

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
**Minutes of the Board of Trustees' Meeting of September 22, 2022**

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).
2. Superintendent evaluation.

**RECONVENE INTO OPEN SESSION - 7:04 p.m.**

**B. ROLL CALL**

Board Members:	Mr. John Baker - Present Dr. Chialin Hsieh - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Katrina Oller, 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 Alta Loma MS student Yunn Lee. Principal Nina Mendez said Yunn maintains a 4.0 GPA, enjoys volleyball, and joined the school's leadership team in the 8<sup>th</sup> grade.

**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 said the PTA Council is changing the setup for their upcoming meetings. They will be using a more informational format and he hopes this type of meeting will be something they can use most of the year to reduce their business meetings to two or three per school year. This will provide more time for presentations from the Board and Administration as well as other speakers or presenters the Council brings in. "We're hoping to just kind of streamline and keep it more enjoyable and more informative and less business-like as much as possible. We find that if we're having a good time and getting good information, the meetings move faster and there's a lot less back and forth that way and more people will want to be at those meetings." He also reported that the Council is applying to the National PTA for a "Families in STEAM" grant. If they receive it, the Council would be able to sponsor a STEM-based online science fair for the elementary sites. "This is our first time really reaching out for something like that and I think it is going to be something we want to do more of in the future." He reported that there will not be a report at the October 6 meeting.

**H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS**

**South San Francisco Federation of Adult Educators** - President Elizabeth Bales-Stutes said her membership is consulting with their union representative to begin the process of setting up a sunshine proposal for this year's negotiations. She said the Adult School is small, with only six teachers. Their morale is good, but they have things to say, beginning with salary negotiations. They look forward to a cooperative, collaborative effort to improve things.

**South San Francisco Classroom Teachers Association** - None

**California School Employees Association Chapter 197** - None

**I. PERSONNEL COMMISSION** - Assistant Superintendent Jay Spaulding reported that the last meeting was held on September 19. During that meeting, they

ratified six position announcements and nine eligibility lists. The next Commission meeting will take place on October 17, 2022.

**J. ITEMS FROM BOARD - None**

**K. SUPERINTENDENT'S REPORT - None**

**L. STUDENT TRUSTEE REPORTS**

1. Katrina Oller, Fall Student Trustee and ASB President El Camino High School highlighted the following recent and upcoming events at her site: Freshman elections also took place at the end of August; a Spirit Day was held last Friday with the theme of Country vs. Country Club with students dressed for a rodeo or a tennis match; during September, several clubs and class offices had fundraisers and restaurant takeovers which were successful with profits being used for events like prom; with the start of Hispanic Heritage Month on September 15, leadership students had an Instagram takeover to review a local Mexican restaurant and spread the word about Hispanic businesses in the community; each Friday during Hispanic Heritage Month, leadership will play Hispanic music in the courtyard; and a Junior Act of Kindness event occurs on October 7.

Ms. Oller recognized two ECHS students for their accomplishments. Junior John Carlo Ray received a National Hispanic Recognition Award from the College Board for excelling in the PSAT and maintaining a 4.35 GPA. Senior Calista Lynch received an early decision and will attend New York University to continue her academic and swimming career.

2. Tania Torres, ASB President South San Francisco High School shared the following news from her school: the ASB Welcome Back Rally and Spirit Week were very successful with students, teachers, and staff enjoying the performances and activities; Club Rush took place on September 14 with around 30 established and new clubs participating this year; Homecoming will take place the week of October 10 with a Homecoming Spirit Weekend Rally and ends with the Homecoming Dance on October 14; the Drama Department is holding auditions for the fall play, Shakespeare's *Taming of the Shrew* which will open on October 27; the varsity football team played Jefferson HS on September 9 with a final score on 20-18; girls volleyball also defeated Jefferson HS on Tuesday; and the girls golf team won two games in a row this past Tuesday and Wednesday;

For Hispanic Heritage Month, Ms. Torres spoke about the Ballet Folklórico program which embodies the Latinx culture and history as South City's own. She acknowledged this program that was founded by Patricia Martinelli and Martin Cruz 31 years ago. "Everyone in our school community feels the same way about this program. It's a pillar of our community and unites people from so many different backgrounds and keeps so many students engaged in their

culture and their community.” “This is one of the best...things South City has to offer, and moving forward, we have to continue to recognize their worth and what they give to our community. And in turn, properly compensate them for all their hard work. We are so proud of them.” President John Baker said he was honored to see the Ballet Folklórico Friday night. Vice President Mina Richardson said students take pride in the performances and dancers add personal touches to the special shirts they wear.

**M. PUBLIC COMMENTS** *(One comment was made during the Bay Ed Fund presentation.)*

**N. INFORMATION ONLY PRESENTATIONS**

**a. Teaching and learning presentation:  
Alta Loma Middle School**

Principal Mendez shared educational priorities and programs at Alta Loma Middle School.

District/ALMS LCAP Goals

Principal Mendez said ALMS goals are in alignment with the District's goals.

**Academic Achievement** (LCAP Goal 1) - By the Spring of 2024, students will increase by 5% in schoolwide performance for both math and ELA when compared to the 2020-21 schoolwide CAASPP data. They developed a three-year goal with an incremental step to support the process of reaching their goal by then.

**Staff and Professional Development** (LCAP Goal 2) - By the Spring of 2024, ALMS staff will demonstrate the ability to support Common Core education aligned with District priority initiative standards, integrate current educational technology practices, and create a safe and positive learning environment for all students as measured by CAASPP data, the California State Dashboard data, as well as Healthy Kids surveys, or other site-specific survey data.

**Student, Parent, and Community Engagement** (LCAP Goal 3) - By the Spring of 2024, all students will exhibit a 3% decrease in absenteeism and a 3% increase in participation as shown through the schools PBIS, SEL and restorative programs, counseling approaches and school extracurricular activities. Principal Mendez said ALMS is focusing not only on student participation but they are building capacity to enhance the community and the whole family. They believe that building these relationships with the community in its entirety will benefit the continued growth and achievement of everyone.

**Special Education** (LCAP Goal 4) - By the Spring of 2024, after receiving instruction guided by the District approved curriculum/programs, all ALMS students with an IEP will demonstrate a 3% growth in ELA and math when compared to the 2020-21 schoolwide scores. Principal Mendez said through their needs assessment, it is clear that their students with disabilities (SWD) remain a focus for the District and especially ALMS.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience by visiting classrooms daily, collecting walk through data and providing ongoing feedback to teachers and support staff. Principal Mendez said her site is focused on academics but understands that consistent communication and strong relationships allow students to grow and achieve to the best of their ability.

Culture and Relationships

**PBIS Tier I**

- Community building lunch activities, school community building days (Halloween Carnival), music and games, and Red Ticket Free Dress Friday

**PBIS Tier II**

- Mentor program, Academic Centers, Community Circles have expanded and they have begun Restorative Circles, and the Safe School Ambassadors Program (SSA) is still going strong with the school having completed the second year of training.

**Wellness Committee** - supports students and staff.

- SEL lessons, Peace Corners, Sown to Grow, a recent addition to the program with weekly student surveys and modules monitored by advisory teachers, counselors, and administration, and Zones of Regulation.

**Equity**

- Review of school policies handbook revised for 2022-23
- Looking at academic inequities for 2022-23

**Spirit Events**

- Student vs. staff games and competition, grade level team assemblies/activities, clubs, lunchtime activities, and drama performances.

