

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of April 11, 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 - 7:00 p.m.

A. CALL TO ORDER

B. ROLL CALL

Board Members:	Ms. Amanda Anthony - Present Dr. Chialin Hsieh - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Jamie Wong, Student Board Member - 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 Westborough MS 8th grade student Isaiah Lampe. Principal Dr. Loraine Rossi de Campos said Isaiah is their 2023-24 ASB President, a member of the Leadership Class, and has coordinated numerous activities this year. He also participates in several clubs, including the Wrestling Club. Isaiah is a strong student and enjoys a wonderful working relationship with her and the rest of the WMS staff.

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. REVIEW OF AGENDA - No changes.

- F. PTA COUNCIL REMARKS** - President Lauren Kitchen thanked President Daina Lujan, Trustee Mina Richardson, and Assistant Superintendent Keith Irish for attending this week's PTA Council meeting. She also thanked the Westborough MS PTA for the great job they have done this year. The PTA Council Installation Dinner, to install new board members to their positions, is being held on May 7, at ECHS, beginning at 6:00 p.m. Middle School Family Education Day is taking place on Saturday, April 27, from 9:00 a.m. to 4:00 p.m., at SSFHS. A flyer is available on PeachJar to register for this event. Ms. Kitchen also shared the dates of upcoming PTA unit meetings and events for some schools.

G. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators - None

South San Francisco Classroom Teachers Association - Interim President Shari Giusti noted that the second day of bargaining is scheduled for next week and she would like to address class size caps/smaller class sizes. She said students in smaller classes "...score higher on tests, especially low socioeconomic students, participate more in school, demonstrate improved behavior, retain many benefits of smaller class sizes in later years, are easier to manage, on average have higher attendance, and are more likely to attend and graduate from college. From a marketing standpoint, when lower class sizes are advertised, parents will gravitate to smaller class sizes for their children's education, preferring charter schools and private schools or even choosing homeschooling for more individualized attention." "...SSFUSD class sizes are only subject to a class size divisor of 28 for grades 6-12 and a class size average of 29 for grades K-5, which is completely unfair if you end up with classes above those numbers. The divisor and average allow some classes to get too large while others remain small." With smaller classes, teachers are able to provide more individualized attention to students, they can work more closely with parents, and may be more likely to remain in their positions. She said other districts have smaller class sizes and SSFUSD should as well. She is asking that the District and SSFCTA help create the classrooms that both teachers and students deserve.

California School Employees Association Chapter 197 - None

- H. PERSONNEL COMMISSION** - Assistant Superintendent J. Marwan Hannon reported the next Commission meeting will take place on April 15, 2024.

I. ITEMS FROM THE BOARD - None

J. SUPERINTENDENT'S REPORT

- a. **Youth in Government** - Superintendent Shawnterra Moore reported that earlier this week, the City, in collaboration with the District, offered a Youth in Government Day program to all local high school seniors. The purpose of the program is to provide young adults the opportunity to learn more about the positions of elected officials and key City staff, to provide a hands-on opportunity to learn how local government works, to educate young people with the hope that they take an interest in a career in local government and/or school district operations, and to educate students so they can have basic knowledge to become informed voters and active community members. A luncheon in their honor was held on Tuesday, April 9. She was privileged to have the opportunity to address the students and express how proud the District is of them and shared some words of encouragement. On behalf of the Board, she was able to congratulate all the students selected to participate and acknowledge their hard work. She also thanked the City of SSF for their commitment and partnership in the service of SSFUSD students.
- b. **Honoring Maya Thompson** - the Superintendent said she had hoped to honor ECHS senior student Maya Thompson at the last Board meeting or this meeting, but she was not able to attend. "But, I wanted to congratulate her and share with the community and Board that she was one of the San Mateo County 2024 *Women's Hall of Fame and Young Women of Excellence!* honorees. The Hall of Fame, established in 1984, is an important and lasting way to recognize the incredible work of women of all ages and walks of life in our community. Every two years a new slate of women, including outstanding high school students, join the ranks of some of San Mateo County's greatest contributors, an honor roll that today reaches 288 individuals." She provided some information on Ms. Thompson. *"She recently received the National African American Recognition Award for her strong academic performance on the PSAT and Advanced Placement exams. Outside of school, she has volunteered as a tutor for Project Speak Together, an online tutoring program that helps Ukrainian students learn conversational English skills. Through her volunteer work, she improved her students' English literacy and worked to foster an environment where students felt comfortable sharing their experiences during the war. Currently, she volunteers for the organization Cancer Kids First, which aids child cancer patients globally. She is a part of their arts program where she creates and decorates cards for child/teen cancer patients. Over the past eight years, Thompson has studied piano technique and performs for the community annually at Golden Gate Park's Flower Piano event. She also works as a gymnastics instructor for preschool students where she teaches them gymnastics skills and helps improve their motor development. In the coming year, she plans to continue her efforts giving back to her community as she completes her senior year and enters college in the fall."*

