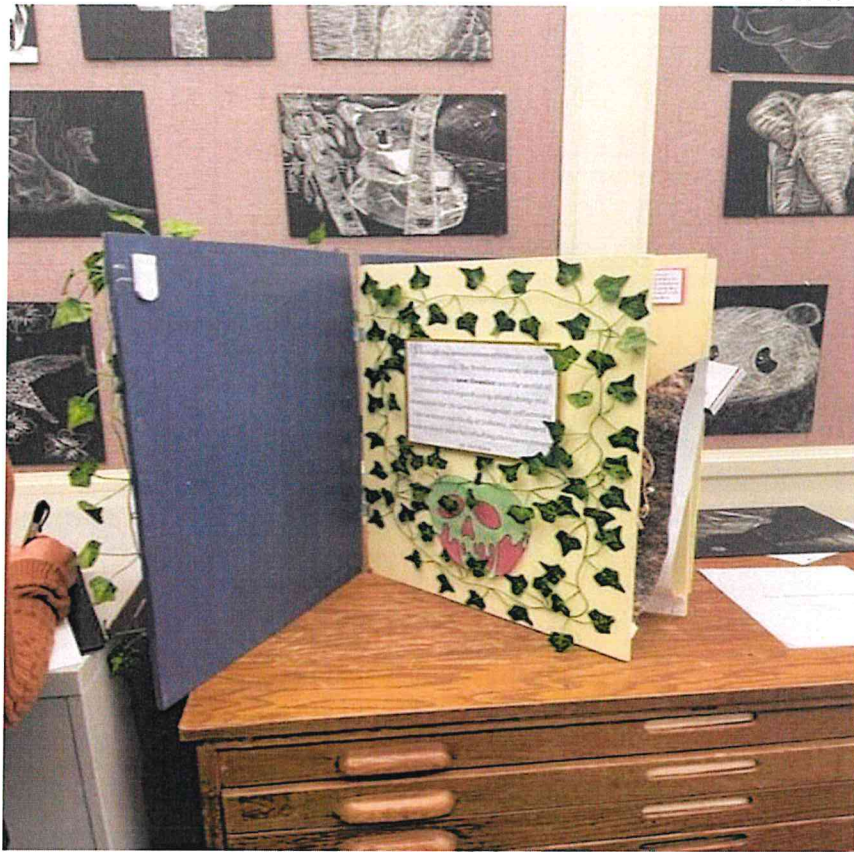
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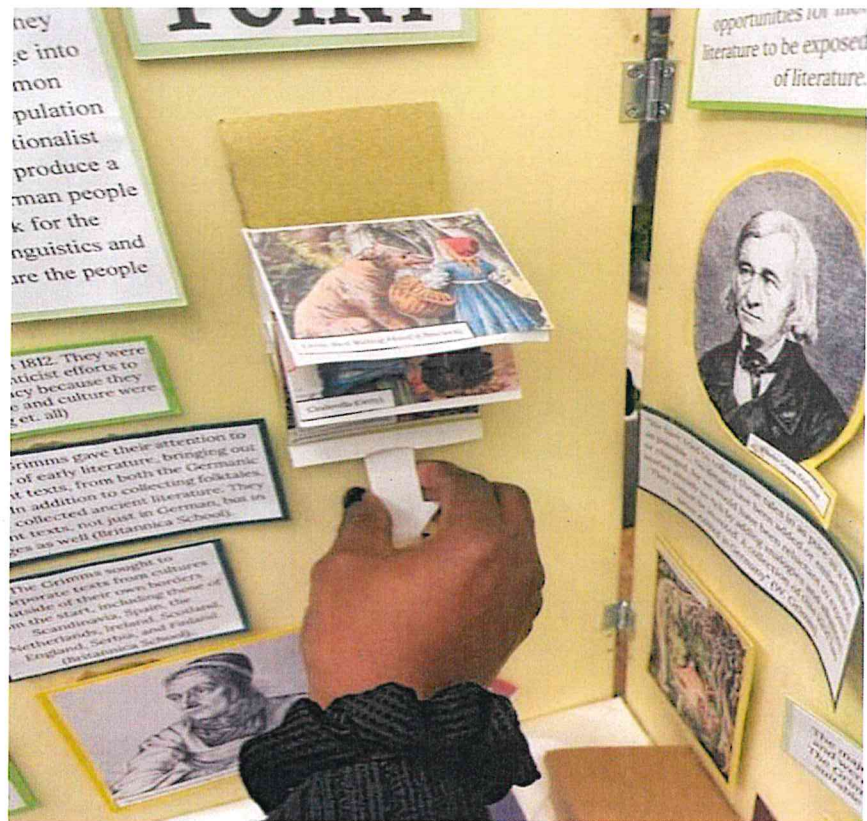
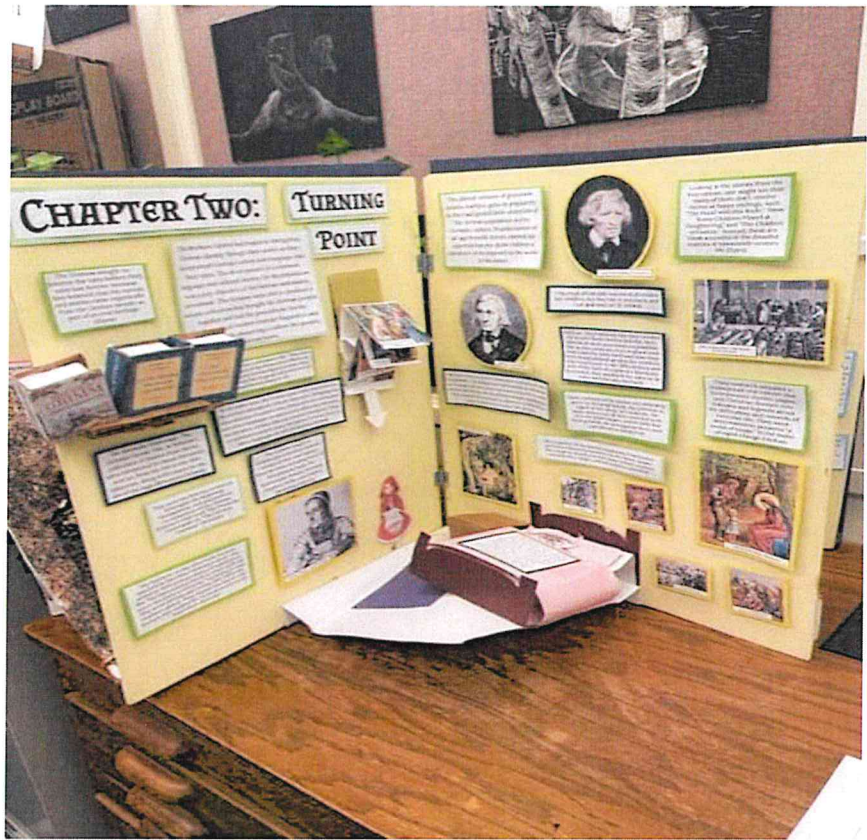
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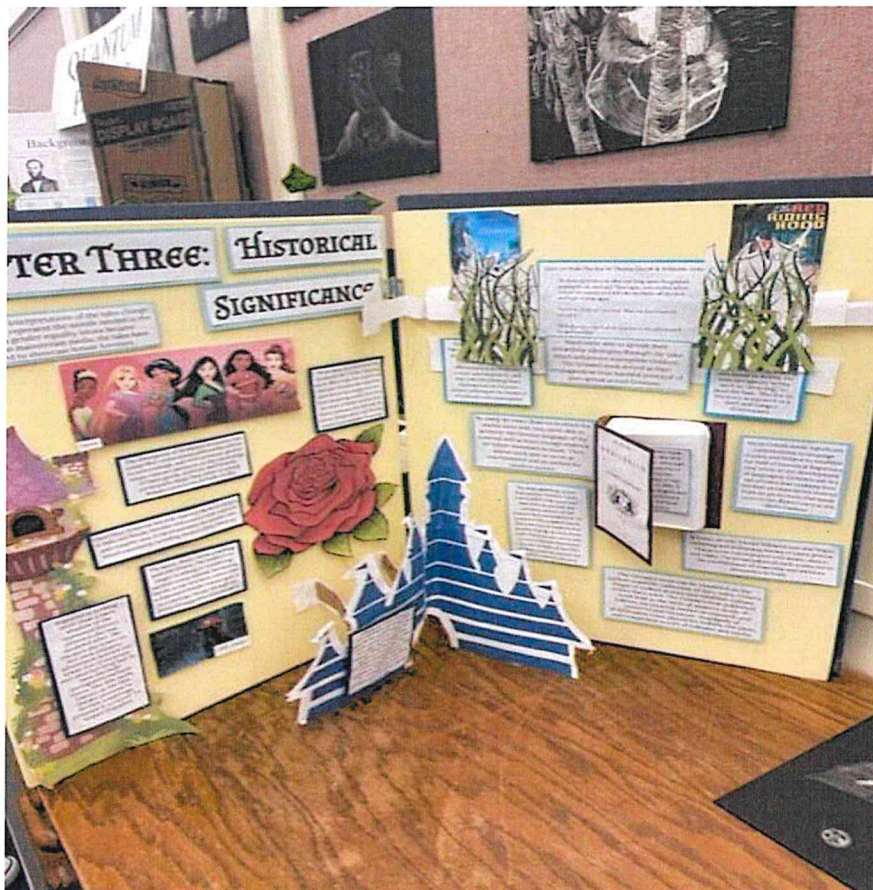
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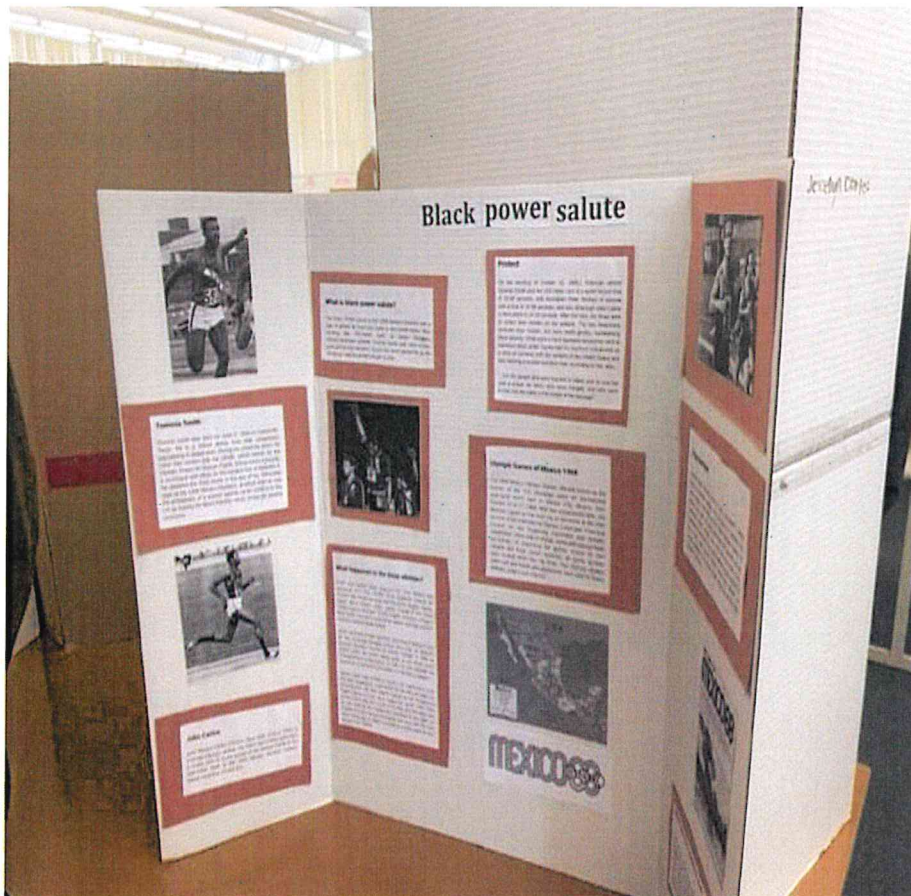