**Community Changes**

At the end of last year, students were asked what would make them feel more connected to the school. A lot of feedback was received and many suggestions have been implemented already.

- Outdoor classroom and study space designed by the Junior Honor Society
- Murals around campus
- Family Restorative Circles
- Family Academic Nights
- Passion projects are six-week courses before or after school with teachers introducing students to activities and skills they enjoy including volleyball, yoga, robotics, gardening, etc. This year 100 students signed up for these courses. A second round is being considered. The goal is for students to interact with teachers they do not have in classes and make connections with adults on campus.
- Beautification projects and inviting spaces on campus were most suggested by students.

#### Demographics

ALMS has 651 students this year. 37% are identified as socioeconomically disadvantaged, 20% are SWD on IEPs, and 14% are English Learners. There is a diversity of ethnic backgrounds, languages, and cultures with 49% of students being Hispanic/Latinx, 21% Filipino, and 16% Asian being the largest groups.

#### Attendance Snapshot (8/1-9/1/2022)

Principal Mendez shared the average daily attendance by ethnicity. It includes both excused, quarantine and illness, and unexcused trips or there was no reason given. For the total student population, the attendance average for this time period was around 92%.

#### CAASPP Data - All Students

Principal Mendez noted that ALMS met the federal participation rate of 95%. ALMS increased the number of students taking the CAASPP assessments over last year as all grade levels were at 94% or higher.

#### CAASPP 2022 by Student Group

The highest performing groups in both ELA and math were Asian and Filipino. In all categories, female students scored higher than their male counterparts.

**ELA** - 51% of students met or exceeded the standard for ELA. 26% of students nearly met the standard, and 24% did not meet the standard. The scores improved by 8.85% over last year. They began targeted supports for EL and SWD since their performance of +6% and +1%, respectively, was below the school average.

**Math** - 34% of the students met or exceeded the standard for math. 28% of students nearly met the standard and 38% did not meet the standard. The school had the same pattern with the two significant subgroups in math. The performance of EL and SWD was +3.46% and

-.64%, respectively, was below the school average. Principal Mendez said they will continue to focus on improving the scores for SWD.

#### ELCAP Summative Scores

41% of ALMA students were proficient. The class of 2022 cohort increased by 35%, and the class of 2023, by 28%.

#### 2021-22 Action Items

Principal Mendez reviewed the student supports at ALMS. She highlighted the following two items.

- **Targeted Support SWD**
  - Department goal focused two teaching strategies to engage and support (by May 2023)
  - Semester progress reports on goals
  - Quarterly grade analysis
  - Push in classes to support resource students
  - Target goals embedded in the IEP
  - Focus group during PLC Cycle of Inquiry Process
  - Site-wide Professional Development from ED Specialist
- **Targeted Support ELD**
  - ELD Elective class developed by grade level and ELPAC LEVEL
  - Teacher Coaches designated to support staff during the school day/year
  - Observation assessment tool developed to identify Professional Development tailored to individual teacher understanding and need.
  - Quarterly Progress Reports
  - ELD Elective
  - Quarterly Grade Analysis
  - Focus group during PLC Cycle of Inquiry Process
  - Parent Night for ELD Families
  - Additionally, ALMS focused on site-wide Academic Vocabulary and Literacy Strategies. They introduced three strategies (annotation, Talking to the text, Academic Vocabulary and Hypothetical Graphic Organizers) to staff and have focused on ensuring all teachers use these strategies to engage learners.

Trustee Chialin Hsieh complimented Principal Mendez on the presentation and said it is good to see the goals being met or exceeded. She asked if there are other measures to use apart from the standardized test. Principal Mendez said teachers engage in cycles of inquiry with their students, and are getting data daily on how the students are receiving the information, and adjusting lessons and strategies based on student need. Assistant Superintendent Keith

Irish added that with scope and sequence, they have end of units assessments in ELA and math and the leadership team, such as English teachers, might decide to conduct their own assessment halfway through the school year. Dr. Hsieh noted that they can see students learning in real time. Mr. Irish reported that starting October 10, students take the first end of unit assessment.

President Baker said that math across the District is hard to teach, especially via distance learning in the past few years. He asked if ALMS has the resources in place to support the great math teachers, since it seems that some factor is holding back some students. He said, "...test scores don't measure everything, but you know, they are indicative that there's something that we need to work on." Principal Mendez replied that during their cycles of inquiry, teachers are focusing on EL and SWD students and identifying strategies that are supporting them. Through this process, teachers will be able to pinpoint the strategies that will help their students succeed in the long run. Mr. Irish added that SSFUSD has participated with Elevate math in summer school and seeing great results, so he will be proposing targeted intervention after school or in the day with Elevate Square. He said the math standards are changing right now, so the District is in the process of starting a possible adoption at all three grade levels. They will need to realign the scope and sequence again when they start that process. He realizes the focus needs to shift from ELA to math. President Baker agreed that it may be time to devote some resources towards mathematics as well.

Trustee Patricia Murray said she appreciates the collaboration with the community. "You reached out to the students and got their suggestions. You reached out to the families and your staff, and I think that's really a sign of a really successful school."

Vice President Richardson thanked Principal Mendez for the update and said even a little EL progress in math is movement in the right direction.

Student Trustee Oller said "Something that stood out to me is how you took suggestions from your students and actually implemented them into your campus, because at the end of the day, the students are who we're supposed to focus on, and trying to create a community that they're actually able to learn in is something important."

Trustee Daina Lujan said she appreciated the presentation, including the data. She was glad to hear about the passion projects in culture and relationships since it is an opportunity to build the student-staff connection. Implementing student feedback makes students feel more connected to the school. While there is growth in many areas, "...you

and the team are very mindful of the gap and being strategic in your responses through the cycle of inquiry.”

President Baker agreed with the value of the passion projects and it is wonderful getting 100 middle schoolers to stay after school to participate.

**b. Middle College at Skyline College**

Director Martina Center-Goodman provided an update on the Middle College at Skyline College program, a collaboration between SSFUSD and the San Mateo County Community College District in its 8<sup>th</sup> year.

Role of Middle College

Middle College is where students take control of their education, through a partnership that provides students in 11<sup>th</sup> and 12<sup>th</sup> grade with an exciting and challenging learning environment where they are able to accelerate their academic success, by completing their high school graduation requirements, begin accumulating college credits, and developing their career goals.

Student Population

83 students attend Middle College, 35 from ECHS and 48 from SSFHS. 37 students are 11<sup>th</sup> graders and 46 attend the 12<sup>th</sup> grade. 52% are male, 47% are female, and 1% identify as non-binary. The largest student groups are Filipino at 35.7%, Asian at 28%, and Hispanic/Latinx at 17.9%. They currently have three ELLs, seven students with an IEP or a 504 plan, 45 are first generation, and three are socioeconomically disadvantaged.

Attendance Snapshot (8/10 to 9/10/22)

For this one-month period, attendance by student groups varied from 100% for Pacific Islander/Native Hawaiian, African American/Black, Non-binary, SWD, and Socioeconomically disadvantaged to 50% for white. Ms. Center-Goodman said “...most of the students in our program are eager to attend their classes, make new connections, and we also emphasize in our program the importance of attending school as our students are attending both high school and college classes.”

