

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of July 18, 2024

SSFUSD Equity Definition

Equity, in SSFUSD, is defined as giving students what they need, when they need it to fulfill their potential.

OPEN SESSION - 6:30 p.m.

A. CALL TO ORDER

CLOSED SESSION - 6:30 p.m.

1. Superintendent evaluation.

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

B. ROLL CALL

Board Members:	Ms. Amanda Anthony - Present Dr. Chialin Hsieh - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present
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Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. J. Marwan Hannon, Assistant Superintendent, Human Resources and Student Services - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present Mr. Ted O, Assistant Superintendent, Business Services - Present
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C. PLEDGE OF ALLEGIANCE - was led by President Daina Lujan.

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 - None

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators - None

South San Francisco Classroom Teachers Association - None

California School Employees Association Chapter 197 - President Jolene Malfatti said on behalf of all the CSEA 197 members, "We wish to thank Nalani Allen-Cantley and wish her a wonderful retirement at the end of this month and thank her for 13 years of excellent service she provided for our District. She is admired by all members in CSEA, and will certainly be missed by everyone in our District." including herself.

I. PERSONNEL COMMISSION - Assistant Superintendent J. Marwan Hannon reported that the next Commission meeting will take place on August 19, 2024.

J. ITEMS FROM THE BOARD

Trustee Amanda Anthony reported that the Board Policies and Bylaws Committee met last week. Their proposed changes will be agendaized for approval at an upcoming meeting.

K. SUPERINTENDENT'S REPORT

a. AbbVie in Collaboration with Heart of America - Superintendent Shawnterra Moore reported that on Thursday, June 27, AbbVie, in partnership with Heart of America, successfully concluded their Week of Possibilities event with a ribbon-cutting ceremony at Martin ES. Over 100 volunteers revitalized two outdated portables into a fully equipped STEM Lab and a brand-new library, outfitted with fresh shelving, flooring, paint, desks, and culturally relevant books. Additionally, the AbbVie team undertook several enhancement projects, including refurbishing the garden with new planter boxes and soil, painting vibrant murals, and refreshing the play areas. They also repainted, cleaned, and reorganized the teachers' lounge. This marks the second year that AbbVie and Heart of America have transformed a space into a dynamic learning environment. We look forward to continuing our collaboration with them in the future.

b. New Chief of Strategy and Communications - Dr. Moore introduced Georgina Blackett who has assumed this administrative role in the District.

Ms. Blackett said, “Thank you very much for having me. It’s been two weeks now that I’ve been working at the District Office and I am just so grateful for the warm welcome from Dr. Moore and everyone else at the office, especially Nalani. I can’t believe you’re leaving. I’m very excited for the work that we will do together this year to implement the Strategic Plan, and think about how our communication strategy can support that.”

L. PUBLIC COMMENTS - None

M. INFORMATION ONLY PRESENTATION

1. EDUCATIONAL SERVICES

a. Performance Management – College and Career Readiness

Director Marianne Hew reviewed student indicators in College and Career Readiness such as a-g rates, AP (Advanced Placement) Scores and FAFSA (Free Application for Federal Student Aid) completion rates within the District.

Performance Management

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

NOTE: Performance Management (PM) Reminders:

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

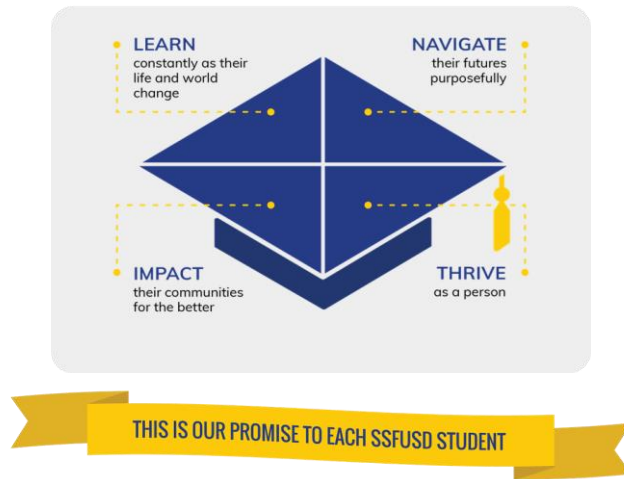
Color coding legend for the dots

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

Director Hew said the District’s Strategic Plan consists of core values, Strategic Plan priorities and the Portrait of a Graduate (PoG) - which is

our commitment to our students that they will possess these characteristics when he/she graduate from a SSFUSD high school. Through every grade span, there will be indicators of success through learner progressions so we can see how we are preparing them to meet the PoG outcomes.

Portrait of a Graduate



Dr. Hew shared the plan to bring the PoG to life in the next five years.