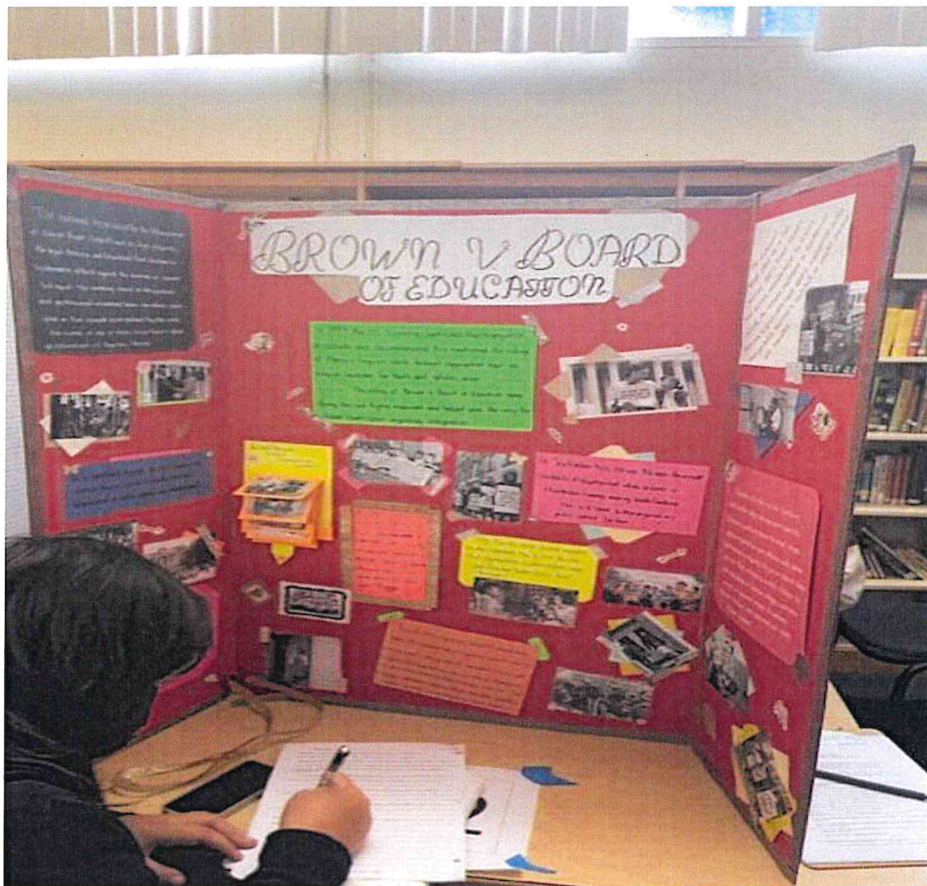
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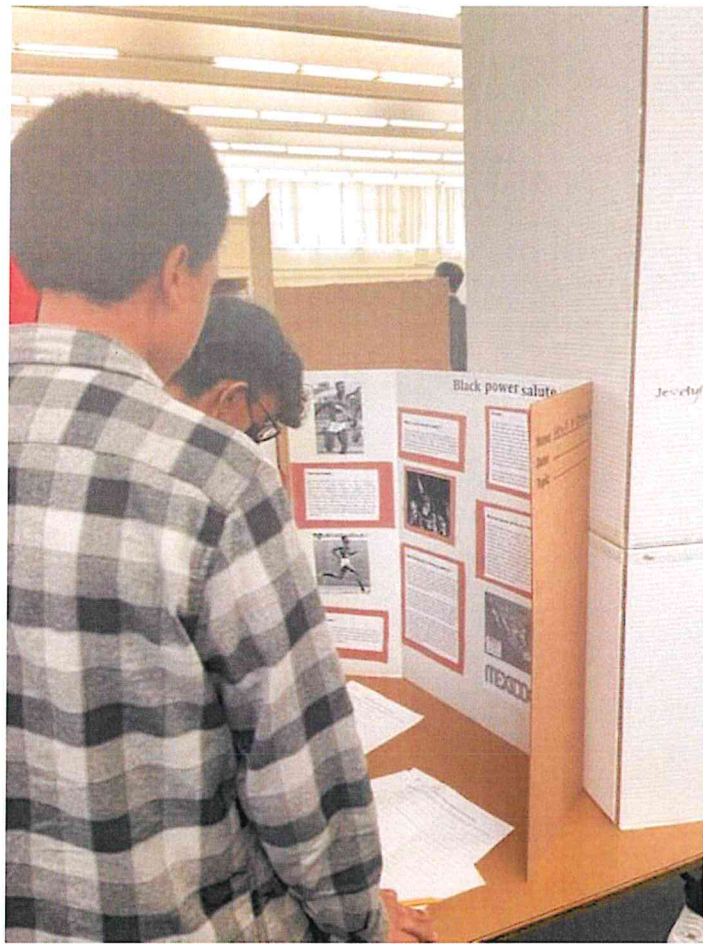


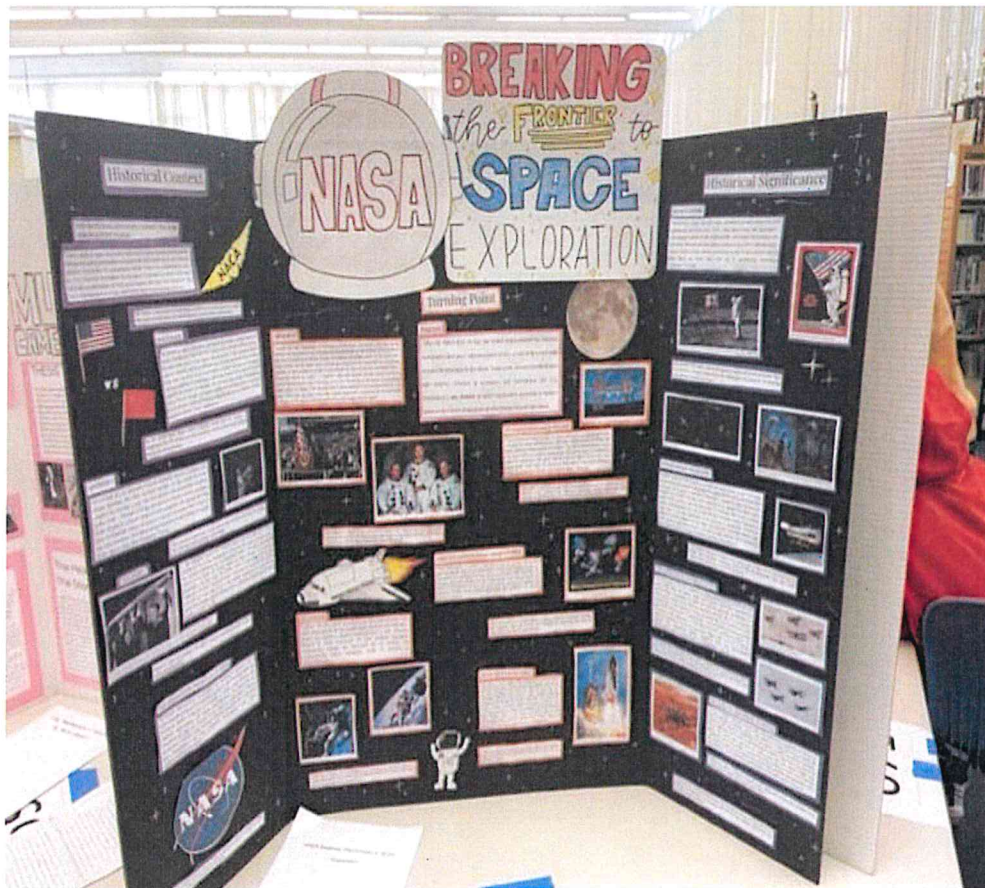
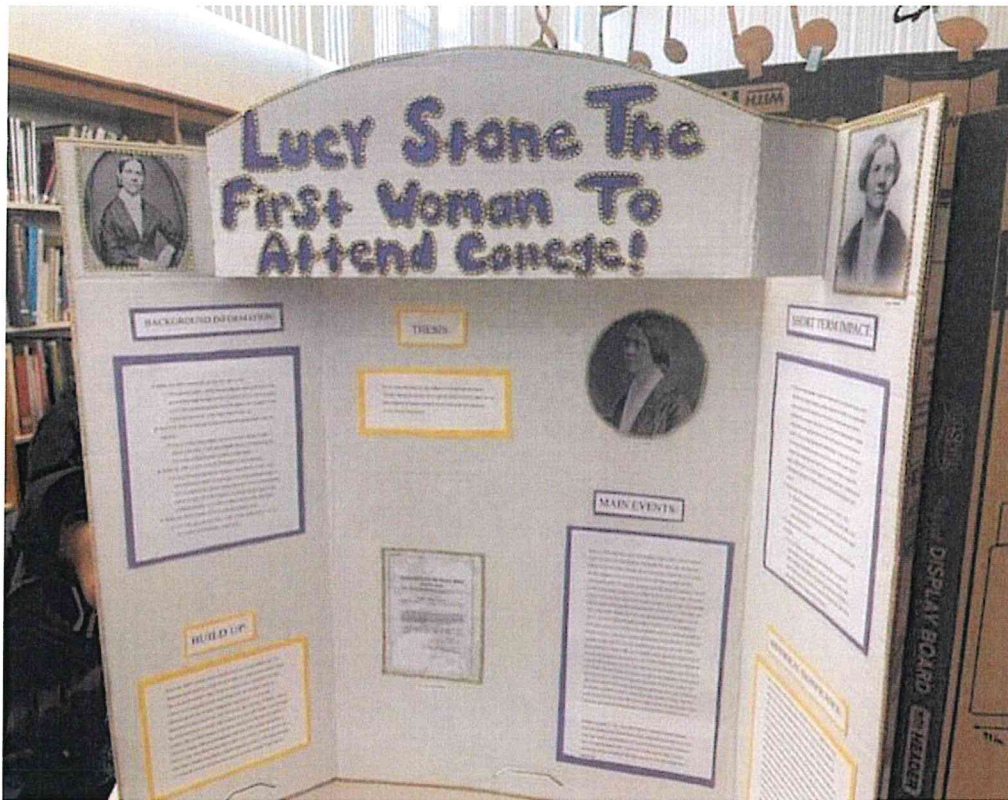