CAASPP and CAST Data - All Students

Middle College students met or exceeded the CAASPP standard 57% in ELA and 22% in math. The 37 11<sup>th</sup> graders had a 92% participation rate in ELA and 78% in math. The 41 12<sup>th</sup> graders had a 0% participation rate since parents opted out of having them take the Science portion of the test. She and her team, recognizing the importance of the testing process, “...have begun to develop solutions for this year to increase participation and buy-in from our students and their families.”

### Program Learning Outcomes

Upon completion of the Middle College program, students will reach:

#### **Social Justice** (75%)

- Be able to identify unfairness on an individual level and at the institutional or systemic level.

#### **Social Emotional** (75%)

- Develop mindfulness skills of themselves and others that appreciates diversity and conveys respect.
- Set goals that enhance their social emotional well-being and develop their leadership skills.

#### **Academic Standing** (90%)

- Maintain good academic standing of 2.0 GPA or higher each semester.

#### **Educational Goal Achievement** (90%)

- Graduate with their high school diploma and a minimum of 36 college units in their senior, 2-year program.
- Identify their academic and professional passions, talents, and interests, and create a plan to pursue them.

### Credit Pathway

Director Center-Goodman explained what courses students would take beginning in the fall of 11<sup>th</sup> grade through the spring of 12<sup>th</sup> grade. The maximum college credits which can be taken is 30 per year. They are "...in the process of implementing the alignment of our high school U.S. history, government and econ courses, so students will be able to receive college credit for those classes as well." This will guarantee Middle College students will have 27 transferable college credits.

### Curriculum Highlights

These include TED Talks, History Art Symposium, Market Day, mock interviews, English 110 podcast, etc. Their documentary, "Should We Care About the Cares Act", received a C-span honorable mention last year.

### Sample Schedule

Ms. Center Goodman shared an 11<sup>th</sup> grade sample schedule.

### Support Services

**Educational Access Center** - provides accommodations, counseling, assistive technology, and support services to SWD.

**Food Insecurity** - provides all students with lunch vouchers and ensures they have continued access to the SparkPoint center for groceries.

**Personal Counseling** - offers confidential individual counseling, crisis intervention, mental health and substance abuse assessments, and community referrals.

**Academic Coaching/Tutoring** - provides academic coaches and tutors for all students in both their high school and college courses. They also have embedded tutors for college-level math courses.

**Retention specialists** - work with 11<sup>th</sup> and 12<sup>th</sup> graders to make sure they feel comfortable on campus and are getting the support needed.

**Office Hours** - teachers provide three hours a day to work with students. They are able to develop relationships with them and provide extra academic support.

**Middle College Lounge** - serves as a hub where students can study, get tutoring, print papers, meet with an academic counselor or retention specialist. This is their space on campus.

Former Middle College student Isabella Estavez, from the class of 2022, shared her experiences. She is currently a freshman at San Francisco State University and because of her middle college courses, will graduate a year early. She found a strong sense of community while studying there and has maintained contact with several teachers. She thanked everyone who made middle college possible and for supporting many other students who get the opportunity she had.

#### Student Success Snapshot

Middle College students are eligible for San Mateo County Community Colleges Foundation and Goodman Middle College scholarships. Students can become members of Phi Theta Kappa Honors Society.

#### Class of 2022 Highlights

Director Center Goodman shared information on the 55 SSFUSD and SMUHSD graduates including Cum Laude status, scholarships, and which college or university to which they have been accepted and those who stay at Middle College in the Skyline College Promise Program.

Trustee Lujan said she appreciated the data on what students are being served and looking at the wrap-around supports available to them so they can connect with the school and become part of a community.

Vice President Richardson said last year's graduation was very special at the new campus building. She praised Ms. Center-Goodman for her leadership and is pleased that District students take advantage of the program.

Trustee Murray asked how students are accepted to Middle College and if they are at capacity now. Ms. Center-Goodman replied that students complete an application after which a retention specialist discusses next steps that includes counselor input on the student.

Parents provide a recommendation and students write an essay. GPAs are considered, but students who do not meet the threshold may also be capable of taking advantage of this opportunity. The Middle College goal is high school graduation and students would not get into the program if there was no a way for the college to help them with credit recovery. Concerning capacity, she said they have 102 students on a goal of 120. Trustee Murray questioned the outreach for Middle College. Ms. Center-Goodman said she works with the SSFHS college and career person and she plans to visit high schools with a presentation. They also use social media and student ambassadors to attract students.

Dr. Hsieh said she was impressed with the amazing program and congratulated Ms. Center-Goodman on her success. She asked how the students are doing in their college level courses. Ms. Center-Goodman replied that a dedicated Language Arts teacher works with the English program and the classes have been successful. This is their first semester for math classes and Skyline is one of the first middle colleges to offer transfer level math for the students. She will be able to provide more data next year. Dr. Hsieh said Middle College is helping District students, especially with being able to transfer to eleven different universities while finishing high school.

President Baker thanked Ms. Center-Goodman for the presentation and for recognizing the non-binary population. He noted the high number of first generation college students that are being served by this program. He asked how the District can help increase the amount of socially economically disadvantaged students in the program, as they comprise almost 40% of students and are underrepresented in middle college. Ms. Center-Goodman stated that the number she presented by given to her by Dr. Hew, but the students' paperwork shows more have identified as being socioeconomically disadvantaged. She believes the actual number is higher and will be meeting with Dr. Hew to make sure this information is accurate. Through collaboration, he thinks they can increase that number. President Baker also thanked San Mateo Community College Trustee Maurice Goodman for supporting this program.

Vice President Richardson asked if community members would be allowed to attend the Middle College Back to School Night. Ms. Center-Goodman said only families of students currently in the program could participate. An information night for parents and the community will be held in November since juniors can apply to join the program in January and then a similar event will happen in February for fall enrollment.

## 2. HUMAN RESOURCES

### a. Suspensions/Expulsions/Law Enforcement Contacts

Director Ryan Sebers shared information on suspensions/expulsions, and law enforcement contacts for the 2021-22 school year.

#### Suspensions and Expulsions Data

There have been 293 suspensions and 0 expulsions for the 2021-22 school year.

#### **Totals**

- 53% reduction of suspensions over 3 years, 47% reduction over 5 years, and 72% reduction over 10 years
- 100% reduction of expulsions over 3, 5, and 10 years

#### **10-Year Trend**

From 2011-12 to 2021-22, suspensions and expulsions decreased by 72% from a high of 1,058 to the current 293. In the same period, expulsions declined from 52 to 0.

#### **15-Year Trend**

From 2007-08 to 2021-22, suspensions and expulsions decreased by more than 80% from a high of 1,750 to 293. In the same period, expulsions declined from 63 to 0.

#### Suspensions by Offense 2021-22

**Middle and high schools** - of the 281 total offenses, the largest number of offences were 108 fight/threat, followed by 34 instances of substance use (alcohol or drugs). Other top offenses included obscene language/profanity, defiance, battery/force, and dangerous object.

**Elementary schools** - of the 12 total offenses, 5 were fight/threat, followed by battery/force, defiance, and bullying.

#### Suspensions by Race/Ethnicity 2021-22

Of the 293 total offenses, the largest numbers were 196 Hispanic/Latinx, 34 Filipino, 23 White, and 17 Black/African American.