As an educational community united in our commitment to equity, we work together to build relationships and ensure that every graduate has the essential academic and social-emotional skills, knowledge, and habits to:

GRADUATE AIM	CHARACTERISTIC	DESCRIPTION
LEARN constantly as their life and world change	Intellectual curiosity and critical thinking Academic excellence Creativity and resourcefulness	- Embraces a growth mindset and love of learning by seeking understanding, asking questions, and using data and evidence - Demonstrates mastery of all academic disciplines needed for post-secondary success - Explores their creativity and finds new and innovative ways to solve problems
THRIVE as a person	Self-awareness Wellness Real-world readiness	- Confidently embraces their identities and understands their values, intentions, and impact on others - Lives a healthy lifestyle that promotes their physical, mental, and emotional well-being - Uses life skills including time management, goal setting, self-discipline, motivation, and self-advocacy to navigate day-to-day responsibilities, overcome obstacles, and feel successful
NAVIGATE their future purposefully	Career and/or college readiness Technology skills Financial literacy	- Understands their options after high school (education, careers, entrepreneurship), and is prepared for success in whatever path they choose - Uses current technologies fluently to meet their needs and solve problems - Understands the importance of money management and has the skills to make informed short and long-term financial decisions
IMPACT their community for the better	Collaboration Community service and engagement	- Demonstrates empathy, compassion, kindness, teamwork, effective communication, and respect to collaborate effectively toward a common goal - Finds opportunities to support others and be involved in their communities

CA Dashboard 2023: Combined 4 and 5 year Graduation Rate

This is the first year that the dashboard has returned to full status and change and that is why we have performance colors now.

Student Group	Dashboard	Status	Change
	Level	Data not displayed	Data not displayed
African American	None		
Asian	Blue	96.3%	-1.5 pts.
Filipino	Blue	95.6%	-0.5 pts.
Hispanic/Latinx	Orange	83.6%	-4.0 pts.
Pacific Islander/Native Hawaiian	None	81.8%	-1.5 pts.
White	Orange	89.1%	-5.3 pts.
Multi-race	Orange	85.3%	-12.5 pts.
English Learners	Red	67.5%	-8.1 pts.
Students w/ disabilities	Green	81.8%	+1.0 pts.
Homeless	None	78.6%	-0.4 pts.
Socioeconomically disadvantaged	Orange	85.6%	-3.9 pts.
ALL STUDENTS	Orange	88.7%	-3.3 pts.

The status column indicates the graduation rate for 2023 and the change column is the change from the previous year. The chart compares the increase or decrease for the class of 2023 and the class of 2022. Dr. Hew noted that many student groups, including the aggregate student group are in orange. The graduation rates are in the mid 80% and many have declined. The students with disabilities group is also in the 80% range, but since they increased, the color is green to reward the positive change.

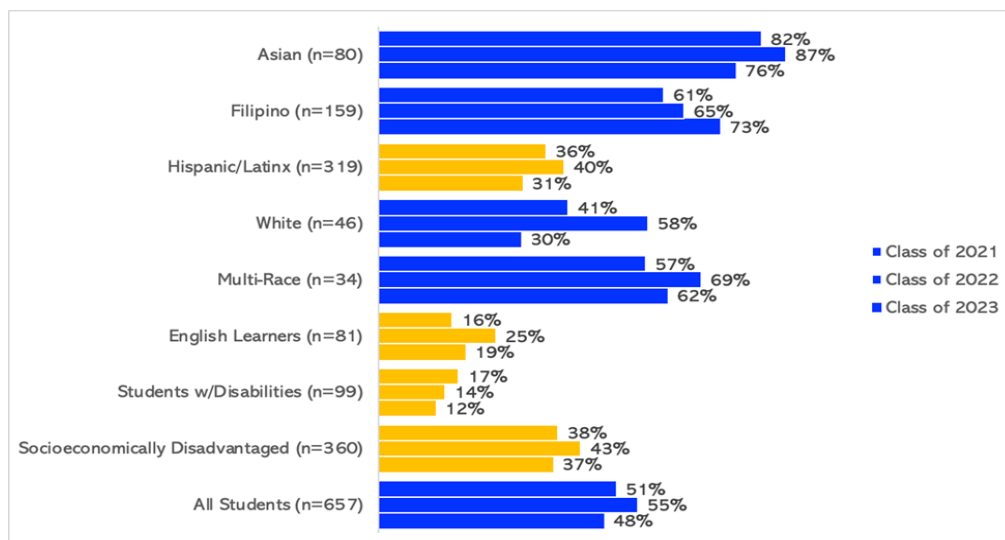
During the pandemic, there was exception made for several graduation classes. The students could graduate with a high school diploma at 130 credits, which is the state minimum high school graduation requirements, instead of the full 220 credits. This difference allowed many students to earn a full high school diploma who might not otherwise have graduated with the 22- credit requirement. Because of this, the District's graduation rate elevated. However, that exception has expired and they continue to monitor the graduation rates.

For target student groups, SSFUSD's graduation rate (status) was mostly on par with County and State counterparts, but declined more than other districts.

Students meeting UC/CSU Requirements: by cohort

- One of the other measures used for students who have graduated is their progress at meeting UC/CSU minimum requirements.
- So this is students meeting the 15 course and credit requirements for UC eligibility.

- This percentage is a percentage of our students who have earned a full high school diploma.
- You see they're broken down over student group over the last three years, those last three cohorts, that there has been an increase, and then a decrease in students meeting a through g requirements.
- So a little bit again was anticipated as we saw a bigger number of students earning high school diplomas, but not earning the full 220, which meant they wouldn't have been UC eligible, and then again now we're seeing that decrease, so we're again watching how are those students meeting graduation requirements, but then how are they also meeting those UC requirements.
- In particular, we know that students are not meeting because of English, math, science, and language other than English, which for us our foreign language offerings are Spanish, French and Italian.
- So we are looking at how our students are doing at meeting those UC requirements, not just taking the courses, but taking them and passing them successfully with a 'C' or higher, which is the minimum for that eligibility.