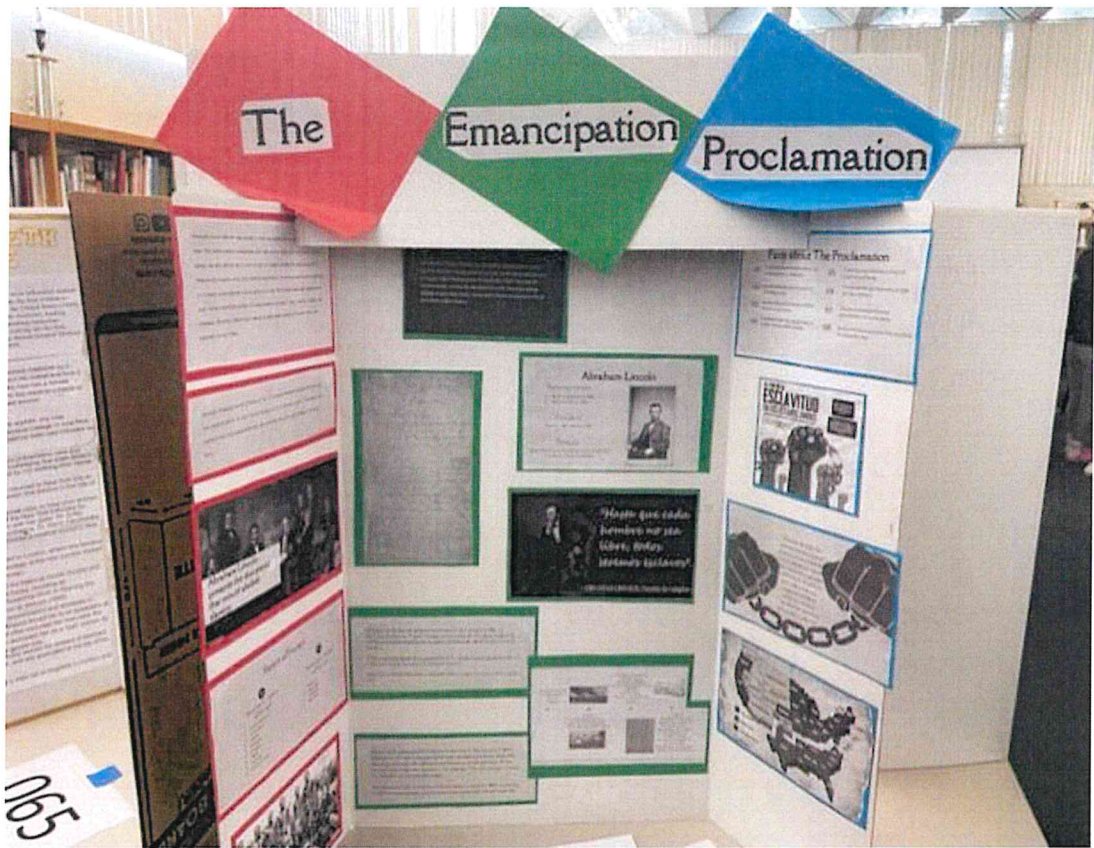


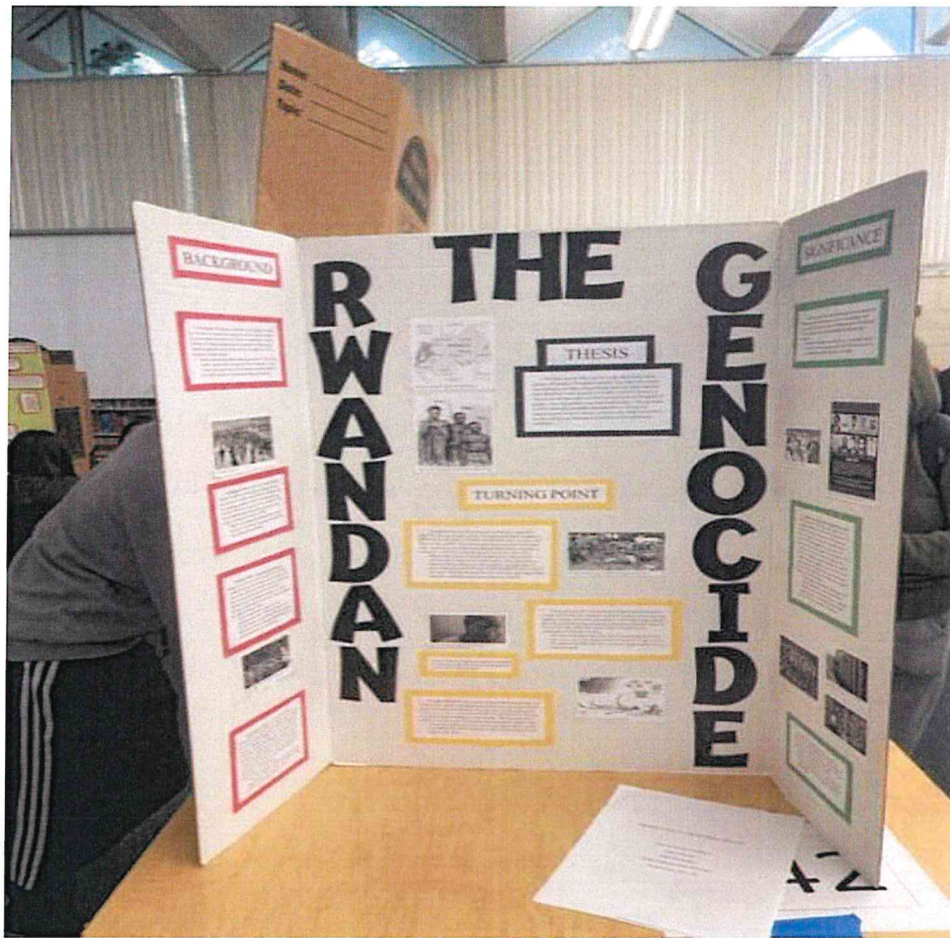


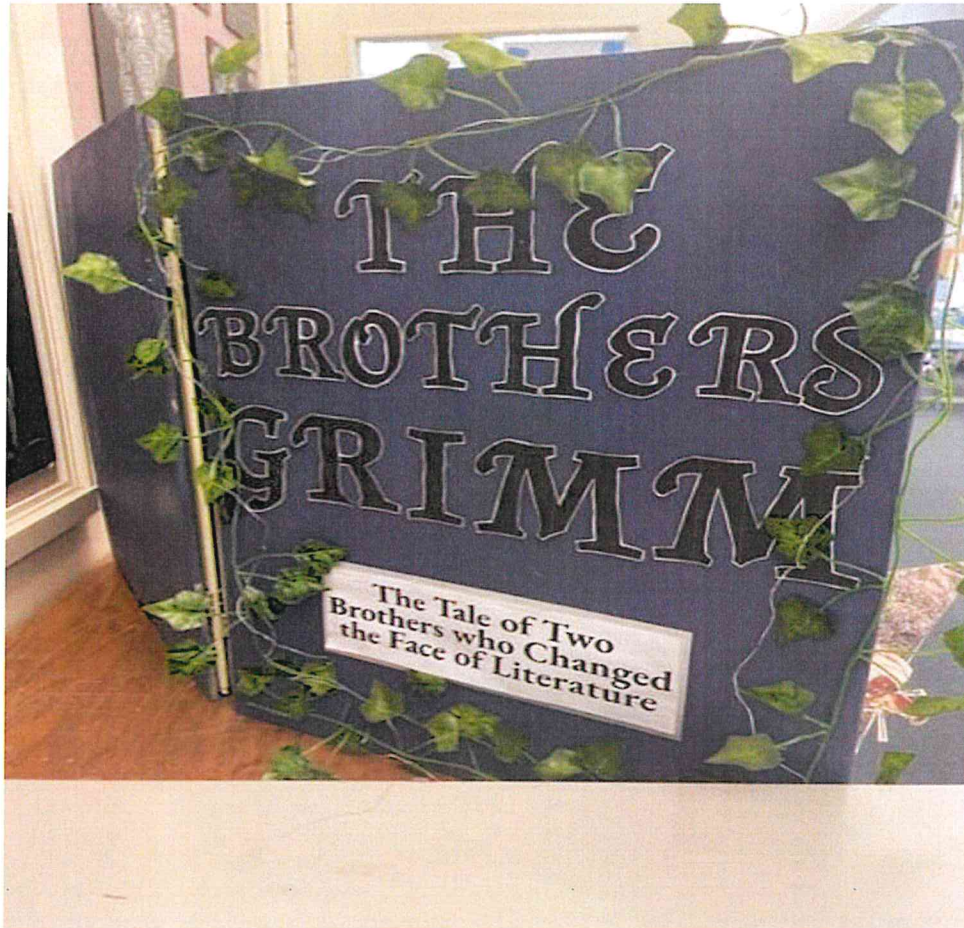




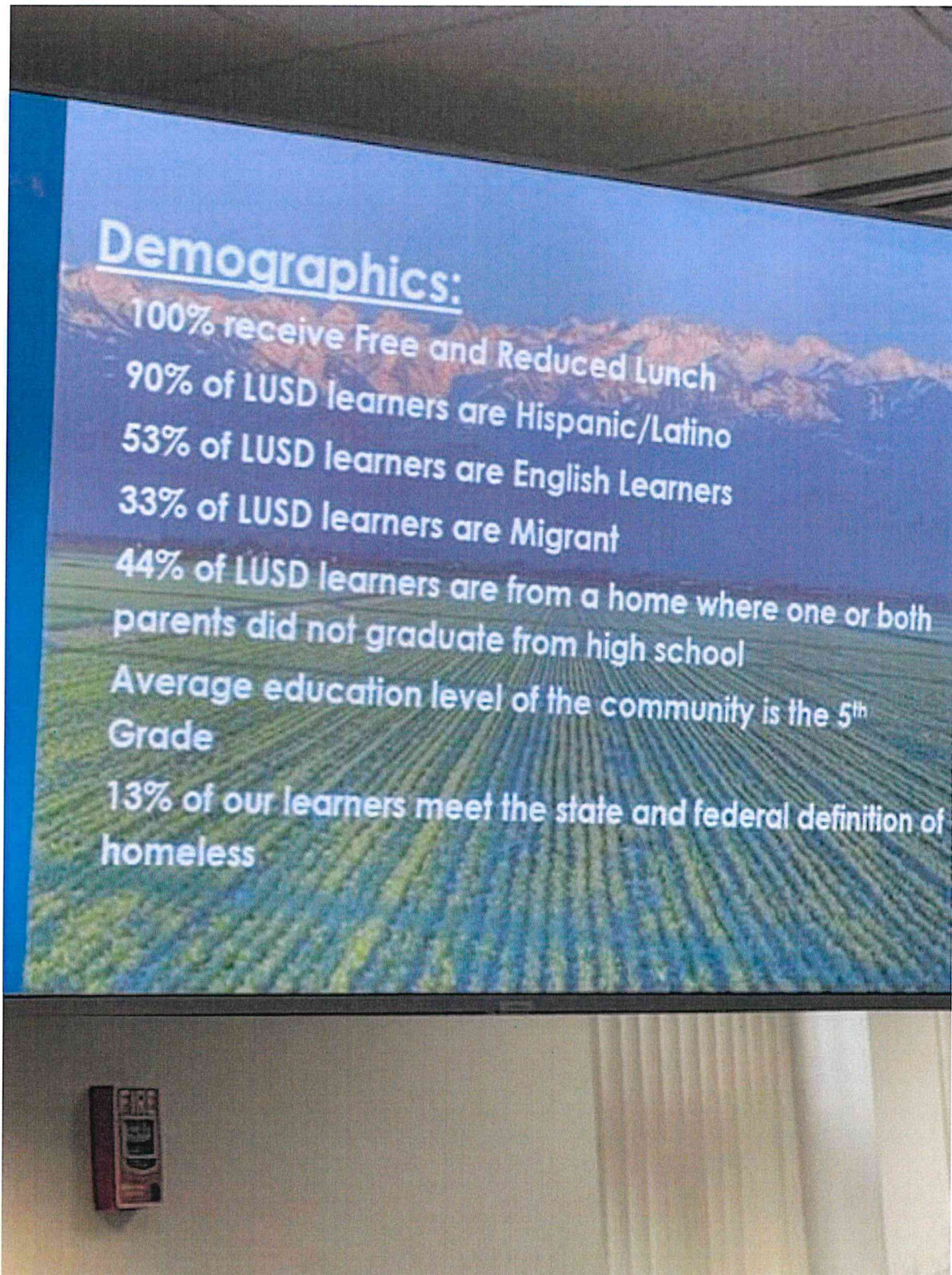


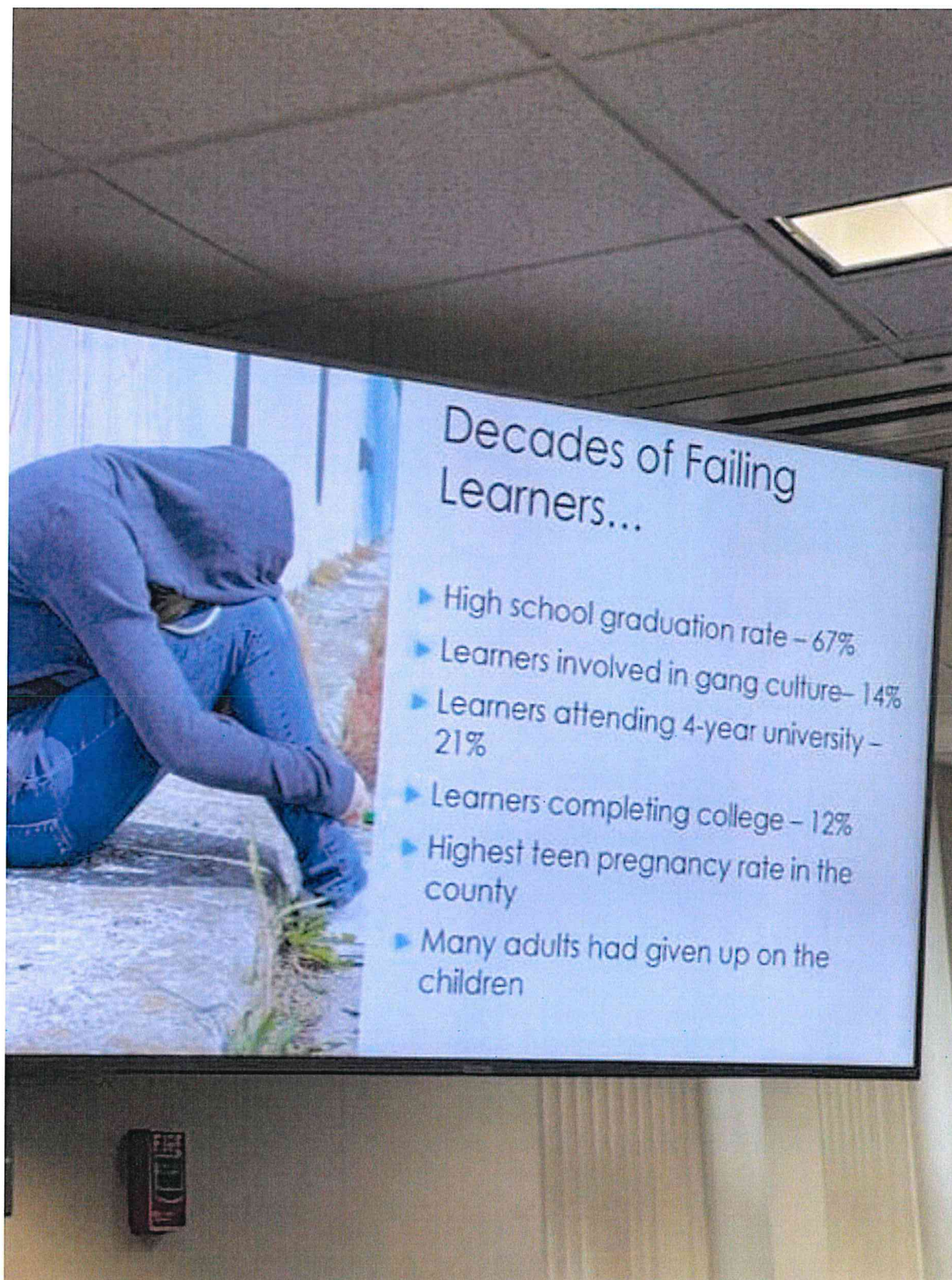


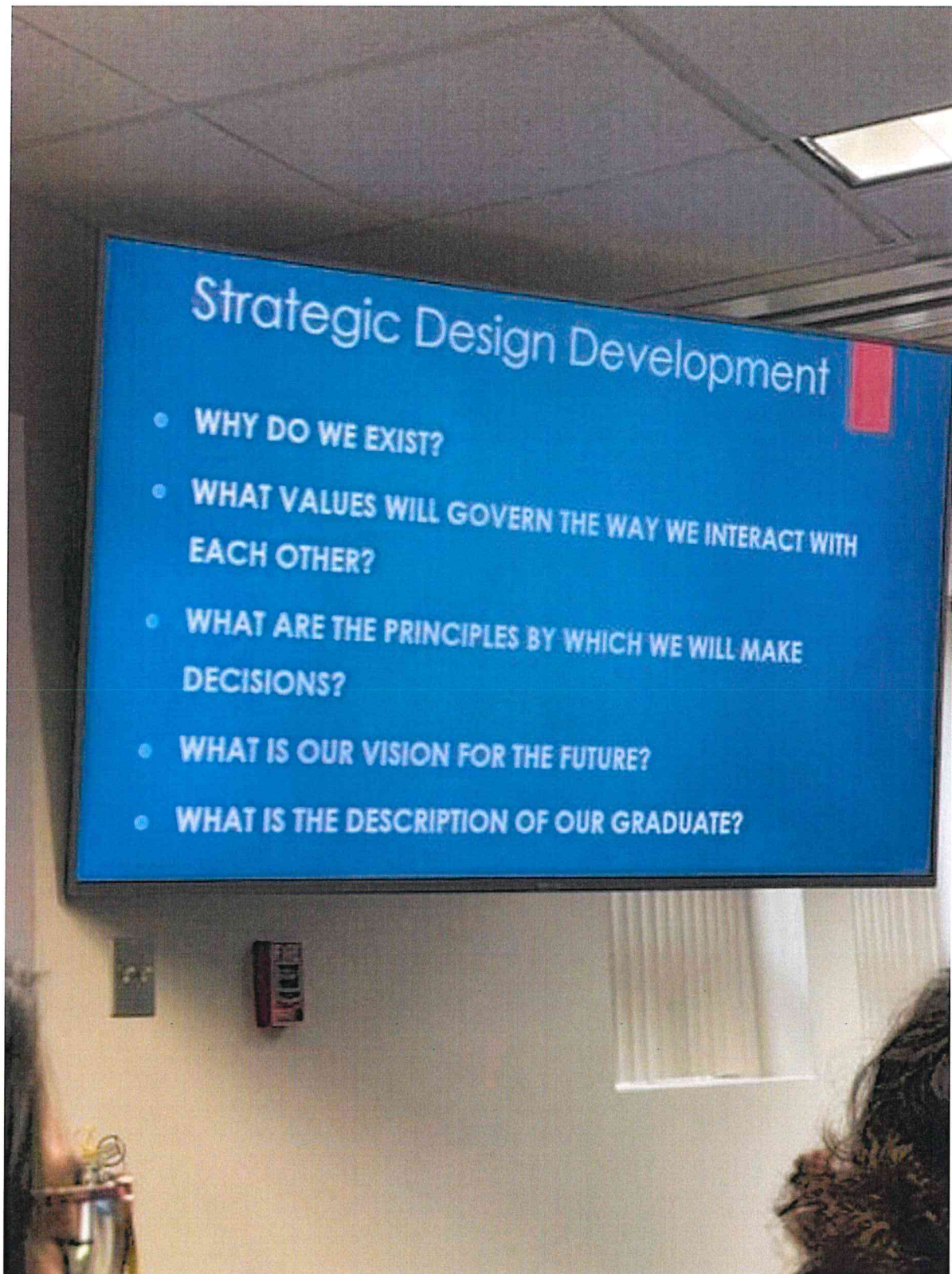






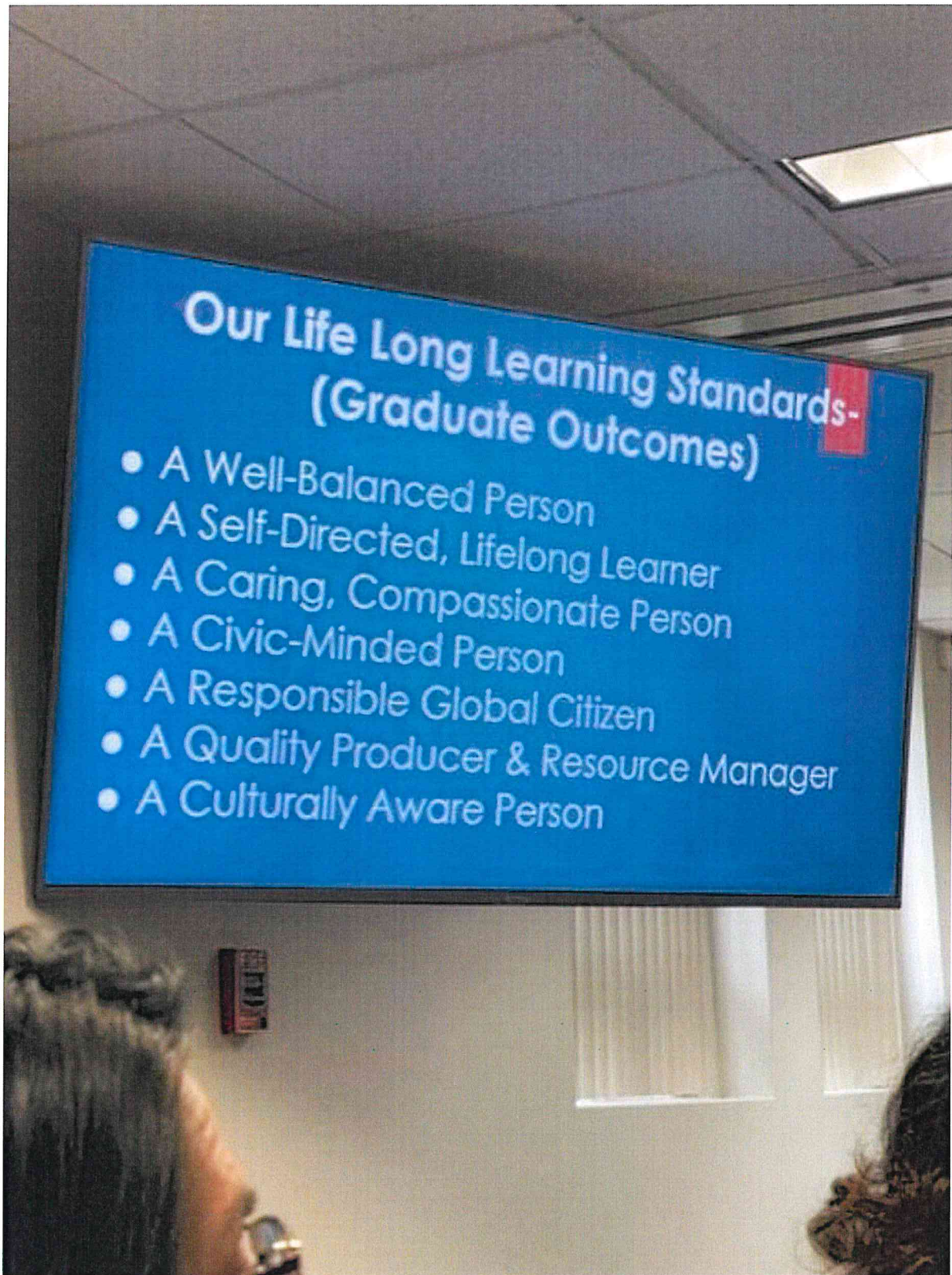






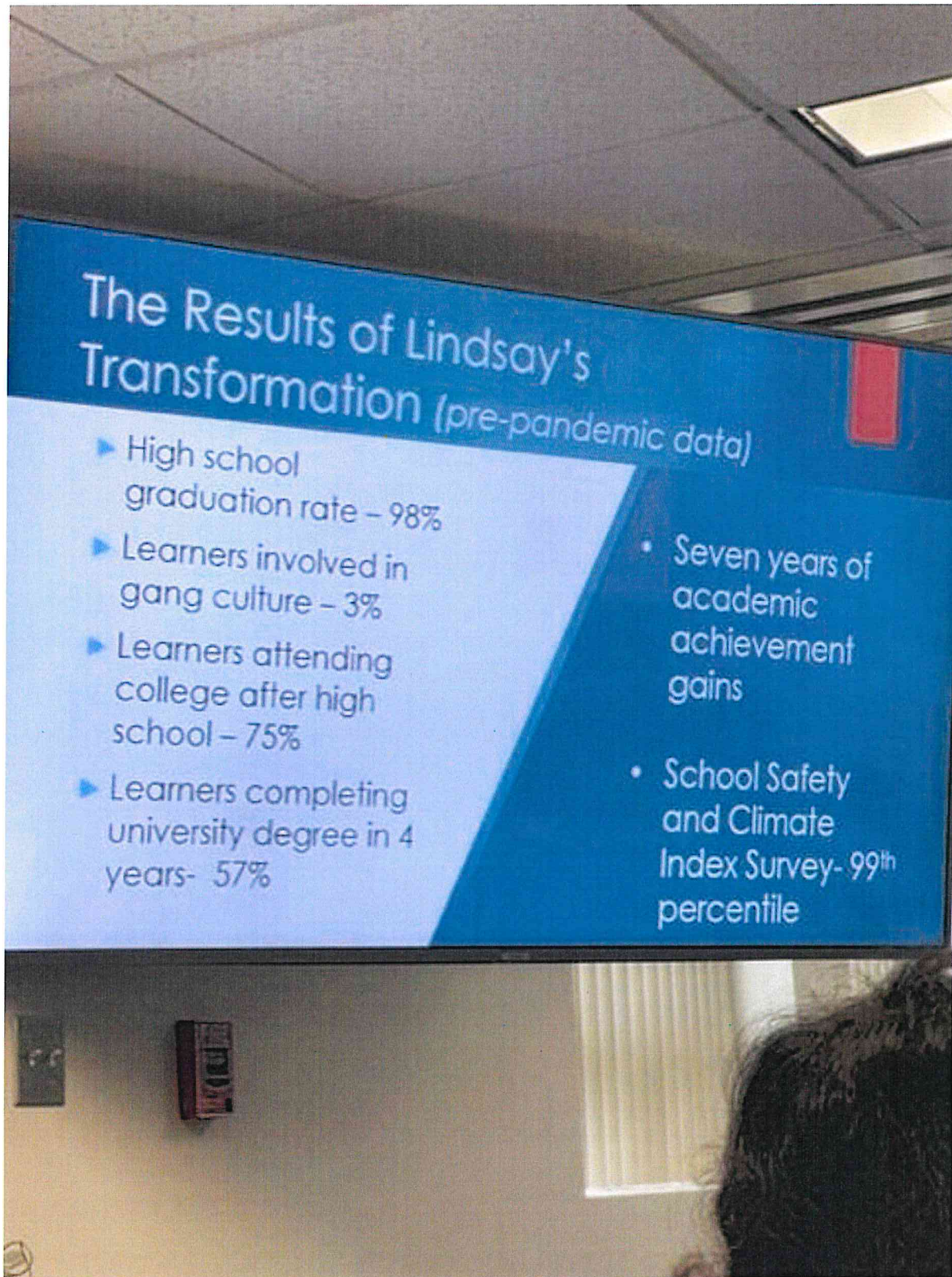