#### When is Suspension and Expulsion Appropriate?

- Guiding Laws and Policies
- CA Ed. Code §48900.5 (BP 5144)  
    **“Suspension...shall be imposed only when other means of correction fail to bring about proper conduct.”**
- SSFUSD Board Policy and Administrative Regulations
- Identifying Prior Interventions/Strategies
- External Factors (family, community)
- ATS, ATE, and other restorative practices

Questions to consider

Director Sebers said there is much more to the story and administration is trying to drill down into what is actually occurring.

**Each student case presents a unique set of circumstances, resulting in variations of dispositions for specific offenses:**

- What is/was the possible motivation for the student's actions and involvement?
- What is the level of danger presented by the student's actions in the context of the incident?
- Does the student have a history of related offenses or a prior incident of the same offense?
- Does there appear to be a pattern of misconduct?
- What is the student's intervention history? (e.g. counseling, mental health support, behavioral interventions, academic support, parent outreach, accommodations and behavior support plans, safety plans)
- What is the student's current academic progress?
- Is the student receiving counseling services at school or in the District? Is the student receiving outside counseling/therapy? Are there any relevant services pending?
- Would a placement in another school environment be beneficial?
- What is the level of parent support and involvement?
- Would the student meet the **Secondary Findings** criteria?
  1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
  2. That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

External Factors to Consider

Factors that need to be taken into consideration have to do with home life, child neglect or supervision, community dynamics, associations, and connections that students may have with related conflicts.

Supports and Practices

More services have been added to target the specific needs of the students, including the following.

- Bolstering counseling support and mental health services
- Adherence to the District Expectations for Student Success Model
- Consistency, retraining
- Administrative discretion, leadership experience
- Guidance of new administrative staff/teams
- Building communication bridges with parents
- Alternatives to Suspension and restorative practices

Alternative to Expulsions (ATE) Program

This District has had this 5-day program in place for several years

thanks to former Board member and Correctional Officer Patrick Lucy. The program was not needed last year as there were no expulsions.

**Law Enforcement Contact Summary 2021-22**

- There were a total of 59 contacts. 30 were initiated by police, parents, community, or agency, 29 were initiated by a school site, and 14 included SLO consultations and assistance.
- 54 incidents were handled by SSFPD, four by DCPD, and one by BART PD.

**Contacts by school sites**

Director Sebers explained that a contact does not mean an issue or an illegal thing happened. It means the police could be following up on information or possibly some criminal activity. The schools with the highest number of contacts were SSFHS, Parkway Heights MS, and ECHS.

**Purpose of contacts**

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

**Student information**

Mr. Sebers provided a grade distribution with the number of contacts, which could change any given year. He said there is no real reason why one grade level would be higher than any others. 6<sup>th</sup> grade and 12<sup>th</sup> grade had the largest number of contacts in 2021-22. Males students accounted for 41 contacts vs. 24 for female students.

**Contacts by race/ethnicity and enrollment**

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

Race/Ethnicity		Enrollment	
		Students	Percentage
36	Hispanic/Latinx	3842	46.21%
8	Unknown	36	0.43%
5	Filipino	1817	21.85%
5	White	657	7.90%
4	Chinese	1017	12.23%
3	Samoan	70	0.84%
2	African American	168	2.02%
2	Asian Indian	121	1.46%

The Board recessed at 8:32 p.m. for a break and reconvened at 8:46 p.m.

Dr. Hsieh thanked Mr. Sebers for his amazing report and appreciated hearing of the external factors to consider which treats the whole student instead of just the behavior at the time of an incident. She noted that the YSB counselors, which the Board approved, have had a huge impact on reducing the suspension rate. Also, the Coordinator of Restorative Practices working in the Alternative to Suspension program has allowed the District to expand that program. She asked Mr. Sebers to articulate on the law enforcement contacts. He said there were 14 SLO contacts in which they were consulted or assisted in some way, either working alone or with another officer, but noted that this is only a small fraction of the assistance they provide the District on a daily basis. Since approving the MOU, there are two SROs, Corporal Tom Lopez and Officer Michael Valdez, that the District works with. They respond to situations in a very rapid fashion, rather than going through the police dispatch phone numbers. "They can assist in ways that directly support, without having to actually make it a police contact or a report issue." They help proactively and are very responsive. He acknowledged that new Chief Scott Campbell has continued to provide that support following Chief Jeff Azzopardi's retirement. Trustee Hsieh said she was glad to hear of the great relationship between the District and the police to support the schools.

President Baker asked how the officers helped in the 2021-22 school year when the SLO program was suspended at that time. Director Sebers replied that while they were not acting in the traditional SLO position, they were still active for SSF PD and responded to school concerns. Instead of using a general dispatch phone number, the same officers were the point-persons still responsible for dealing with school issues.

Trustee Murray thanked Mr. Sebers for the thoughtfulness he puts into the data and student focus. She appreciates that the students are the ones that benefit.

Vice President Richardson asked how many chances a student has before they are taken to the next level. Director Sebers replied that it depends on the type of behavior and said a student's misconduct can manifest in many ways. "So, when you are talking about a continuum of intervention, it's usually you're starting with the least restrictive tier." He said the *District Expectations for Student Success* includes a behavior matrix for all possible student offenses from the least to the most severe type of response. "...you are trying to approach the situation from a mental health perspective, you are going through one of our restorative programs or restorative circles." "...you have walked through a significant number of steps to the point where the student is

presenting either very disruptive behavior or some kind of a safety related behavior and you've done...parent communication, etc., there comes a point where unfortunately suspension has to be utilized. Not always but it can happen." It is for the student's benefit to remain at school as long as possible and to try and solve the problem, not just the symptom. Vice President Richardson shared that she has seen a police car in front of the SSFHS campus a few times. She thought they would not be too obvious to the public and scare the students, which is the feedback she has heard. Mr. Sebers said the police are sometimes on campus for child protective services issues or an abuse issue and there are many reasons why that vehicle could be there. He added that SROs are careful about their presence and the need to be sensitive. They will contact school administrators if they will be on campus and communicate the reason. Vice President Richardson said she was discouraged to see police at last year's graduation. Director Sebers noted that depending on the event or the scale of the event, there are different safety needs. It is within the administrator's discretion to have police on site and the District would approve that in advance. "...to knowingly not have the amount of support that should be there...could unto itself be somewhat of a liability issue as well." Trustee Murray said the reason police were on campuses, where principals wanted their presence, was due to a school shooting a few days prior. The police wanted to be there to make people feel safe.

Trustee Lujan said she appreciated the honest look at the data and the recommendations made by Director Sebers. He takes the time to understand what the data is saying about what is happening at a site, what the students need, etc. This is clearly making an impact and she thanked him for his efforts.

President Baker recalled that when he began serving on the Board in 2016, the Trustees had to decide on expulsions at nearly every meeting. Now that is something they have not had to do in years and he appreciates that expulsions are rare. "Because it's important to recognize that...one step can send...someone from the school to the prison pipeline. We are avoiding that and finding resources to support these students." He asked about the 22 students suspended last year for defiance when the Board had requested to not use this as a cause. Mr. Sebers said it is not just a Board request, but it is the law based on the Ed Code. "What you're looking at there are instances where something is a repeat behavior..., when you're looking at multiple interventions that are being done, if a student is having a repeat behavior...and defiance encapsulates several different situations." "...you're working with the students to the best of your ability; you're trying to resolve the issue and you've gotten to a point where unfortunately suspension is having to be utilized in that situation."