College and Career Indicator (CCI)

- For 2023 Dashboard, status only
- Includes Class of 2023 and 5th/6th year graduates
- Students must meet multiple criteria to be considered “prepared”

Measures of College Readiness

- Smarter Balanced ELA and Math
- Advanced Placement exams
- UC/CSU A-G completion
- College course completion
- State Seal of Biliteracy
- International Baccalaureate (*District does not offer program*)

Measures of Career Readiness

- Career Technical Education pathway completion
- Apprenticeship
- Leadership/Military Science (*District does not offer program*)

2023 Dashboard College/Career Indicator

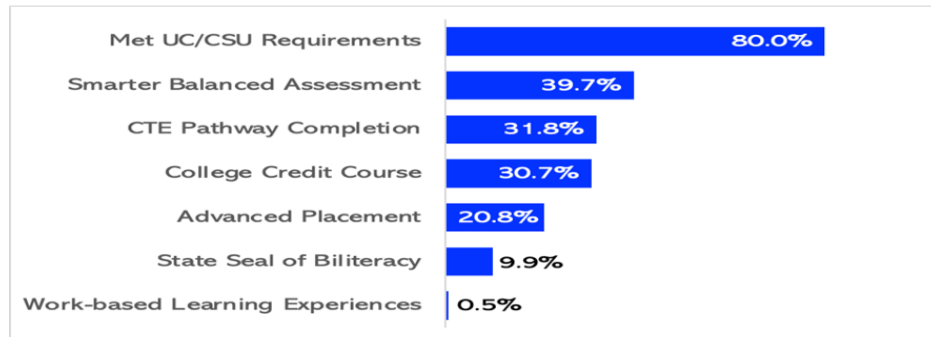
Student Group	% prepared	Status
Asian (n=80)	81.3%	Very High
Filipino (n=159)	76.1%	Very High
Hispanic / Latinx (n=323)	41.1%	Medium
Pacific Islander / Native Hawaiian (n=11)	54.5%	No Performance Level**
White (n=46)	45.7%	Medium
Multi-Race (n=34)	55.9%	High
English Learners (n=83)	19.8%	Low
Students w/Disabilities (n=99)	18.2%	Low
Homeless (n=14)	28.6%	No Performance Level**
Socioeconomically Disadvantaged (n=361)	44.7%	Medium
All Students (n=661)	55.6%	High

Dr. Hew noted that the aggregate student group had 55.6% of District students who met the prepared status for College and Career readiness according to the dashboard indicator. This is a huge improvement from that last dashboard in 2019 at 30.3%.

For target student groups, SSFUSD's "prepared" rate for the College/Career Indicator was on par or higher than County and State counterparts Director Hew attributed some of this to the CTE range of possibilities for District students and the supports that have gone into providing a robust pathway for students to complete those pathways.

How SSFUSD Students Met "Prepared"

365 or 55.6% of students met "prepared".



Met via Career Technical Education Pathway Completion

Career Technical Education (CTE) pathway completion with a 'C-' or better in the capstone course plus one of the following criteria:

- Smarter Balanced Summative Assessments: At least a level '3' "Standard Met" on English language arts (ELA) or mathematics and at least a level '2' "Standard Nearly Met" on the other subject area.
- One semester, two quarters, or two trimesters of college coursework with grade 'C-' or better in academic/CTE subjects where college credit is awarded.

Met via Smarter Balanced Assessment

- At least a Level '3' "Standard Met" on the Smarter Balanced Summative Assessments for both ELA and Mathematics.

Met via College Credit Course

- Completion of two semesters, three quarters, or three trimesters of college coursework with a grade of 'C-' or better in academic/CTE subjects where college credit is awarded.

Met via Advanced Placement

- A score of '3' or higher on two Advanced Placement (AP) Exams.

Met via International Baccalaureate

- A score of '4' or higher on two International Baccalaureate (IB) Exams.

Met via a-g Completion

Completion of courses that meet the University of California (UC) or California State University (CSU) a–g criteria with a grade of 'C' or better, plus one of the following criteria:

- CTE pathway completion with a 'C-' or better in the capstone course
- Smarter Balanced Summative Assessments: At least a level '3' "Standard Met" on ELA or Mathematics and at least a level '2' "Standard Nearly Met" on the other subject area.
- One semester, two quarters, or two trimesters of college coursework with a grade of 'C-' or better in academic/CTE subjects where college credit is awarded.
- A score of '3' or higher on one AP exam or a score of '4' or higher on one IB exam.

Met via State Seal of Biliteracy

- Earned the State Seal of Biliteracy and scored level '3' "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment.

Met via Leadership/Military Science

- Completed at least two years of Leadership/Military Science and Scored level '3' "Standard Met" or higher on ELA or Mathematics and at least a level '2' "Standard Nearly Met" in the other subject area.

Advanced Placement

- Increase access to AP courses
- Diversify AP course offerings - offering different courses that appeal to different types of learners and different students' interests

- Support for students to access and successfully complete AP courses and exams
- Reducing and removing barriers to getting the courses in the first place - for traditionally underrepresented students

Dr. Hew said SSFUSD student enrollment in AP courses has increased over the last three years. Also, more AP courses are being added and students are taking multiple AP courses. The number of AP exams being taken has increased. Although AP exams are expensive, but there are fee waivers too support students. Counselors are working with students on how to apply for the fee waivers, so they no longer are a barrier.