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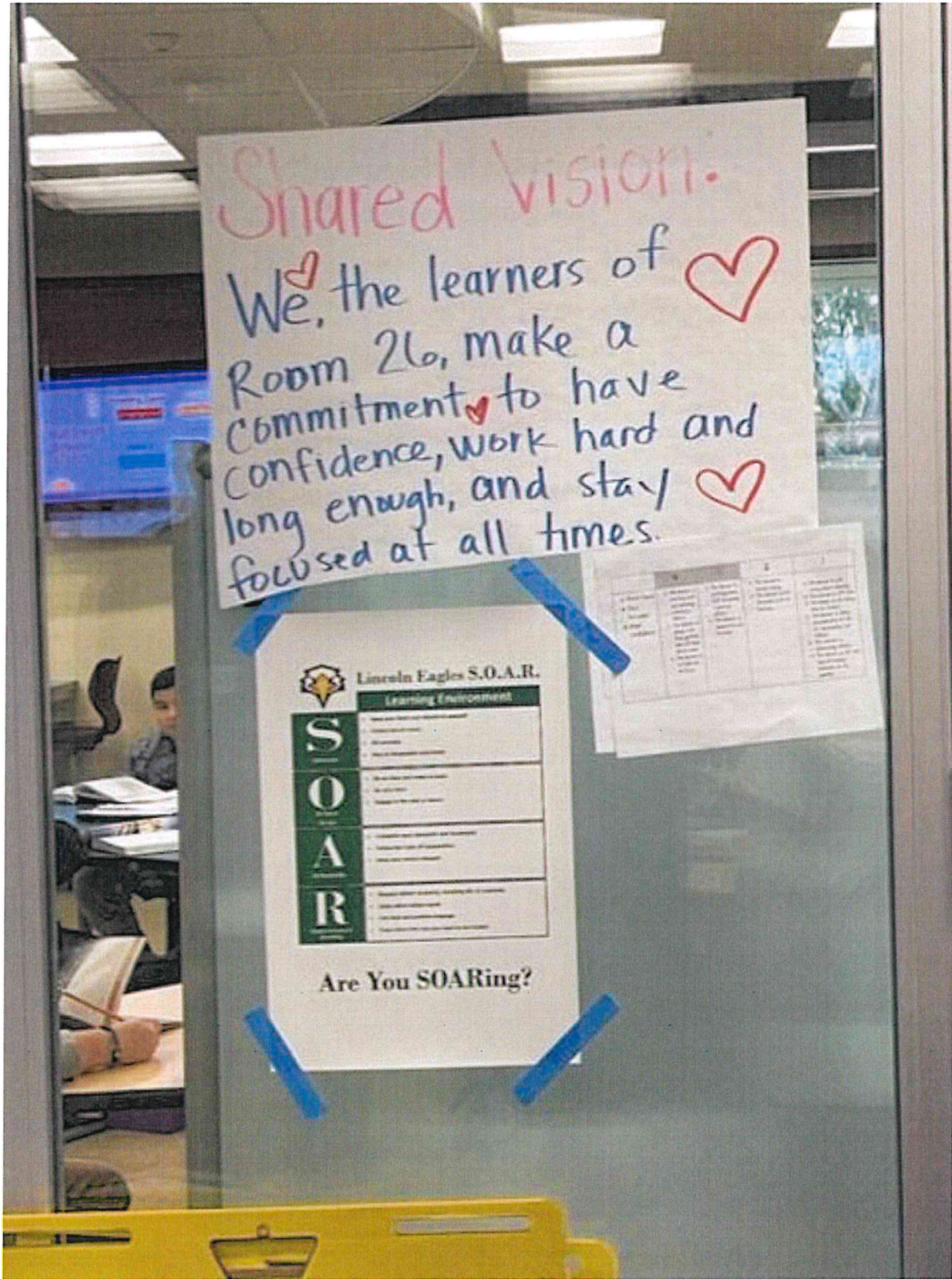
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- WHAT VALUES WILL GOVERN THE WAY WE INTERACT WITH EACH OTHER?
- WHAT ARE THE PRINCIPLES BY WHICH WE WILL MAKE DECISIONS?
- WHAT IS OUR VISION FOR THE FUTURE?