President Baker referenced the contact summary by grade level and asked if it includes victim contacts, investigations, etc. since it is unlikely the police would be called on a kindergartener or first grader. Director Sebers said it could be that a parent initiated something they need support or a community member said someone was throwing rocks and the officer had to come, but it does not mean a criminal activity was involved. "Early grade levels would not be a hot spot for things that are occurring criminal-wise."

Vice President Richardson asked about an assembly bill (AB 420) regarding not suspending students for willful defiance which was on a 5-year trial basis and whether it was going to be extended. Director Sebers said he was not familiar with that statute and would look into it.

### **3. BUSINESS SERVICES**

#### **a. Fiscal Services Department**

Director Rajpal Bal provided an overview of the Fiscal Services Department including staffing, reporting deadlines, challenges, and achievements.

##### District LCAP Goals

Director Bal said Fiscal Services indirectly supports all District goals and priorities.

##### CAR (Communication, Achievement, Relationships)

Director Bal said her department is focused on the car mirrors where they reflect and grow in their professional practices.

##### Overview of Fiscal Services

The department is composed of the following four divisions: Budget, Accounting, Payroll, and Reprographics. Ms. Bal said that Fiscal Services is facing difficulties filling three Accounting and one Reprographics positions. Budgeting focuses on the annual budget development, monitoring, interim reporting, position control, and audits. Accounting focuses on purchasing, fixed assets inventory, 1099 reporting, accounts receivables, accounts payables, bank reconciliations, and overseeing ASB funds. Payroll mostly focuses on employee compensation, leaves of absence, employee benefits, and PERS and STRS reporting. Reprographics is responsible for printing services for both the District Office and SSFHS and mail distribution.

##### Staffing Challenges

The Fiscal Services team is composed of 13 staff members performing various financial services for the entire District. Each position is vital to the department's success, and with the unfilled positions, workloads have been distributed amongst current staff members and department

leaders in order to meet crucial deadlines. Ms. Bal thanked her staff for working long hours and weekends in order to meet deadlines and keep the District in compliance with State and federal laws.

#### Reporting Deadlines

Director Bal reviewed the many non-negotiable deadlines the department must follow, including those for the budget adoption, unaudited actuals, financial audit, LCAP updates, first and second interim, etc. She also highlighted the steps Payroll must follow to ensure everyone is paid on time.

#### Accomplishments

- Fiscal Services implemented the use of Informed K-12 online forms in 2020-21 and has added more forms in 2022-23. Moving away from paper forms provides users the ability to retrieve live financial information in a user friendly and easy to read format.
- Financial 2000 is the District's Accounting and Financial System which provides users with the ability to retrieve District-specific financial information in a user friendly and legible format. This system is used by District Office administrators and administrative assistants, as well as site administrative assistants.
- SSFUSD has had zero audit findings for the past two years and improved processes to avoid prior findings. The Federal Program Monitoring and Child and Adult Care Food Program audits had no finding on the fiscal component side.
- Fiscal Services has conducted Professional Development trainings in forms, policies, procedures, timecards and payroll deadlines, purchasing, ASB overview, and educational reports for administrative assistants. Staff has also participated in trainings which increase efficiency and effectiveness.

#### A Look Ahead FY 2022-23

- Launch additional fiscal forms on the Informed K12 platform.
- Develop procedures for contracts.
- Work with the SMCOE to automate purchase requisition process.
- ASB training for site staff
- Provide professional development opportunities for Fiscal staff.

#### Celebrations/Team Training

Ms. Bal said the Fiscal Service Department participates in retirement, birthday, and holiday celebrations and team building exercises.

Trustee Lujan thanked Director Bal and her team for their work, especially while short-staffed. She said the work of Business Services is often not understood by District staff and she acknowledged keeping

everyone together during difficult circumstances.

Trustee Hsieh also thanked Ms. Bal for the detailed presentation. She appreciates the work involved in meeting payroll deadlines within tight deadlines.

Trustee Murray thanked Director Bal for her comprehensive report and said she appreciates all the work the department does, especially being short-staffed.

Vice President Richardson thanked Ms. Bal for her work, which does not go unnoticed.

President Baker thanked Director Bal for the presentation and working extra hard to make up for the department vacancies.

Director Bal recognized Ms. Jennifer Chan as her right hand, for the tremendous number of hours and days she works to get things done.

## **O. PRESENTATION WITH POTENTIAL ACTION**

### **PRESENTATION**

#### **1. ADMINISTRATION**

##### **a. Bay Ed Fund**

Representative Ash Solar shared information on a partnership with the Bay Ed Fund and SSFUSD to co-design a vision for students and implement strategies for change.

Superintendent Shawnterra Moore provided some background on this partnership. She said in late Fall 2021 the District was approached by the Bay Ed Fund leaders, Messrs. Solar and Paul Keys, and discussed their ideas for trying to meet the needs of the students. After many conversations since that time, it was felt that they should present to the Board and community, which would result in an agreement for working together to amplify the community voices in order to serve students in the most equitable ways.

Mr. Solar said the company launched in February 2022 with a team of four who have spent their careers in education. He said the "... organization exists to support districts and communities to make the most of the moment we find ourselves in. To realize inclusive equity centered school transformation, we think this moment is particularly critical because the pandemic has raised an awareness amongst families and community members about opportunities to be more invested in their children's' education and we think that this moment has made clear that for transformation work to really take root, it's got

to involve good listening and as many stakeholders as possible of a shared vision.”

#### The Bay Ed Fund statements

We exist to support districts and communities to make the most of this moment to realize inclusive, equity-centered, school system transformation.

We believe transformation begins with deep listening and the co-creation of a shared vision. We believe the pandemic has created a profound need and opportunity to more deeply connect and empower student, families, and teachers.

#### Vision

Every student receives a public education that prepares them to thrive at 25 and beyond in the Bay Area.

#### Mission

Build a community investment fund that catalyzes local movements and transforms district capacity by bringing together families, communities, teachers, district leaders, and philanthropy to co-design a vision for students and implement proven solutions for change.

Mr. Solar said the core of their work is reimagining the role of philanthropy. They are a “what” fund and not a “how” fund. They are not interested in telling a district or community the type of work they need to take on what initiatives to pursue. “...if we invest in how communities come together and how they identify root problems and how they identify solutions together, and find ways to be in service of that work it will go a lot further towards impact for students and families.”

#### Five Foundational Pillars of Work

**Leading Collaboratively:** A diverse group of people and organizations in the community collaboratively center the experiences of our most marginalized students and families while working to realize more equitable outcomes.

**Shared Community Visioning:** A responsive, co-designed vision anchors and aligns work across stakeholders to produce and sustain more equitable and transformative outcomes.

**Local Capacity Building:** To realize a shared community vision, deep and sustained investment must be made in building the capacity of students, families, educators, community organizations, and coalitions, as well as the district.

**Evidence-Based Decision-Making:** Beginning with youth, family, and educator perspectives, the community coalition rigorously analyzes

data and researches relevant best practices to produce more equitable and transformative outcomes.

**Empowering Investment:** Local philanthropy must play a responsive, empowering role to build capacity and sustain impact towards a community's vision over 10+ years.

#### The Theory of Change

This relies on bringing communities together to co-design and realize a transformational vision. Co-designed vision that transforms student experiences and outcomes.

**Empowered Families and Students** advocate as equal partners to create and realize a shared vision for better experiences and outcomes.