AP metrics	2021-22	2022-23	2023-24	Change
# Students taking at least 1 AP course	463	595	633	
Course enrollments	918	1,150	1,248	
# Traditionally Underrepresented Students enrolled in AP courses	209	286	228	
# of exams	595	823	918	
Exam participation rate	67%	73%	75%	
Exam pass rate (score of 3 or higher)	61%	72%	71%	

California College Guidance Initiative (CCGI)

- This program has been around for many years.
- This year the District began implementing the program down through middle school.
- The CCGI online tool allows for college and career exploration and planning for students.
- A counselor on special assignment and a team of counselors from one middle school and all high schools who come together monthly to plan the phased implementation of this program. They are working to be ensure sustainability, which reaches every student.

SSFUSD Phased Implementation Plan

Guiding principles:

- Build capacity
- Empower students, families, staff so they know what is available to them

- All students (Tier 1) to integrate it into the comprehensive counseling program and make sure all students have access and are supported.

SSFUSD Comprehensive Counseling Program

1. SSFUSD Portrait of a Graduate – looking at graduate aims
2. ASCA (American Association of School Counselors) Mindsets & Behaviors – counselors work on how to help students manage their time, and set short and long term goals
3. College and Career Readiness Standards

Dr. Hew said the ASCA model of academic, social emotional, and college and career align nicely with the Portrait of a Graduate. Counselors are looking at that alignment and hitting all the domains and graduate aims while working with their students.

SSFUSD's Phased CCGI Implementation Plan

Integrating CCGI into academic and college/career domains. The caliorniacolleges.edu website allows students to plan and explore careers and complete their FAFSA application. Once counselors were comfortable with the progress seniors were making in the website, they started to move down into the younger grade levels.

Financial Aid: FAFSA/CADAA

- Support for all 12th graders to complete FAFSA / CADAA (AB 469)
- SSFUSD 12th graders launched FAFSA / CADAA through CCGI platform
- New FAFSA was introduced this year by the US Department of Education with many challenges and technical glitches. Staff tried to stay on top of the problems to support students.

Support Campaign

- “All in” campaign at school sites, on social media, Remind
- Collaboration with Social Studies, Financial Literacy, AVID teachers
- Support from Skyline Community College and SMCOE

Completion

Due to challenges with the new FAFSA, there have been fewer completions this year. For Baden HS, 10% in 2023 declined to 3% in 2024, SSFHS declined from 71% to 56%, and ECHS maintained 69% completion both years.

College/Career Readiness Metrics - PM Progress

Director Hew reviewed the following recap of the performance management progress metrics.

Measure	Status	PM Progress
Dashboard College/Career Indicator	Class of 2023: 55.6% prepared (Status = High)	 Increase from 2019 (30.3%) and increases in student groups meeting "prepared."
Dashboard Graduation Rate	All students: 88.7% (-3.3 % pts) (Performance level = Orange)	 Decrease from 2023 for most student groups; Students w/Disabilities increased.
4-year cohort students meeting UC/CSU a-g requirements	Class of 2023: 48% met UC/CSU a-g requirements	 Decrease from 2023 for all student groups.
Measure	Status	PM Progress
CA College Guidance (CCGI) Implementation	Year 1: 74% of 12th graders registered accounts and launched FAFSA/CADAA	 1st year of implementation (12th grade only)
Advanced Placement Program participation	In 2023, 633 students took 1,248 courses and 918 exams (participation rate: 75%). Pass rate (score of 3 or higher): 71%.	 Increase in enrollments, exam taking over 3 years while maintaining pass rate.
FAFSA/CADAA completion	Class of 2023: 55% completed	 Decrease in completions from 2023. Increase in programming and support. Challenges with new application nationwide.

Looking Ahead

- SSFUSD continues to build our program offerings to support robust college and career pathways for all students
- Focus on data-informed practices and program building - looking at where the students' interests are, in particular, around CTE and some elective choices and making sure the District is offering courses that are UC aligned there.
- In the Spring Dr. Hew will report on developing SSFUSD's comprehensive counseling program in alignment with Portrait of a Graduate and Strategic Plan

Trustee Mina Richardson said she was pleased to learn on some career choices for the seniors. She asked if the reduced number of 130 credits to graduate was only for Baden HS students or all high schools. Dr. Hew replied that it was an exception for all California schools during COVID. She said, "Because the State was acknowledging that there were challenges for students and so they put that in place for a few classes. The majority of our students in this District have to meet the 220. Baden students have the option of a 180-credit diploma, then there are a few students who qualify for the State minimum 130 credit diploma if they are foster youth or incarcerated or English Learners who come to the country in their junior or senior year." Apart for the few exceptions, the majority of SSFUSD students still need to have 220 credits.

Trustee Richardson inquired about students taking the career readiness. Dr. Hew said the District does have students interested in pursuing trades and apprenticeships. The construction trades pathway is new and the teacher for that program has relationships with community members and has been encouraging students to look into apprenticeships and different programs. "We also have our college and career center liaisons and counselors who have been working with [the] community to try and provide those opportunities as well. In addition to apprenticeships that are directly tied to a union, there are also programs that get students started when they're not quite old enough to go directly into a trades apprenticeship, so that's often a stepping stone and that's something that our college career center counselors are facilitating that."

Dr. Chialin Hsieh told Dr. Hew that this was a very comprehensive presentation and provided information for the Board to understand the details. She said she appreciates the progress being made with the AP program, especially with students applying for the fee waiver, which removes that barrier.