- WHAT IS THE DESCRIPTION OF OUR GRADUATE?

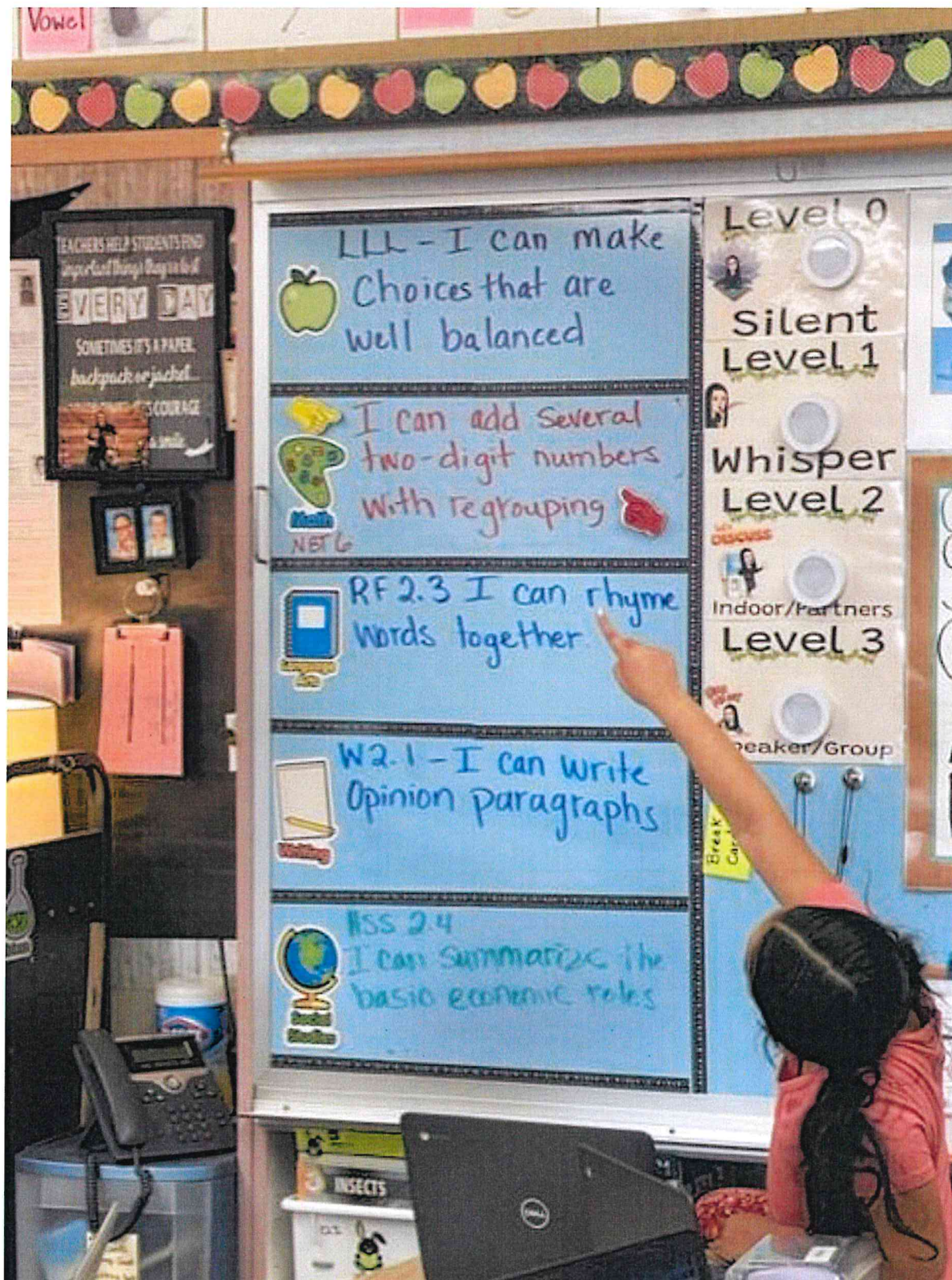


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- A Self-Directed, Lifelong Learner
- A Caring, Compassionate Person
- A Civic-Minded Person
- A Responsible Global Citizen
- A Quality Producer & Resource Manager
- A Culturally Aware Person