**Committed Community Coalition** of nonprofits and government agencies use their resources and expertise to co-create a shared vision and accountability structure and then work to realize that vision.

**Aligned System Leaders and Educators** work collaboratively with community to implement strategies to dramatically improve school performance.

**Empowering Philanthropy** enables collaboration and capacity building in pursuit of the community's co-designed vision over 10+ years over four phases.

#### Four Phases

The deepening partnerships with the District and communities are accomplished over four phases. The proposed MOU is the beginning of the second phase.

#### **Phase 1 – Exploring**

- Deepen relationships and trust while learning more about each other's work, including through recurring meetings.
- Begin deep listening campaign to understand the experiences, narrative, aspirations, and needs of a diverse set of stakeholders, particularly the most marginalized students, their families, and those who support them.
- Draft MOU and data sharing agreements for next phase of partnership.
- Identify 10-12 community members to form core planning team for the co-design process.
- Duration is 3 to 12 months.

#### **Phase 2 - Co-designing**

- Invest in capacity to facilitate a successful co-design process.
- Convene a broad and diverse community coalition for co-design

process.

- Complete the deep listening campaign.
- Complete a set of organizational diagnostics to understand current capacity.
- Finalize a vision and aligned strategy that bridges current reality to the community's vision for kids.
- Duration is 1 to 1.5 years (end of June 2023).
- Annual District grant of up to \$750K to \$1.0M.

### **Phase 3 - Implementing**

- District aligns critical resources - people, time, and money to the co-designed vision and strategy.
- District builds internal infrastructure and capacity and works with external partners as needed to implement strategy.
- Community coalition continues to empower community to monitor progress and inform adjustments as the work unfolds.
- Bay Ed Fund commits to 3 to 4-year implementation grants for district and community work.
- Duration is 3 to 4 years (July 2023 to June 2027).
- Annual District grant of up to \$750K to \$1.0M.

### **Phase 4 - Continue Improving and Sustaining**

- District and community coalition assess progress to date and re-engage the broader community to refresh vision and strategy as appropriate.
- Complete organizational diagnostics to understand progress building capacity and to inform priorities for capacity building work ahead.
- Revamp strategies to continue bridging current reality to the community vision for kids.
- Begin institutionalizing approach through policy, aligning planning and budgeting cycles, job descriptions, etc.
- Duration is 3 to 4 years (July 2027 to June 2031).
- Annual District grant of up to \$500K to \$1.0M.

### Objectives

1. **Build and deepen working relationships** with each other and with the greater SSFUSD community, with the goal of agreeing to a multi-year partnership and an on-going funding relationship focused on closing student proficiency and opportunity gaps.
2. **Facilitate a deeply inclusive and empowering strategic planning process** that begins with deep listening and culminates in a vision and strategy co-designed with students, families, educators, and community partners.
3. **Address urgent and immediate needs** in the service of students, families, and educators.
4. Ensure that the District has the internal capacity and access to

necessary external partners to **assess current capacity across key functions** such as instruction, financial health, and data-driven decision making.

## M. PUBLIC COMMENTS

Cynthia Velez said the grant sounds great, but is ambiguous and vague. The reality is not happening now as parents are not allowed on campus. This disempowers parents instead of engaging them, which is shortchanging students. She encouraged the Board to vote 'no' on the grant and the data sharing agreement.

Vice President Richardson said, as a Board member, she realizes the District has struggled most of her time here. She agrees with making evidence-based decisions. While the District is challenged with employment, which may hinder progress of this effort, she supports the approach and knows Dr. Moore will do everything she can. She welcomes the agreement for at least one year and then seeing how well it goes.

Trustee Murray said she appreciates the Bay Ed Fund's vision and thinks it will serve the District well. She asked how they will outreach to parents and the community and how will they decide who will be part of the visioning process. Mr. Ash replied they will take direction from the District and community for which students, families, and communities should be prioritized for outreach. They plan to support family and community members in leading the outreach and providing resources they may need.

Dr. Hsieh asked how the Bay Ed Fund will assess if the District is doing the plan. Mr. Ash replied they define success in doing that in partnership with the community. Right now, "...Dr. Moore is engaging [the] community and team to figure out what would it looks like to have a truly equity centered and strategic planning process." He said their philanthropy is different since they don't use metrics, but ask what they are trying to accomplish and have District leadership and the community define success. Trustee Hsieh asked what the Bay Ed Fund gains in this endeavor. He said their team hopes to model and partner with districts and communities to jointly create a vision and provide time to do the work at a reasonable pace and go further for the students.

Trustee Lujan thanked them for the presentation and thinks it is an interesting opportunity. She was an early interviewee in the process and asked Mr. Solar for some examples other districts may have done or they would do for SSFUSD. He replied that they have made a small grant with the Scoot partnership to provide permanent site-based substitutes to improve the immediate need for improving the substitute

teacher fill rate. “In terms of the work ahead we're really excited to support the strategic planning process...working with the District team as well as Attuned.” “... we deliberately do not have a lot of budget items in this grant process because we know it's going to have to be responsive to the needs of the District and the community as that work unfolds and similarly, to the extent other immediate needs emerge in schools or the District, we want to be responsive based on the local contacts. And we imagine that what makes sense to invest in as priorities here, doesn't necessarily have to be the same as other districts we work with. And we very deliberately want to be flexible to be responsive.”

President Baker asked about the data sharing, what the data would be used for, and being able to opt out. Mr. Solar said, “...we don't intend to use the data ever without being in alignment with District leadership in terms of who we might reach out to.” “...we support small and mid-sized districts to figure out how to invest in capacity and tools that can be helpful. And so, in this case, we've invested in a program that can support phone calling and door knocking.” They want to hear from the families that are least likely to come to an event. The data sharing agreement is a tool which parents and community leaders would use for that outreach. If families have opted out, no information would be shared with the Bay Ed Fund.

President Baker asked about funding sources and the Bay Ed Fund's major donors. Mr. Ash said they prioritize local and regional independent funders. Two anchor funders are Michelle Boyers and Tammy Crown and Tipping Point, dedicated to eradicating poverty in the Bay Area, is a grantor. President Baker said he wanted to make sure the District was “...not getting money with a lot of strings attached other than your general vision to improve equity and help districts in need.”

President Baker asked if the District were to choose a different partner after a year and a half, “...we could still move forward with the effort that you helped develop [and] it is not copyrighted or proprietary.” Mr. Ash confirmed this was correct.

Dr. Moore addressed Ms. Valez's comment. “I can definitely sense that there is frustration and a feeling that we are not inviting of our parent community.” Neither the Board, Cabinet, or she have ever indicated that parents are not welcome into the schools and campuses. She noted that the secondary level Back to School Nights happened in-person. The elementary site administrators, using extra caution, agreed to having virtual Back to School Nights before allowing families back onto campus. “... the day-to-day operations of the school...are up to the principal based on health and safety and making sure that we

can keep our campuses safe and in instances where there are a lot of people on campus we have to be able to contact-trace to be able to find the source.” “I think you are going to see more and more opportunities open up so that our parents are able to come back pre-pandemic and engage in similar ways as before. I want to make it clear that we are certainly not dictating or communicating that parents are not welcome and it has been something that has been addressed with all of our leaders across the District.” “And if there are concerns I would just encourage you to go to your specific school leader and really address it through that avenue.” President Baker requested a Board update on any policies regarding parents, volunteers and others being on campuses.