Dr. Hsieh asked about potential obstacles where a student cannot meet the UC/CSU requirements. 50% of District students meet the requirement, meaning the other 50% may not have a chance to be accepted. Dr. Hew replied, "...obstacles might be part of it but it's also context. So I had my Educational Technology Team do an analysis of our cohorts, the class of 2022 and the class of 2023, earlier this year for students who didn't meet a through g requirements, what those factors were." They came back with four main concept areas, English, Math, Science, and language other than English. "It's not that students aren't taking it, it's that they're not meeting that threshold, they're not meeting that 'C' or higher requirement. And then if they are getting a 'D', they're not...repeating the course in order to earn a higher grade. And the same with math, so when math and science in particular...are

cohorts of students for whom a third year math was not a graduation requirement, so it's optional for them to take a third year math, a third year science, and for many of them, they didn't take that third year math or that third year science, but with even those who did, there were many, many who did not pass or did not earn a 'C' or higher." She also noted that some students do not attend a UC/CSU right after graduation, but go to a community college and earn an associate's degree before advancing to a 4-year college. Dr. Hsieh said she wanted to confirm that the District courses being offered is not an obstacle for them. Dr. Hew added that, "It is about that counseling conversation, it's about fit and making sure that the student is making choices that are appropriate for what they want to do."

Trustee Patricia Murray shared that her son was a scholar athlete and while his siblings took several AP courses, he chose to attend a community college. She asked if the District surveyed the 50% of students that are not meeting the requirements. Dr. Hew confirmed they are surveyed on their plans post high school. "We also participate in the National Student Clearinghouse and that kicks back data to us. So we submit our graduate file...and they send back to us six months out, so after the fall semester, where our students did go. So it's a better number than the exit survey, which is students telling us what they think they're going to do, because we can actually see where they ended up." She shared that there has been a decline in students going directly to a 4-year college. Many more students take advantage of the College Promise, which is widely advertised by community colleges. District counselors have conversations with individual students and their families about choice and fit. "So whatever you choose for your context for your goals, let's help you devise a plan and get you there."

Trustee Murray said AVID which is a great program for first-generation college students or those who are underperforming get the information. Dr. Hew said AVID "...is certainly one support that our students have available to them if they are interested in a four-year college. The AVID program emphasizes the 4-year pathway, and so for some of our students, they might start in AVID and then choose, for a variety of reasons, to not continue with AVID." They are struggling to understand what the best fit is for students to be able to serve their needs and interests.

Trustee Murray thanked Dr. Hew for all the work and for working with the students that may otherwise fall through the cracks. Dr. Hew said, "Our counselors are doing a great job of really looking at all of our students and using the tools they have available to them."

Vice President Anthony inquired whether students need to meet one or multiple college and career indicators to be considered ready. Dr. Hew

replied that, “Generally you have to meet two. It's a complicated answer, but if you meet UC a through g, you also have to meet something else, ‘3’ or higher on either English or math. If it's a CTE pathway then you also need to meet something else, so often our students who are meeting through a CTE pathway are often meeting through the college credit.” So for many of them, it's two of those pieces, and so that's again why we're looking at all of these different measures of College and Career Readiness and making sure we've kind of covered our bases and provided students a robust offering.”

Vice President Anthony asked to confirm if English Learners in their junior or senior year are not expected to graduate with 220 credit and may do so with only 130 credits. Dr. Hew clarified that “English Learners who newly arrive here in their junior or senior year may be eligible for a State high school graduation diploma of the 130 credits. It depends on what they've done and what their transcript has coming from their previous schools [and if their credits can be transferred].” “Then in other cases [if] they are unschooled for a little while...they are the students who would qualify for that 130.” She said there is no hard and fast rule and it depends on the individual student and their context. She added that the UC and CSU systems “...have a number of ways that they analyze and take in transcripts from international schools, and so for many of those students who have earned many of their credits and course work overseas, they are able to count a lot of those courses toward UC eligibility and CSU eligibility.”

Vice President Anthony said it is amazing that the District has more students taking AP exams and the pass rate remains the same. “Kids who are taking AP classes are ready and they're rising to the challenge.” Dr. Hew said SSFUSD schools' average scores for these exams is higher than the State and national norm, which shows our teachers are preparing the students well for those courses.

Vice President Anthony said she is excited about the CCGI since students find what interests them, what they are good at, and are able to explore options. “I would love to see even more job shadowing opportunities or visits to sites of people doing things so that there's just more exposure to the many different types of roles that are in this world.” Dr. Hew agreed that showing students the possibilities is a great motivator for them.

President Lujan thanked Dr. Hew, saying, “Your passion for being curious as you're looking at the data and not letting the data be the story but actually understanding the why...so that way we can inform directions in smart ways, just really shines through, and your presentation was absolutely wonderful.”

N. PRESENTATION WITH POTENTIAL ACTION - None

O. CONSENT AGENDA

Assistant Superintendent Keith Irish stated that for Item 2a, the ECHS prom is actually being held on March 22, not May 22.