	3	2	1	0
S	<ul style="list-style-type: none"> <li>- Self Control</li> <li>• Hands to ears</li> <li>• Hands in our lap or behind</li> <li>• Raise hands</li> <li>• Walk nicely</li> <li>• Be Quiet</li> </ul>	<ul style="list-style-type: none"> <li>• Walk slowly</li> <li>• wiggly hand</li> <li>• touching but accident</li> <li>• talking when you need to be quiet <small>slapping on the desk</small></li> <li>• late but not your fault</li> </ul>	<ul style="list-style-type: none"> <li>• Stop walking</li> <li>• raise hand AND blurring out</li> <li>• push to move</li> <li>• whispering while speaker is speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Touch or Hitting</li> <li>• Run</li> <li>• Be out of line</li> <li>• Blurt out</li> <li>• yelling</li> <li>• Hitting other</li> </ul>
O	<ul style="list-style-type: none"> <li>- On task</li> <li>- On time</li> <li>• Come on time</li> <li>• Focus</li> <li>• Get my work done</li> <li>• Participate</li> </ul>	<ul style="list-style-type: none"> <li>• Some work done</li> <li>• Taking while doing work</li> </ul>	<ul style="list-style-type: none"> <li>• Walked to class too slow - now late</li> <li>• doing work slowly</li> <li>• Talking doing work slowly</li> </ul>	<ul style="list-style-type: none"> <li>• Being late</li> <li>• Not doing work</li> <li>• Not trying</li> <li>• Talking and not doing work</li> </ul>
A	<ul style="list-style-type: none"> <li>- Act Responsibly</li> <li>• Finishing work</li> <li>• focus on yourself</li> <li>• Using SOAR</li> <li>• Following the rules or instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Using SOAR a little bit</li> <li>• Some work done</li> <li>• 3rd time trying <small>work done</small></li> <li>• Tried to follow</li> </ul>	<ul style="list-style-type: none"> <li>• Not listening often</li> <li>• little bit work done</li> <li>• 5 tries of work done</li> <li>• Not trying to <small>follow</small></li> </ul>	<ul style="list-style-type: none"> <li>• Not Finishing work</li> <li>• Focusing on others</li> <li>• Not using SOAR</li> <li>• Not listening</li> </ul>
R	<ul style="list-style-type: none"> <li>- Respectful</li> <li>• Being Kind</li> <li>• listen to the speaker</li> <li>• eyes on speaker</li> <li>• Be polite</li> </ul>	<ul style="list-style-type: none"> <li>• Kindly listening</li> <li>• sitting next to friends</li> <li>• Forget but sorry</li> <li>• you messed up</li> </ul>	<ul style="list-style-type: none"> <li>• A little bit of listening</li> <li>• negotiating</li> <li>• Being mean</li> <li>• shadow puppets</li> <li>• whinning</li> </ul>	<ul style="list-style-type: none"> <li>• Bad words</li> <li>• Not listening</li> <li>• Talking to your neighbor</li> <li>• yelling <small>• talking back</small></li> </ul>

Period 6

Antonio Negrete

Day	Objective - Goal On this day / read complete COPAC (COC / POC)	Actions I will _____ in order to achieve these goals	Goal Achieved?	Reflection
M	See number 60% PRACTICE INL SOL	<input type="checkbox"/> Avoid distractions <input type="checkbox"/> Collaborate <input type="checkbox"/> Ask for LF help	Yes / No / Partly	I was successful / not successful because PRACTICE ON LHM
T/W	See number 90% PRACTICE INL SOL	<input type="checkbox"/> Avoid distractions <input type="checkbox"/> Collaborate <input type="checkbox"/> Ask for LF help	Yes / No / Partly	I was successful / not successful because PRACTICE ON LHM
TH/F	See number 60% PRACTICE INL SOL	<input type="checkbox"/> Avoid distractions <input type="checkbox"/> Collaborate <input type="checkbox"/> Ask for LF help	Yes / No / Partly	I was successful / not successful because

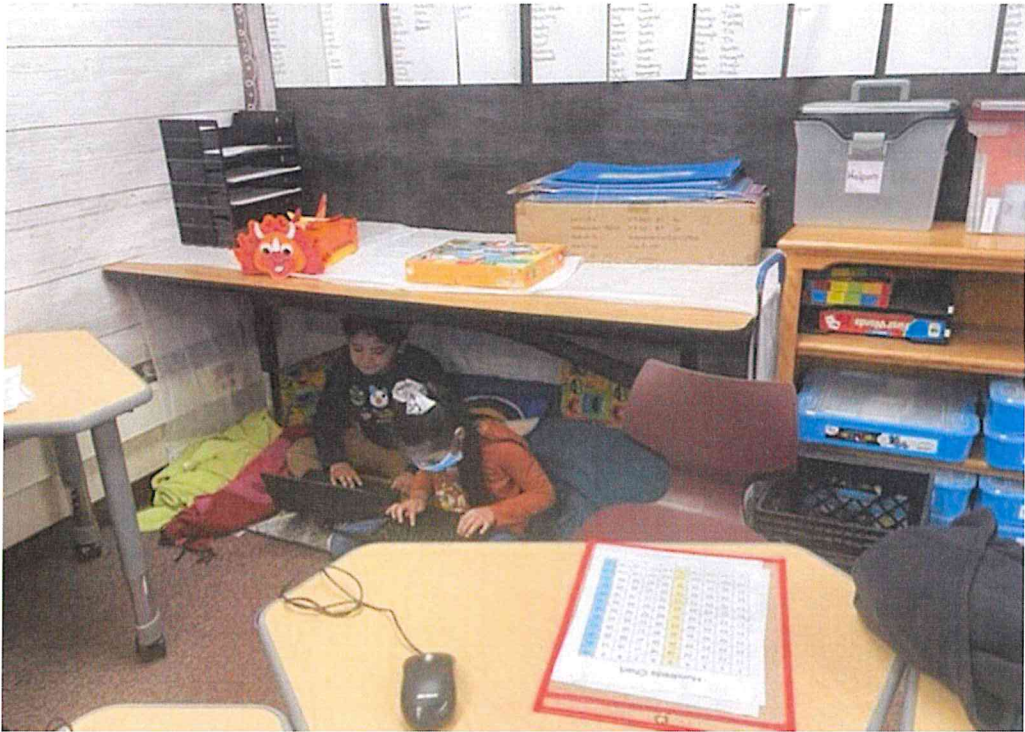
**Cardinal P.R.I.D.E. -- We will ...**

- (Purpose) ... be efficient and learn from others.
- (Responsibility) ... follow through on commitments, be reliable, and take care of our own affairs.
- (Respect) ... value the lessons taught to us and appreciate the time and effort put into it.
- (Integrity) ... be honest with the teacher and not cheat.
- (Dedication) ... try our best in our learning environment by working hard and not giving up.
- (Empathy) ... understand each other's feelings.

Quality of the week: Empathy

Rubric: 4-All of the time  
 3-Most of the time  
 2-Some of the time  
 1-None or almost none of the time

My P.R.I.D.E. Score for the Week: 3.5 of 4  
(C.O.C.)



# Building Powerful Student Relationships

**Presented By:**  
Brianna Skanderup & Michael Gabrielle  
January 30, 2023



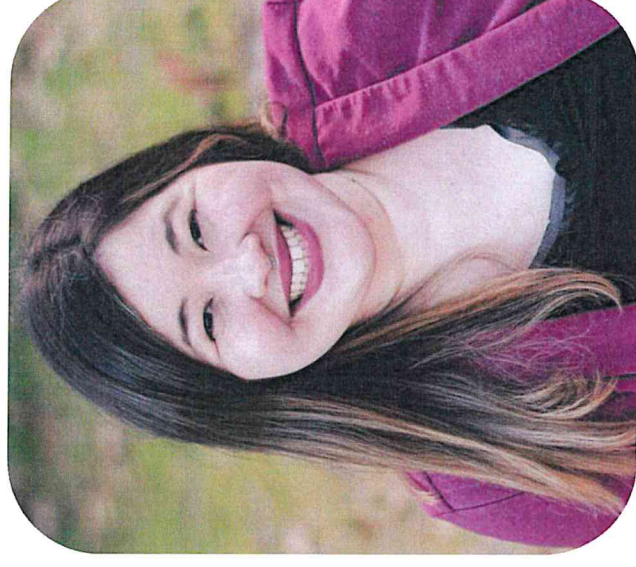
**Our Mission:**  
A world where every young person benefits from mental health support

**Our Services:**  
Online counseling, designed for teens

## Meet Brianna

### **Brianna Skanderup, LMFT, Classes Specialist**

Brianna has experience helping others with issues such as depression, anxiety, trauma, relationship issues, and grief/loss. Prior to Daybreak, Brianna served predominantly immigrant families in Santa Clara and Santa Cruz Counties. As well as, leading presentations and workshops for community partners, families and school districts.



## Meet Michael

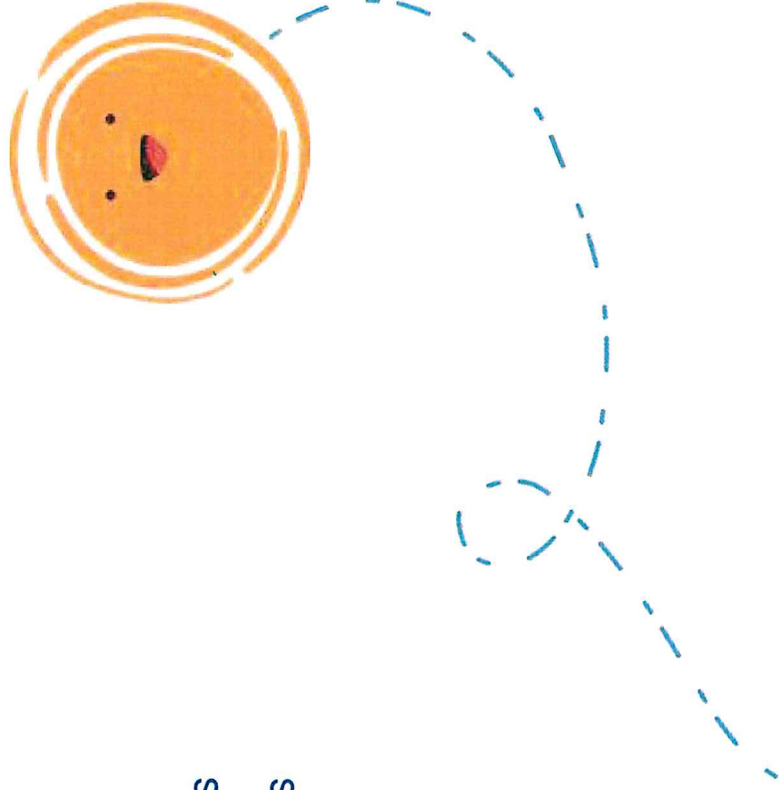
### **Michael Gabrielle, Manager - Virtual Classes**

Michael manages school partnerships and facilitates mental health classes at Daybreak. With a background in psychology and visual arts, Michael has facilitated art and mental health classes for a range of populations, including schools, hospitals, prisons, and corporations. Michael currently also works as a digital crisis counselor for a youth suicide prevention hotline.