Student Trustee Oller left the meeting at 10:00 p.m.

## **ACTION**

### **1. ADMINISTRATION**

#### **a. Approval of the Bay Ed Fund MOU**

MOTION #44 (Lujan/Richardson) to approve the MOU with Bay Ed Fund for a one-year period. Motion Carried (Unanimous)

#### **b. Approval of the Bay Ed Fund Data Sharing Agreement**

MOTION #45 (Richardson/Lujan) to approve the data sharing agreement between the District and the Bay Ed Fund. Motion Carried (Unanimous)

### **P. CONSENT AGENDA**

Vice President Richardson expressed concern with Item 2a, Sonrisas Dental Health free screenings. She questioned who would be delivering the service and felt the examinations may not be appropriate for the age group of small children. Dr. Moore confirmed that the assessments would be conducted by California board certified and licensed dental hygienists and dentists. The only tool they will use is a small mouth mirror with their fingers to be able to see the teeth. Vice President Richardson said more children could benefit from this service, such as students at Los Cerritos ES, another Title 1 school. Trustee Lujan thanked staff for bringing this item forward and said many students could miss school due to dental issues or mouth pain. She asked if the program is successful at the selected schools, whether there is an opportunity to expand. Assistant Superintendent Irish replied that Sonrisas Dental Health is open to the partnership and is providing this service for free. There is a capacity issue and expansion will be discussed at the end of

the school year. He added that this is not a mandate and parents are able to not accept the oral screening.

Dr. Spaulding updated a certificated contract for 2022-23. Maria Nielo was listed as a new hire at ECHS, but she is actually at Los Cerritos ES.

MOTION #46 (Hsieh/Murray) to approve Item 1a, San Mateo County Superintendent's Children's Center CSPP 2022-23 preschool contract; Item 1b, Star Vista agreement for 2022-23; ~~Item 2a, Sonrisas Dental Health free screenings~~; Item 2b, Vision to Learn free screenings; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 4a, Purchase Order Listing, July 1 - 31, 2022; Item 4b, Warrant Register, July 1 - 31, 2022; Item 4c, Cash Receipts, July 1 - 31, 2022; Item 4d, Declaration of surplus items; Item 4e, Gifts to the District, September 2022; Item 4f, 2022-23 fundraising events; Item 4g, Professional service agreements under \$25,000. Motion Carried. (Unanimous)

MOTION #47 (Murray/Lujan) to approve Item 2a, Sonrisas Dental Health free screenings. (AYES: Baker, Hsieh, Lujan, Murray; NOES: Richardson). Motion Carried on a 4-1 vote.

MOTION #48 (Richardson/Hsieh) to approve extending the meeting to 11:10 p.m. Motion Carried. (Unanimous)

## **INFORMATION/DISCUSSION**

### **1. HUMAN RESOURCES**

#### **a. Update on District Enrollment**

Human Resources Assistant Superintendent Spaulding reviewed information on the enrollment of SSFUSD students for the 2022-23 school year and an enrollment trend for the last four years.

##### First ten days of enrollment (difference between 2022 and 2021)

- The enrollment for the total District increased by four students from last year to this year, from 7,877 to 7,881. These numbers can fluctuate a bit in the next few weeks, but not change substantially.
  - Elementary school - increased by 34 students.
  - Middle school - increased by nine students. Parkway Heights MS showed the most growth.
  - High school - decreased by 56 students.
  - Other programs including independent study and middle college increased by 17 students.

##### Four-year enrollment trend (after the tenth day of school)

Dr. Spaulding reviewed the following comparison of student enrollment at the 10<sup>th</sup> day of school for 2019-20, 2020-21, 2021-22, and 2022-23.

- 2019 compared to 2022 showed a decline of 2.0% decline in elementary schools, 7.0% in middle schools, and 1.5% in high schools.
- The majority of the decline has been in TK, kinder and 1<sup>st</sup> grade students. Many younger employees in the current work force are career-focused and not starting families at an early age. The District is in an expensive area and buying or renting homes is not possible for many.
- For the entire District, there was a loss of: 404 students from 2019 to 2022.
- In the last four years, the District has seen a decline of 6.5% in the student population.

**SSFUSD 4-YEAR ENROLLMENT TREND**

School	Actual Students 8/28/2019	Actual Students 8/28/2020	Actual Students 8/24/2021	Actual Students 8/23/2022	Difference btwn. 2022 and 2021
Buri Buri	620	604	571	575	4
Junipero Serra	296	311	291	295	4
Los Cerritos	291	284	271	299	28
Martin	406	386	353	382	29
Monte Verde	526	564	546	529	-17
Ponderosa	397	381	377	346	-31
Skyline	414	394	369	379	10
Spruce	499	458	426	414	-12
Sunshine Gardens	357	327	322	341	19
	<b>3806</b>	<b>3709</b>	<b>3526</b>	<b>3560</b>	<b>34</b>
Alta Loma	701	674	640	638	-2
Parkway	578	561	570	614	44
Westborough	593	546	524	491	-33
	<b>1872</b>	<b>1781</b>	<b>1734</b>	<b>1743</b>	<b>9</b>
El Camino	1216	1207	1201	1156	-45
South SF	1230	1282	1273	1254	-19
Baden	82	82	70	78	8
	<b>2528</b>	<b>2571</b>	<b>2544</b>	<b>2488</b>	<b>-56</b>
Ind. Study	0	2	0	0	1
Middle	68	80	63	80	17
Therapeutic Day	11	11	10	10	0
Community Day	0	0	0	0	0
	<b>79</b>	<b>93</b>	<b>73</b>	<b>90</b>	<b>18</b>
<b>Total</b>	<b>8285</b>	<b>8154</b>	<b>7877</b>	<b>7881</b>	<b>4</b>

Dr. Spaulding said not seeing the decline of 1.5% or 2% is a good sign this year. He noted that during COVID, the District did not cut Certificated staffing. Between retirements and resignations last year, there was a reduction of 20 FTEs in Certificated staffing. Out of the ten retirees, he said eight want to return to sub for the District.

President Baker asked and Dr. Spaulding confirmed students in independent study last year were counted at their home school. He said some SpEd students previously in County programs are now in District schools and were not counted in SSFUSD enrollment numbers while at the County.

The Board recessed at 10:13 p.m. for a break and reconvened at 10:25 p.m.

**ACTION** *(continued)*

**1. ADMINISTRATION**

**c. Resolution No. 22-61 for Filipino American History Month** 110

Board Clerk Lujan read the resolution.

MOTION #49 (Murray/Hsieh to adopt Resolution #22-61: Honoring Filipino American History Month. (AYES: Baker, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

**d. Approval of 2022-23 SSFUSD Governance Calendar**

MOTION #50 (Lujan/Murray) to approve the SSFUSD 2022-23 Governance Calendar, which highlights when certain items come before the Board, categorized by department and month. Motion Carried (Unanimous)

**2. EDUCATIONAL SERVICES**

**a. Approval of CTE Coordinator Field Trips for 2022-23**

MOTION #51 (Lujan/Hsieh) to approve the District CTE Coordinator to attend two educational conferences in Las Vegas, NV and Sacramento, CA in 2022-23. Motion Carried (Unanimous)

**b. Approval of Instructional Materials**

MOTION #52 (Lujan/Hsieh) to approve the three instructional materials for adoption in the 2022-23 school year. Motion Carried (Unanimous)

**c. Approval of a Revised Course Implementation**

MOTION #53 (Murray/Lujan) to approve the revised UC “g” elective course, Creative Writing, for implementation at ECHS and SSFHS in the 2022-23 school year. Motion Carried (Unanimous)

### **3. HUMAN RESOURCES**

#### **a. Resolution No. 22-60 Week of the School Administrator**

Board Clerk Lujan read the resolution.