MOTION #1 (Murray/Richardson) to approve Item 1a, Minutes to the regular Board meeting, June 6, 2024; Item 1b, Minutes to the regular Board meeting, June 20, 2024; Item 1c, Minutes to the special Board meeting, June 20, 2024; Item 1d, Superintendent and Board members participating in the CSBA Annual Conference in Anaheim, CA; Item 1g, Superintendent's participation in 2024-25 professional development conferences; Item 2a, ECHS students to attend prom in San Francisco, CA; Item 2b, SMCOE Outdoor Education dates for 2024-25; Item 2c, Consolidated Application and Reporting System 2023 Data Collection and 2024-25 application for funding; Item 3a, Certificated Personnel Assignment Order; Item Item 4a, Purchase Order Listing, May 1-31, 2024; Item 4b, Warrant Register, May 1-31, 2024; Item 4c, Cash Receipts, May 1-31, 2024; Item 4d, Declaration of surplus items; Item 4e, Gifts to the District for June 2024; Item 4f, Fundraiser event for the 2024-25 school year; Item 4g, Professional service agreements under \$25,000. Motion Carried with correction. (Unanimous)

INFORMATION/DISCUSSION

1. HUMAN RESOURCES

a. Williams Uniform Complaints for Third Quarter Ending 6/30/24

Assistant Superintendent Hannon presented the Quarterly Report on Williams Uniform Complaints for the quarter ending 6/30/24, per Education Code Section 35186. This form deals with complaints regarding textbooks, facilities, and teacher misassignment.

He stated that there were no complaints filed in the District for this quarter.

ACTION

1. ADMINISTRATION

a. Resolution No. 24-41 for Trustee Compensation

MOTION #2 (Anthony/Richardson) to adopt Resolution #24-41: To allow stipend payment for Trustee Murray who was absent from the June 20, 2024 Regular and Special Board meetings. (AYES: Anthony, Hsieh, Lujan, Richardson; NOES: None). Motion Carried on a 4-0 vote.

b. Approval of Board Member's Travel Proposal

Trustee Murray said she would be voting 'No' on this item as she believes Trustee Richardson's attending Board self-evaluation workshops would make her a better Board member than attending this conference.

Trustee Richardson had missed only one Board meeting due to her attendance at a retreat. Unlike some other Trustees, she attends many functions and thinks each Board member should determine their own needs.

Vice President Anthony said she agreed in investing in oneself, including the Board governance workshop. While she thinks this is not a great use of money, it is within the \$2,000.

MOTION #3 (Hsieh/Anthony) to approve Trustee Richardson's request to attend the CLSBA Unity Conference in Monterey, CA, August 1 through 4, 2024. (AYES: Anthony, Hsieh, Lujan, Richardson; NOES: Murray). Motion Carried on a 4-1 vote.

c. Approval of Superintendent's Contract Extension

MOTION #4 (Hsieh/Anthony) to approve the Superintendent's contract extension through June 30, 2028. Motion Carried. (Unanimous)

d. Approval of an Agreement with Child Care Careers (CCC) for Temporary Teaching Personnel

Vice President Anthony said this is a good option for staffing while the District continues to grow their own.

MOTION #5 (Hsieh/Anthony) to approve an agreement with CCC to provide qualified Early Childhood teachers and paraprofessionals for the 2024-25 school year. Motion Carried. (Unanimous)

2. EDUCATIONAL SERVICES

a. Approval of Math Expressions Curriculum Purchase for the 2024-25 School Year

Mr. Irish said since they are piloting IM and did not adopt a math curriculum for this year, they have to adopt and continue with Math Expression at the elementary level to make sure the students have all the necessary instructional materials.

MOTION #6 (Hsieh/Anthony) to approve the purchase the *Math Expressions* curriculum for students in grades K-5, for the 2024-25 year. Motion Carried. (Unanimous)

b. Approval of McGraw Hill/StudySync Renewal for the 2024-25 School Year

Vice President Anthony was wondering what digital curriculum is. Assistant Superintendent Irish replied it is online access for the District-adopted curriculum at the secondary level.

MOTION #7 (Anthony/Hsieh) to approve the McGraw Hill/StudySync ELA renewal as the core digital curriculum for students in grades 6-12 for the 2024-25 school year. Motion Carried. (Unanimous)

c. Approval of the SAVVAS Adoption for the 2024-25 School Year

MOTION #8 (Hsieh/Murray) to adopt the SAVVAS digital high and middle school math for the 2024-25 school year. Motion Carried. (Unanimous)

d. Approval of an Agreement with the Regents of the University of Colorado to Provide Workshops for the 2024-25 School Year

MOTION #9 (Murray/Richardson) to approve an agreement with the Regents of the University of Colorado Institute of Cognitive Science to provide in-person workshops, for the 2024-25 school year. Motion Carried. (Unanimous)

e. Approval of the MOU with California College Guidance Initiative (CCGI) for the 2024-25 School Year

MOTION #10 (Murray/Anthony) to approve the MOU with CCGI to provide a data and planning infrastructure to increase postsecondary preparation and attainment for California students for the 2024-25 school year. Motion Carried. (Unanimous)

f. Approval of the Leader Services Agreement for the 2024-25 School Year

MOTION #11 (Murray/Hsieh) to approve the agreement with Leader Services for Special Education to continue with this program for Medi-Cal billing reimbursements for the 2024-25 school year. Motion Carried. (Unanimous)

g. Approval of the SMCOE Teacher Induction (BTSA) Program Agreement for the 2024-25 School Year

MOTION #12 (Anthony/Murray) to approve the SMCOE Teacher Induction (BTSA) Program agreement with the District for 2024-25. Motion Carried. (Unanimous)

h. Approval of the Expanded Learning Opportunity Program (ELOP) Agreements for the 2024-25 School Year

Mr. Irish said the 2024-25 ELOP agreements are with the same providers as last year. Some changes with certain providers at some schools were made based on program performance. They have met with their leadership and if there is no improvement, the ELOP Coordinator may move in a different direction. Educational Services has communicated with families three times this week notifying them that the registration window is open and they need to complete the free and reduced lunch application online. Vice President Anthony asked if a student could complete the free and reduced lunch application. Mr. Irish said parents are informed they can come in and members of Educational Services help them fill out the application.