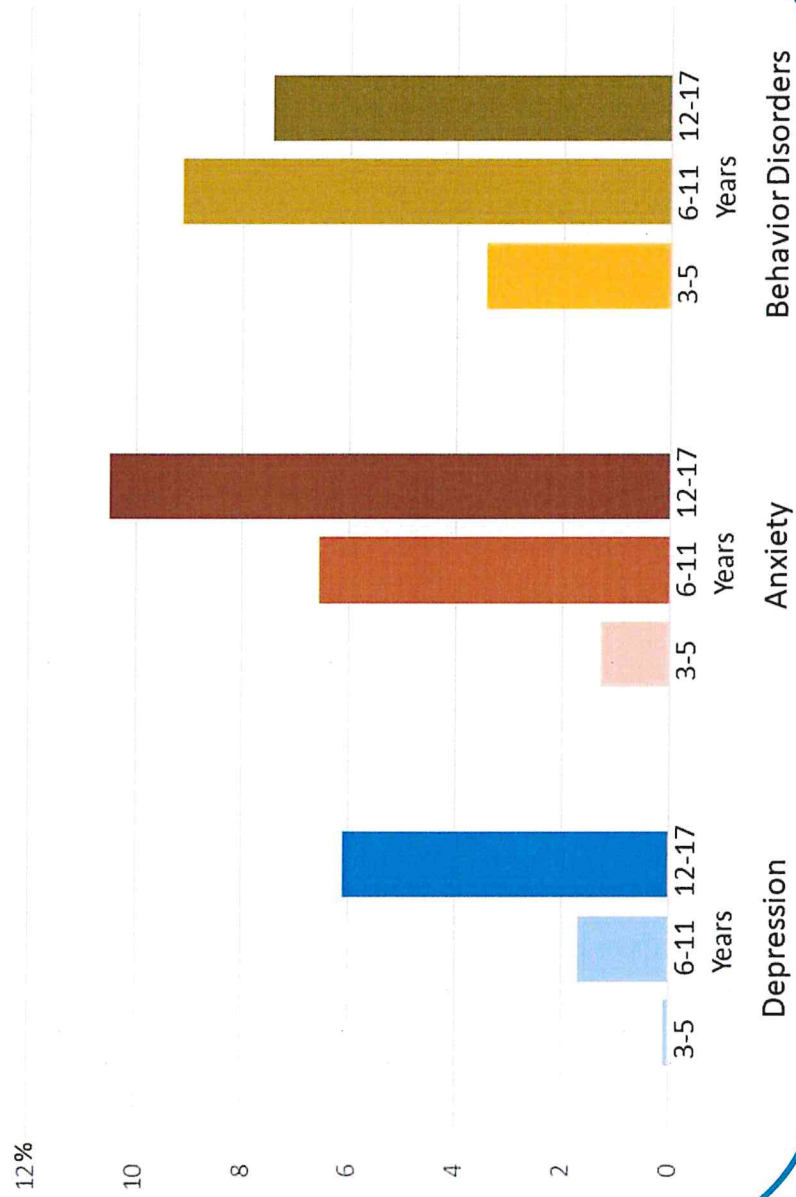
# Agenda

- Introductions
- Mental Health Considerations
- Role of Relationships
- Brain Science & Positive Relationships
- Growth Mindset & the Power of Words
- Student Support Strategies
- Q&A



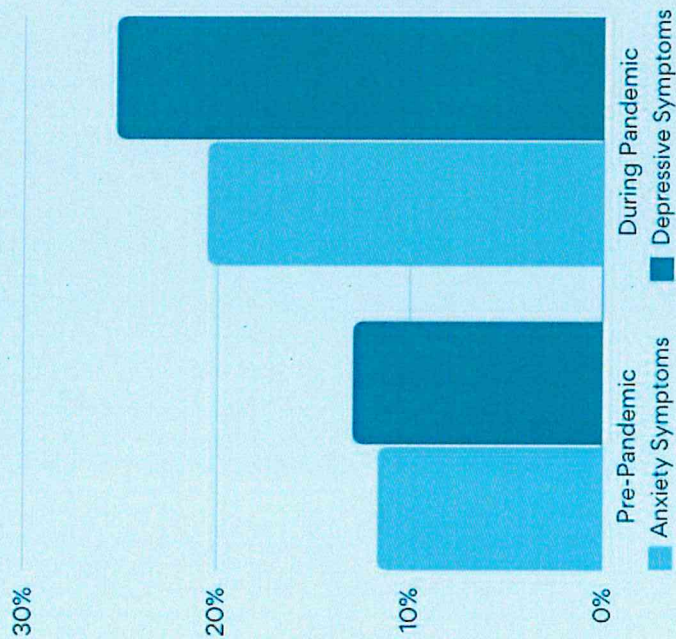
# **Mental Health Considerations**

# Depression, Anxiety, Behavior Disorders, by Age



# 20-25% of youth are experiencing depressive or anxiety symptoms — an amount that doubled during the pandemic.

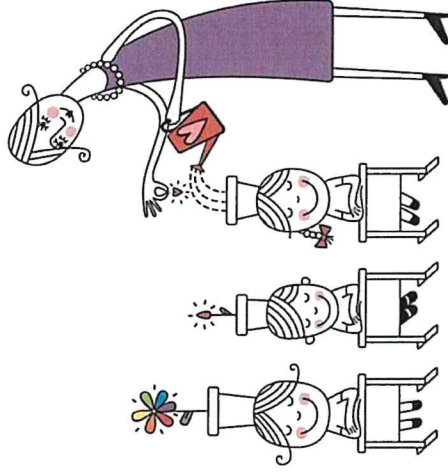
Source: US Surgeon General Advisory, "Protecting Youth Mental Health", Dec. 2021.



# **Role of Relationships**

## Relationships & Connectedness

- ★ Caring adults play an important role in building strong relationships with students which facilitate their connection to school.
- ★ Studies have shown students who feel connected to school are less likely to experience mental health issues and are less likely to engage in risky behavior in youth and adulthood
  - Reducing emotional distress + odds of suicidal ideation
  - Physical violence victimization + perpetration
  - Prescription drug misuse/illicit drug use



# **Brain Science & Role in Relationship**

# Brain Science & Positive Relationships

Positive relationships build  
motivation

*In the brain:* positive feedback  
releases dopamine (the  
pleasure neurotransmitter);  
creates motivation to continue

*In the classroom:* five positive  
interactions for every one  
negative

Positive relationships create  
safe spaces for learning

*In the brain:* social connection  
releases the hormone oxytocin,  
building trust and safety; calms  
amygdala + fight/flight response

*In the classroom:* focus on effort  
vs. outcome, create a safe space  
to try new things

## Brain Science & Positive Relationships

Positive relationships build new pathways for learning

*In the brain:* new neural pathways connect old information with new

Positive relationships improve student behavior

*In the brain:* words and actions matter; students tend to imitate what their teachers/adults do through mirror-neuron systems

*In the classroom:* ask students about their interests, helps to connect info + create context

*In the classroom:* model behaviors like turn-taking, cooperation, empathy, and self-regulation

# Student Mindset

# Growth Mindset

## Fixed Mindset

The idea that talents, intelligence, and abilities are predetermined and cannot be changed

## Growth Mindset

Knowing that talents, intelligence, and abilities are fluid and can be developed and strengthened with practice

Growth mindset aligns with ideas of **neuroplasticity** - the concept that our thoughts and actions can improve brain functioning through the creation of new synapses

## Growth Mindset

- Place a greater emphasis on the learning process than on intellect or talent
- Encourage students to practice subjects that they see as weaknesses.
- Try to view each of your students as capable of academic achievement instead of either “good” or “bad” at a subject
- Instead of praising a child’s IQ or abilities, compliment how hard they’ve worked or how much they are progressing
- Teach parents to see their child’s intelligence in a growth perspective

## Powerful Words: “I am”

### *Changing a student’s mindset*

- I am capable
- I am motivated
- I am a person who gets things done
- I am a leader
- I am a changemaker
- I am accountable
- I am an influencer

# Powerful Words: “You Are”

## Empowering a Student

You are making our  
school better  
everyday

You are the  
reason I teach

You are  
impacting your  
classmates for  
the better

You are  
creative

You are filled with  
such positive  
energy

# Support Strategies

# Considerations to Assess Student's Mind

1. Functionality
2. Where is their mind socially?
3. Temperament
4. What is the student's motivation?
5. Environment-Student Performance
6. What barriers exist in the mind?

## Tips for Talking with Teens

- Begin by expressing appreciation or positive regard
- Ask open ended questions, or use conversation extenders
- Respect their different point of view while also holding them accountable; focus on equity in the classroom
- Show interest in their interests and their friends when/if appropriate
- Encourage teens to tell you or a safe adult about problems
- Talk students through your own coping + self-regulation strategies
- Approaching students versus waiting for them to approach you

## Warning Signs of Emotional Distress

- Isolation
- Anger
- Withdrawing from friends
- Excessive absences/breaks
- Decline in grades
- Agitation and crying
- Self-harm or suicide risk
- Low or no energy
- Unexplained aches and pains
- Low motivation and focus



*Early detection is critical.*

# How to Help Students in Distress

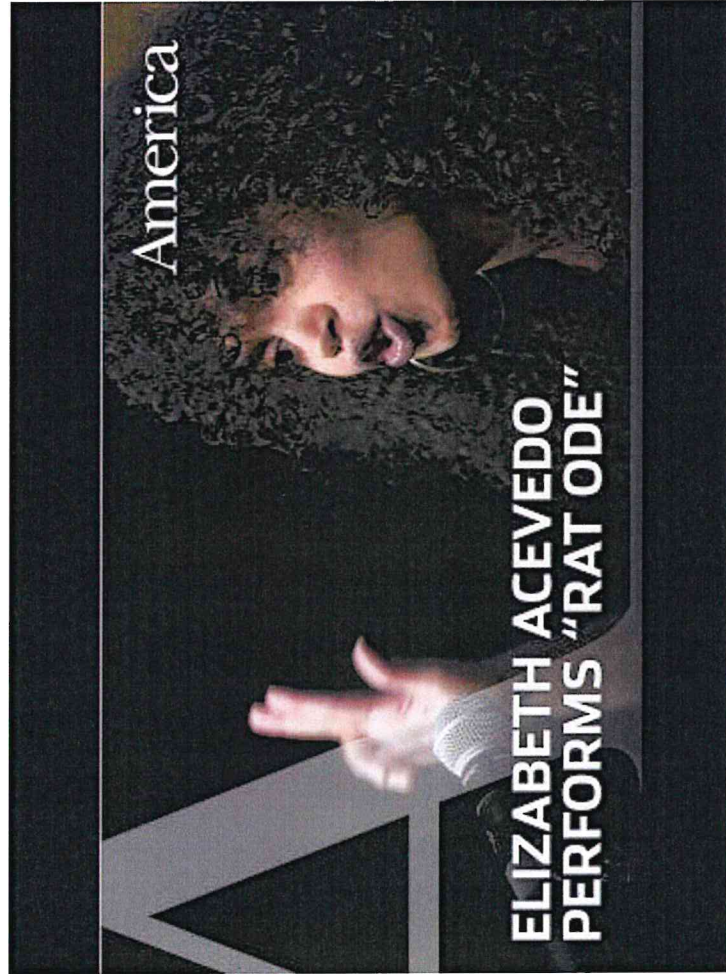
## Ways to approach students in distress