MOTION #54 (Murray/Hsieh) to adopt Resolution #22-60: To honor the contributions of the District's school leaders during the week of October 9-15, 2022. (AYES: Baker, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

#### **b. Approval of Variable Term Waivers**

MOTION #55 (Lujan/Murray) to approve two Variable Term Waivers for Maria Jessica Lou Pingol Roa, a certificated employee at Martin ES and Michael Morla, a certificated employee at ECHS. Motion Carried (Unanimous)

### **4. BUSINESS SERVICES**

#### **a. Approval of an Agreement with Experience Janitorial Inc., for Temporary Custodial Support**

MOTION #56 (Murray/Hsieh) to approve an agreement with Experience Janitorial, Inc., to provide the District with temporary custodial staff support for 2022-23. Motion Carried (Unanimous)

#### **b. Approval of an Agreement with 19six Architects for the ECHS ADA Pathway Project**

MOTION #57 (Murray/Lujan) to approve an agreement with 19six Architects for architectural and engineering services on the ECHS ADA pathway project. Motion Carried (Unanimous)

#### **c. Approval of an Agreement with ISI Inspection Services for the ECHS Pedestrian Bridge and Accessibility Project**

MOTION #58 (Lujan/Hsieh) to approve an agreement with ISI Inspection services for special inspection and materials testing services for the ECHS pedestrian bridge and accessibility project. Motion Carried (Unanimous)

#### **d. Approval of an Agreement with Campbell Keller for Facilities Workstations**

MOTION #59 (Lujan/Murray) to approve the proposal from Campbell Keller to design a new workspace layout in the Facilities Department. Motion Carried (Unanimous)

**e. Approval of Award of Contract with SG Engineering, Inc. for Skyline ES Roof Replacements**

Vice President Richardson asked the Board to consider more research on this project since the photos show the buildings are very run down and she would like to possibly replace them with portables. She is not comfortable with only fixing the roof since the integrity of the walls may be a concern.

President Baker asked if the site has alternative space for the classrooms housed in these buildings. Mr. O replied that the buildings look decent inside. President Baker questioned whether there has been an inspection apart from the roofs. Mr. O said there are no additional problems and the structures can last for a while.

Vice President Richardson asked to look at the cost effectiveness with spending \$118K on these buildings. Mr. O stated that since the rainy season is coming, there is no choice but to fix the roofs now. President Baker noted that going out to bid would probably take until the rainy season. He said, "Trustee Richardson is correct, they do look like they're falling apart which is all the more reason to repair them."

MOTION #60 (Hsieh/Murray) to approve the award of contract to SG Engineering, Inc. for the roof replacement of three portables at Skyline ES. (AYES: Baker, Hsieh, Lujan, Murray; NOES: Richardson). Motion Carried on a 4-1 vote.

**f. Approval of the Agreement with Infinity Communication and Consulting Services for District E-Rate Discounts**

MOTION #61 (Murray/Hsieh) to approve an agreement with Infinity Communications and Consulting to assist the District in securing E-Rate discounts. Motion Carried (Unanimous)

**g. Approval of Agreement with Dell Technologies for Additional Cybersecurity Protection**

MOTION #62 (Lujan/Hsieh) to approve the agreement with Dell Technologies for the District's additional cybersecurity protection. Motion Carried (Unanimous)

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

### **October 6, 2022**

- Teaching and learning presentation - Buri Buri ES
- Williams report for 1<sup>st</sup> quarter ending 9/30/22
- Update on Engie Energy solar savings
- Public hearing and appointment of Personnel Commissioner as Board's representative
- Resolution honoring Native American Heritage Month (November)
- Approval of IXL – SSFUSD Efficacy Study
- Approval of Herff Jones Printing agreement with ECHS
- Approval for ECHS students and teachers to travel to Spain
- Approval for All Souls Principal to travel to Nashville

### **October 20, 2022 - Community Forum**

- Safety
- District high priority infrastructure needs

### **November 17, 2022**

- Teaching and learning presentation - Westborough MS
- Presentation on Assessment/Accountability (CAASPP, CAST)
- Update on Safe School Plans
- Public Hearing on Educator Effectiveness Block Grant
- Approval of Agreement for Electric Vehicle (EV) Charging Stations at the District Office

### **December 15, 2022**

- Resolution ratifying November 8 election
- Ceremonial Oath of Office for new Board members
- Board of Trustees reorganization
- Resolution honoring outgoing Board President
- Selection of Trustees to serve on District committees
- Teaching and learning presentation - Parkway Heights MS
- Presentation on Genentech and Science
- Presentation and approval of First interim budget report "positive certification"
- CSBA Delegate Assembly nomination(s)
- Approval of the Effectiveness Educator Block Grant
- Approval of 2023 Summer School Program

### **January 19, 2023**

- Recognition for outgoing Student Trustee Oller
- Teaching and learning presentation - Junipero Serra ES
- Teaching and learning presentation - Skyline ES
- Presentation on Induction

- Audited actuals report for the fiscal year ended June 30, 2022
- Approval of SARCS
- Williams report for 2<sup>nd</sup> quarter ending 12/31/22
- Resolution honoring African American History Month (February)
- Approval of 2023 Young Audiences Professional Development MOU
- Approval of renewal of Informed K-12 agreement

### **February 9, 2023**

- Introduction of new Student Trustee Torres
- Teaching and learning presentation - Sunshine Gardens ES
- Presentation on Performance Management - Special Education
- Approval of implementation of Science for Scientists for 2023-24
- Update on Governor's 2023-24 budget proposal

### **February 23, 2023**

- Teaching and learning presentation - Los Cerritos ES
- Teaching and learning presentation - Children's Center
- Performance Management - English Learners
- Presentation on supplement to the annual LCAP update for 2022-23
- Resolution for Women's History Month (March)
- Resolution for Red Cross Month (March)
- 2023 CSBA Delegate Assembly election
- Approval of declaration of need for fully qualified educators, 2023-24

## **SUMMARY OF BOARD DIRECTIVES**

1. Staff to provide the Board with an update on parents allowed on campus.

## **GOOD AND WELFARE**

Vice President Richardson reported that she attended the Baden Back to School Night, which was a wonderful event with the counselors explaining the program. She went to the City's Hispanic Heritage Month event and said President Baker posted photos on social media. She gave a shout out to Westborough MS chair Mrs. Low for the Coastal Cleanup, where students and teachers collected a thousand pounds of trash.

Trustee Murray thanked the principals, directors, and Cabinet on Administrators Week. She said she loves the District "...and your ongoing commitment to it, especially to our students, makes me happy."

President Baker said it was great to see the Ballet Folklórico on Friday. He reported that a while back, the Board wrote letters of support for AB 1919 to provide free transit for school students. Although it passed the legislature, unfortunately Governor Newsom vetoed the bill. "Hopefully it can be refined and our students can have better transportation, maybe in the next legislative session."

**ADJOURNMENT - 10:44 p.m.**