President Lujan recused herself since she consults for one of the providers.

MOTION #13 (Murray/Hsieh) to approve the ELOP agreements for the 2024-25 school year. (AYES: Anthony, Hsieh, Murray, Richardson; ABSTAIN: Lujan; NOES: None). Motion Carried on a 4-0 vote.

i. Approval of the Proposition 28 Annual Report for Arts and Music Education Funding for the 2023-24 School Year

Trustee Richardson asked if this funding includes replacing instruments or improving facilities. Mr. Irish said the State has directed that 80% of the allocation is for certificated staff or expanding access and 20% is for equipment. He and Dr. Hew have discussed that 20% is not much per school so they may hire a teacher for multiple sites.

Trustee Richardson said this is a good investment in our students and she wants to see more musical performances.

Mr. Irish confirmed that they have until 2025-26 to spend the funds. "This is a principal apportionment which means the District is going to get another allocation of prop 28 funds this year that they'll have three years to spend." "This is an ongoing funding source from the State of California."

MOTION #14 (Murray/Hsieh) to approve the 2023-24 annual report for Proposition 28 which provides funding allocated for arts and music education in SSFUSD. Motion Carried. (Unanimous)

j. Approval of the Coordinator of Special Education Pre-K Programs Position and Job Description

MOTION #15 (Murray/Richardson) to approve the Coordinator of Special Education Pre-K programs position and job description to oversee the development, implementation, and assessment of programs, ensuring legal obligations and timelines are implemented. Motion Carried. (Unanimous)

k. Approval of New Course Implementations

Vice President Anthony asked if Health Sciences 2 completes the CTE pathway for Health Sciences. Dr. Hew replied "Health sciences 2 is the capstone for the Health Sciences pathway." Health Sciences 1 was approved by the Board earlier this year and will be implement this year. "This will be the first year that we're offering the Health Sciences 1 and then the Health Sciences 2 will be offered next year. So then students who take 1 can take 2 the following school year."

MOTION #16 (Murray/Anthony) to approve the new course, Peer Counseling, for implementation at ECHS, the new CTE course, Health Sciences 2, for implementation at ECHS, and the revised course, Psychology, as a year-long course for all high schools beginning in the 2024-25 school year. Motion Carried. (Unanimous)

The Board recessed at 8:29 p.m. for a break and reconvened at 8:39 p.m.

3. BUSINESS SERVICES

a. Approval of Modification #2 to the Agreement with Hamilton + Aitken (H+A) Architects for the ECHS Central Kitchen Project

Vice President Anthony noted that such modifications occur with many projects and wondered if there can be a better assessment of the work to be done before things are put out to bid. Assistant Superintendent Ted O replied that since the District facilities are up to 60 years old, additional project needs are unknown until the project begins and problems such as asbestos are discovered and must be handled by a specialist.

MOTION #17 (Hsieh/Anthony) to approve modification #2 to the agreement with H+A Architects, for \$165,151, for architectural design services for the ECHS Central Kitchen Project. Motion Carried. (Unanimous)

b. Approval of the Agreement with Project Support Services (PSS) for the DSA Close-out of Non-certified Projects

Trustee Richardson asked for clarification on this item. Mr. O said DSA approves the closeout of projects and it has become known that some projects as far back as 1964 have not gone through the complete process. This firm will work with DSA and all parties involved to finish the closeouts. If this does not take place, "...when we get more projects for the bond for the DSA to approve it can delay some of the approvals because we have close to two dozen projects from the past that's not been completely closed."

MOTION #18 (Hsieh/Richardson) to approve the agreement with PSS, in the amount of \$174,720, for the DSA close-out of non-certified projects for the Measure T Bond program. Motion Carried. (Unanimous)

c. Approval of an Agreement with Experience Janitorial Inc., for Temporary Custodial Support for the 2024-25 School Year

MOTION #19 (Hsieh/Murray) to approve an agreement with Experience Janitorial, Inc., to provide temporary custodial staffing support for the 2024-25 school year. Motion Carried. (Unanimous)

d. Approval of Change Order #4 to the E. F. Brett and Co. Agreement for the HVAC Project Package B

MOTION #20 (Murray/Hsieh) to approve Change Order #4 to the E. F. Brett Co. agreement, for \$28,529, for the HVAC Project Package B. Motion Carried. (Unanimous)

e. Approval of Change Order #1 to the E. F. Brett and Co. Agreement for the HVAC Project Package A

MOTION #21 (Murray/Hsieh) to approve Change Order #1 to the E. F. Brett Co. agreement, for \$40,728, for the HVAC Project Package A. Motion Carried. (Unanimous)

f. Approval of an Award of Contract to Zone 4 Construction for MUR Audio Visual (AV) Project at ALMS

MOTION #22 (Murray/Richardson) to approve the award of contract to Zone 4 Construction, in the amount of \$205,537, for the MUR AV project at ALMS. Motion Carried. (Unanimous)

g. Approval of a 3-year Agreement with Syserco, Inc. for Building Energy Management System Support Services

MOTION #23 (Hsieh/Anthony) to approve an agreement with Syserco Inc., in the amount of \$78,379, to provide support services for energy management, from July 1, 2024 through June 30, 2027. Motion Carried. (Unanimous)