- Talk to the student in private
- Be direct and non-judgmental
- Listen sensitively
- Support development of certain skills (problem-solving, growth mindset)
- Provide accommodations when appropriate
- Refer for mental health support
- Follow up

## How to support & educate students about mental health support:

- Reduce the stigma
- Referral is not about severity
- Reassure counseling serves students for range of concerns
- Seeking professional help is a sign of strength
- In non-emergency situations, leave the option to the student

# Embrace Differences



# Self-Care for Educators

## Importance of Self-Care for Educators

- Engage in a daily meditation/gratitude practice
- Reach out for support (at home/at work)
- Use journal writing as a form of self-expression
- Listen to music that promotes feelings of peace
- Watch a good movie or TV series
- Spend time in nature
- Go for a walk or hike
- Go out to dinner with a friend
- Plan a “perfect” day once in a while (spa day or lunch & going to a museum)
- Carve out a time for being alone and recharge
- Use positive self-talk (Each day is a fresh start)
- Using boundaries frequently (leaving work at school for the night, saying no to added tasks)



**"TEACHERS WHO PUT  
RELATIONSHIPS FIRST DON'T JUST  
HAVE STUDENTS FOR ONE YEAR;  
THEY HAVE STUDENTS WHO VIEW  
THEM AS 'THEIR' TEACHER  
FOR LIFE."**

—Educator Justin Tarte

**"WE CAN'T HOLD KIDS  
ACCOUNTABLE FOR THINGS  
WE'VE NEVER TOLD THEM WE  
EXPECT. BEHAVIOR SHOULD BE  
TREATED LIKE ACADEMICS.  
STUDENTS HAVE TO BE TAUGHT  
THE SKILLS THEY NEED."**

—Erin Green, Director of National Training at Boys Town

Building relationships with students is by far the most important thing a teacher can do. Without a solid foundation and relationships built on trust and respect, no quality learning will happen.

**Thank You!**

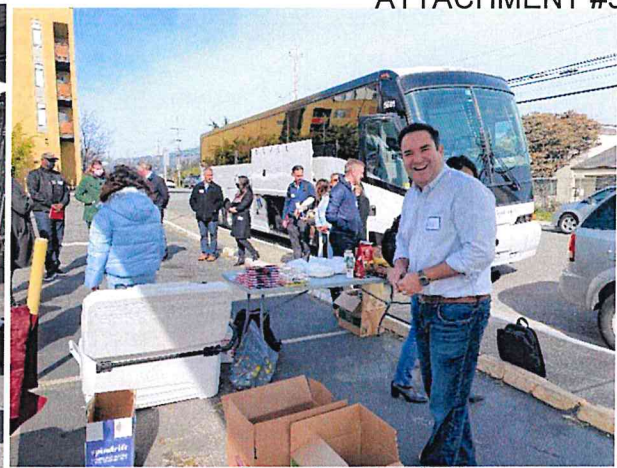
**CONTACT**

**Michael Gabrielle**

Manager - Virtual Classes & School Partnerships

[michaelgabrielle@daybreakhealth.com](mailto:michaelgabrielle@daybreakhealth.com)







### Demographics:

- 100% receive Free and Reduced Lunch
- 90% of LUSD learners are Hispanic/Latino
- 53% of LUSD learners are English Learners
- 33% of LUSD learners are Migrant
- 44% of LUSD learners are from a home where one or both parents did not graduate from high school
- Average education level of the community is the 5<sup>th</sup> Grade
- 13% of our learners meet the state and federal definition of homeless

### Decades of Failing Learners...

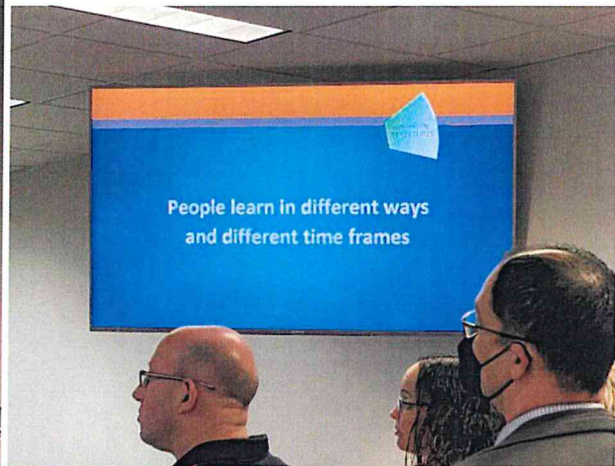
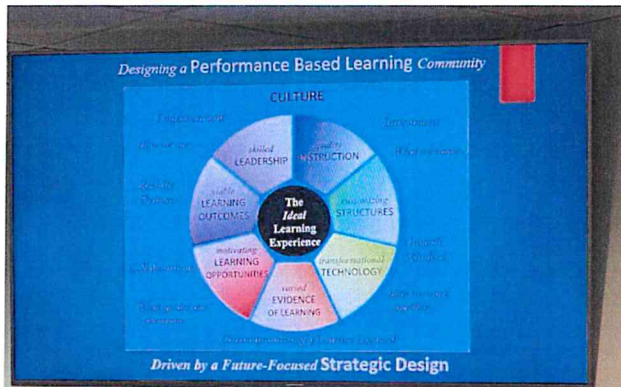
- High school graduation rate – 67%
- Learners involved in gang culture – 14%
- Learners attending 4-year university – 21%
- Learners completing college – 12%
- Highest teen pregnancy rate in the county
- Many adults had given up on the children

### Strategic Design Development

- WHY DO WE EXIST?
- WHAT VALUES WILL GOVERN THE WAY WE INTERACT WITH EACH OTHER?
- WHAT ARE THE PRINCIPLES BY WHICH WE WILL MAKE DECISIONS?
- WHAT IS OUR VISION FOR THE FUTURE?
- WHAT IS THE DESCRIPTION OF OUR GRADUATE?

### Our Life Long Learning Standards- (Graduate Outcomes)

- A Well-Balanced Person
- A Self-Directed, Lifelong Learner
- A Caring, Compassionate Person
- A Civic-Minded Person
- A Responsible Global Citizen
- A Quality Producer & Resource Manager
- A Culturally Aware Person

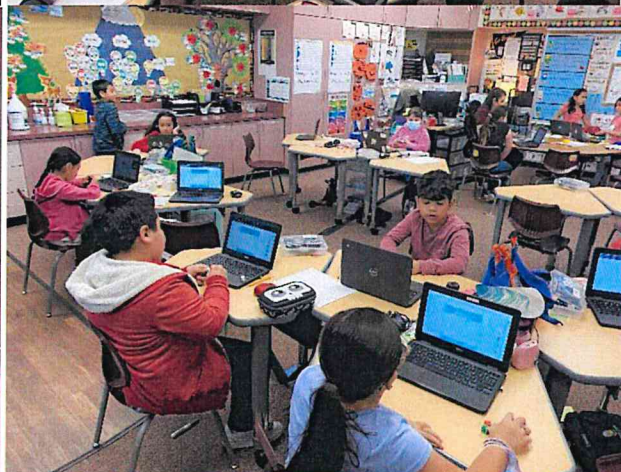


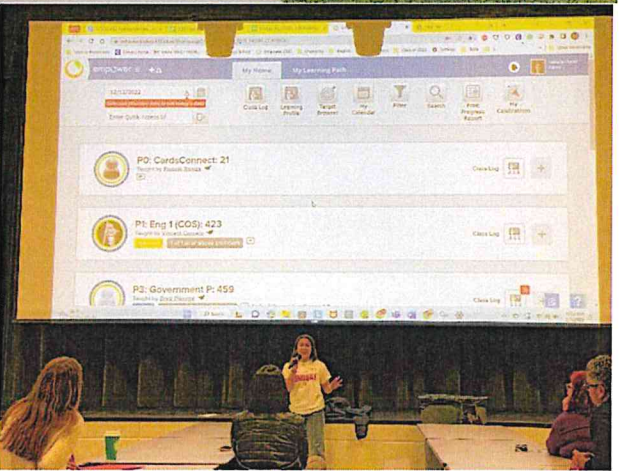
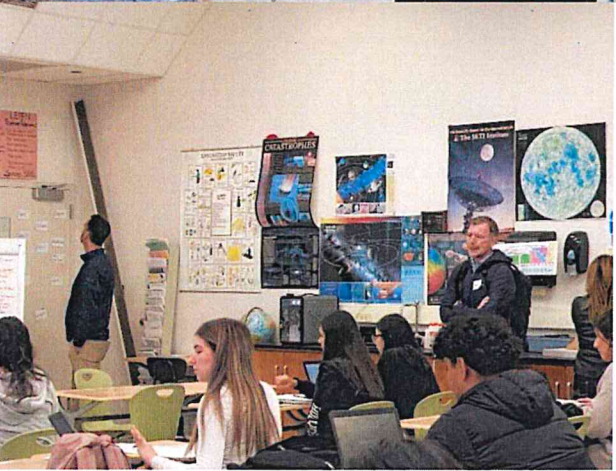
**The Results of Lindsay's Transformation (pre-pandemic data)**

- High school graduation rate – 98%
- Learners involved in gang culture – 3%
- Learners attending college after high school – 75%
- Learners completing university degree in 4 years – 57%
- Seven years of academic achievement gains
- School Safety and Climate Index Survey- 99<sup>th</sup> percentile



	3	2	1	0
<b>S</b>	• Hands to yourself • Hands in your lap or behind • Raise hands to talk nicely • Be "quiet"	• Walk slowly • Wiggle hands • Touching but accident • Talking when you need to be quiet • Late but not your fault	• Stop talking • Raise hand and waiting out • Patch to meet • Interrupting when a talking partner is talking	• Touch or hitting • Run • Be out of line • Interrupting when a talking partner is talking
<b>O</b>	• Come on time • Focus	• Some work done • Taking while doing work	• Doing work slowly • Talking during work slowly	• Not doing work • Not trying
<b>A</b>	• Finishing work • Focus on yourself • Using SOAR • Following the rules or instructions	• Using SOAR a little bit • Some work done • Not trying	• Not finishing work • Little bit done • Focusing on others	• Not finishing work • Not using SOAR • Bad words • Not listening • Talking to your neighbor • Yelling
<b>R</b>	• Being kind • Listen to the speaker • Eyes on speaker • Be polite	• Kind listening • Sitting next to front • Forget but sorry • Be messy up	• A little bit of listening • Negotiating • Being mean • Shouting puppets • At hands	







Pictures Taken by Trustee Murray