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

August 15, 2024

- Introduction of Student Trustees/ASB High School Presidents
- Presentation on Information Technology Department
- Presentation on Summer School
- Approval of San Mateo Co. 2024-25 CSPP preschool contract
- Public Hearing and resolution for confirmation of sufficient student textbooks/instructional materials
- Resolution for Attendance Awareness Month (September)

August 29, 2024 - Board study session *(Board room)*

- Math

September 12, 2024

- Teaching and learning presentation - Buri Buri ES
- Presentation and approval of year end unaudited actuals
- Presentation on SSF Education Foundation
- Discussion of October 24 Community Forum topic(s)
- Resolution Honoring Hispanic Heritage Month (September 15 - October 15)
- Nomination(s) for CSBA Directors-at-large Asian American and Hispanic
- Resolution on GANN limit

September 26, 2024

- Teaching and learning presentation - Westborough MS
- Update on enrollment for the 2024-25 school year
- Resolution honoring Filipino American History Month (October)
- Approval of the Board Governance calendar for 2024-25
- Approval of SMCOE Induction Program (BTSA) agreement for 2024-25
- Resolution for California Week of the School Administrator (October)

October 10, 2024

- Teaching and learning presentation - ECHS
- Presentation on Facilities Department
- Presentation on Genentech and Science
- Presentation on Fiscal Services

- Williams report for 1st quarter ending 9/30/24
- Update on OpTerra Energy solar savings
- Resolution honoring Native American and Alaska Native Heritage Month (November)
- Approval of ESSER III Expenditure Plan for 2024-25

October 24, 2024 - Community Forum

- Topic(s) TBD

November 14, 2024

- Teaching and learning presentation - Junipero Serra ES
- Teaching and learning presentation - Skyline ES
- Presentation on Assessment/Accountability (CAASPP, CAST)
- Update on Safe School Plans

December 12, 2024

- Teaching and learning presentation - Parkway Heights MS
- Presentation on Performance Management - CTE
- Approval of San Mateo Co. QRIS block grant for 2024-25
- Presentation and approval of First interim budget report “positive certification”
- Resolution for School Board Recognition Month
- CSBA Delegate Assembly nomination(s)
- Approval of 2025 Summer School Program

December 18, 2024 - Reorganization meeting

- Resolution ratifying November 5 election
- Ceremonial Oath of Office for new Board member(s)
- Board of Trustees reorganization
- Resolution honoring outgoing Board President
- Selection of Trustees to District sub-committees/committees

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Trustee Murray thanked Nalani and said she has been a pleasure to work with. “You’ve been so patient with me. And you’ve helped teach me so much. So I appreciate it. And, you know, I can’t tell you the hole that’s going to be left with you gone. So thank you so much.”

Dr. Hsieh echoed Trustee Murray’s comments. She said, “Nalani you are the best Board secretary that I have ever seen. And you are so kind to us! Very thoughtful and everything you do is put your whole heart into it. So we feel that. So this point will be so hard to fill. Hope you have a great retirement.”

Vice President Anthony also echoed Trustees Murray and Hsieh's comments. "You are so valuable for new Board members and new employees and helping us navigate what this looks like and how we do what we're going to do. Your knowledge is like off the charts. Again, thank you for your kindness. Thank you for the year and a half we've gotten to work together."

Trustee Richardson said, "It will not be the same without you. And I finally have to say God thank goodness for Nalani; she just brought a little smile on my face."

President Lujan said, "Nalani, the past nine years you have kept me straight more times than any other human on this planet. And the fact that there are five of us with very different opinions who don't always read our e-mails at the same time and you answer e-mails no matter what time, even though we tell you it's okay. So your attentiveness, your patience and your grace are unparalleled. Even when we're completely wrong and like very confused, you just ask a clarifying question and get us back on track. It's done so gently. And even though we know we were wrong you never make us feel bad. You just lead with grace and kindness and so quietly things just magically happen because of you. Thank you Nalani. You're going to be very much missed. I do hope you enjoy retirement and congratulations."

Mrs. Allen-Cantley shared the following comments:

First off, thank you for the flowers, and Jolene, thank you for the flowers from CSEA. Thank you for letting me share a few comments at this, my last Board meeting. My retirement is bittersweet. On the one hand, I am looking forward to the next chapter in my life and spending more time with my husband who is also retiring. But, because I have truly loved my job from day one, I will miss the work and people a great deal. I have worked with many intelligent and committed individuals who share a common goal of making this District the best it can be. Each year things change, including a pandemic, which brought many new challenges, but everyone, as a team, adapted and carried on with a united optimism and endurance I am proud to have contributed my skills for these years. In my time here, I worked with 15 Trustees, 13 Assistant Superintendents, 2 Superintendents, and attended 324 Board meetings. I think that is a record. I respect the Cabinet and Board members for your dedication, adaptability, perseverance, innovation, and for being great people who contribute their skills to keep moving the District forward. Dr. Moore has been an incredible Superintendent, who leads with intelligence, collaboration, passion, and a smile while inspiring others. The District is fortunate to have someone of her caliber leading the way to ensure students succeed. Thank you to every coworker, Classified and Certificated, for making me feel valued. I especially want to recognize my current office co-worker Nathan Isla who made the work a little bit better with his willingness to help anyone and wonderful, wicked sense of humor. In closing, I wish every employee the best in their future time here and their future endeavors. Thank you.

ADJOURNMENT – 8:55 p.m.