- c. **Math Pathways Meeting** - Dr. Moore spoke about last night's Educational Services Department meeting concerning middle school math pathways for 2024-25. Over 200 participants including middle and elementary parents attending the event. She thanked the community members who were engaged and asked wonderful questions. Educational Services members addressed some concerns raised in possible changes in the pathways, especially eliminating algebra from the curriculum. They stressed that these rumors are not accurate and the District has never considered removing algebra from the middle schools. She said, "The goal was to address the concerns and then show the ways in which we will continue to work and ensure that all students receive a rigorous and engaging instruction." "The team will review the questions raised by the attendees, particularly regarding course advancement and the decision to have all students take common core 6, 7, and 8 and not allow the skipping of classes or math foundational content." They confirmed that summer school was eliminated due to budgetary constraints. "...the department will be...working on developing an FAQ and getting back to our community by mid next week."

"So in summary, I just wanted to say our Ed. Services department, I believe I can speak on behalf of our Board and I, of course, remain committed to providing all of our students with equitable access to challenging academic opportunities and providing the necessary supports to ensure that they are successful in middle school and high school and beyond."

K. STUDENT TRUSTEE REPORTS

1. Jamie Wong, Spring Student Trustee and ASB President ECHS, highlighted the following recent and upcoming events at her site; ECHS is officially a Special Olympics Unified Champion School and club members participated in a basketball tournament against SSFHS, Westborough MS, and PHMS; the QSA (Queer Straight Alliance) has encouraged students to make a bracelet for a pledge to participate in creating safe spaces within the community; tomorrow is the 17th annual Jazz Night; auditions for the Advanced Dance Team will be held next Friday and everyone is encouraged to audition and show the range of talent in the school; the annual dance show, "*Shaping Sounds*" is taking place May 2-4 in the school theater; the school honored the conclusion of Ramadan by distributing pastries during lunchtime, a gesture that not only signifies the end of a month long period of fasting and reflection but also fosters a sense of community and togetherness among students and staff. "As we come together to enjoy these delicious treats, let us also reflect on the values of compassion, gratitude and unity that it represents. Wishing everyone joy, peace, and happiness."

She gave a shout out to Maya Thompson for everything Dr. Moore said about

her and that the school is “...so incredibly proud of all her hard work and efforts and we are very glad that it does not go unnoticed.”

2. Ira Sergio, Fall Student Trustee and ASB President SSFHS, shared the following news from her school; today the juniors and seniors witnessed the Every 15 Minutes presentation, in which they got to understand the dangers of drinking and driving; the spring musical, *The Little Mermaid*, is taking place tonight through Saturday; and prom is being held on April 13 at the Pearl in San Francisco with the theme of ‘Happily Ever After’; the Red Cross Club is hosting their second blood drive on Friday, April 19; the Earth Club students have been renovating the outdoor learning space throughout the month of April for students to enjoy; for Earth Day, April 22, the Earth Club is hosting a week-long celebration from April 22-26 with daily events including a recycling competition, after-school clean-up, and more; and the Color Guard Team earned a second gold medal in their division.

Ms. Sergio wished the spring sports good luck as they close out their season this month.

L. PUBLIC COMMENTS

Aaron (no surname given), an educator and advocate for equity and inclusion, spoke about the Nextdoor post which was mentioned at the last Board meeting. He said the post, which has been confirmed by educators, details abuse of special needs individuals in the ATP program. He was told this has been reported and is being investigated, but is asking why nothing has happened. Superintendent Moore reiterated what she stated at the last Board meeting, “That any time any complaints come forward to our office, we immediately and swiftly respond and react to that. Anything that may be personnel-related is not going to be something that will be discussed publicly, but we appreciate the advocacy...”

M. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Westborough Middle School

Principal Loraine Rossi de Campos shared educational priorities and programs at Westborough MS. She also recognized the following parent volunteers who will receive certificates of appreciation from the Board: Michelle Amaral, Fabiola Brione Blanco, Desiree Lampe, and Stephanie Tejada

District LCAP and WMS Site Goals 2021-24

Dr. Rossi de Campos said WMS goals are in alignment with the District’s goals. For example, in the chart below, LCAP goals are on

the left and on the right are the benchmarks for this year. Goal 1 is connected to LCAP Goal 1 which is the Academic Achievement goal. She noted that they have just finalized next year's SPSA, another three-year process, which will take them to 2027. She said they can track their progress to see if they are making the gains they want. In the process, when they implement programs, they use community feedback to and compare progress from one year to the next.

By the Spring of 2024 Westborough students will demonstrate a 3% growth in ELA and math (LCAP 1).	Maintain or increase by 1.0% in schoolwide performance for both math and ELA when compared to the 2020-21
After attending PD opportunities, staff will demonstrate the ability to support CC SS, and district priority standards, integrate current educational tech practices, and create a safe and positive learning environment for all students (LCAP 2).	Maintain or increase by 1.0% in schoolwide performance for both math & ELA -90% of all students surveyed will indicate that they feel safe and have a positive experience at Westborough
Students will exhibit a 3% decrease in absenteeism and suspension rate after participating in relationship-based or trauma-informed instructional practices & counseling approaches, school extracurricular activities, & the school's PBIS program (LCAP 3).	At least 1.0% decrease in the rate of Chronic Absenteeism & maintain or improve or maintain Suspensions
After receiving instruction all students with an IEP will demonstrate a 3% growth in ELA & math* (LCAP 4)	Maintain or increase by 1.0% in schoolwide performance for both math and ELA

Academic Achievement (Goal 1) - looking at common practices, what are the use of priority standards and how are they impacting students in the classroom.

Staff and Professional Development (Goal 2) - looking at integrating educational technology, incorporating the ever changing needs of students, especially socially emotionally.

Student, Parent, and Community Engagement (Goal 3) focusing on counseling support.

Special Education (Goal 4) - focusing on students with IEPs demonstrating proficiency and looking to make they are implementing District approved curriculum well and seeing the achievements expected from the general education students.

Dr. Rossi de Campos stated that they are looking at benchmarks such as .5% growth in the first year and 3% total growth by year's end.

CAR (Communication, Achievement, Relationships)

They are focused on their SPSA as their GPS to make sure they are staying in line with the progress they are trying to make. Also, they are

constantly checking the mirrors to make sure they are reflecting and growing to meet the changing needs of the students.

Vision and Mission

Dr. Rossi de Campos said her team took time to build and make the mission and visioning process meaningful. Their focus is to:

- Develop and strengthen the team
- Build relationships and clear channels of communication throughout the community
- Continue alignment with the District's Strategic Plan and LCAP goals
- Care for ourselves and each other throughout the process
- Reflect on why we teach the way we do and work as a team to empower the entire staff to be the best they can be for the students

Building our Shared Understanding of Effective Instructional Practices

- Staff retreat in Half Moon Bay to build our capacity for implementing Universal Design for Learning (UDL) principles
- Leadership Team and Cycle of Inquiry Work - fine-tuning it now to integrate it into what they do daily

Continued Focus on Relationships and Culture

- Building a New Mentorship Program at WMS "Culture Keepers" - 8th graders in an elective class are peer mentors placed with specific student.
- Special Olympics Event - they hosted students who competed against SSFHS, ECHS, and Parkway Heights MS
- ASB and Leadership Grade Level and Lunchtime Events
- Spirit Weeks
- Anti-bullying Awareness events
- Band Concerts
- 2024 Color Run
- Mini Course Field Trips

School-wide Focus on Academics and Community

Honor Societies, Honor Roll, Science Fair, Helix Cup, Spelling and Geography Bees, and Environmental Conservatorship Opportunities

Positive and Engaging Environment

Principal Rossi de Campos said the partnerships with the following resources provide students with collaborative learning environments for critical thinking; RTS partnerships, variety of clubs and events, mini course day, strong student leadership (ASB), and a strong music/arts program.

Demographics

WMS has 525 students this year. 29% are identified as socioeconomically disadvantaged (SED), 16% are Students with Disabilities (SWD) on IEPs, and 6% are ELs. There is a diversity of ethnic backgrounds, languages, and cultures with 36% of students being Filipino, 32% Asian, and 22% Hispanic/Latinx being the largest groups. 51% of students are male and 49% are female.

Chronic Absenteeism**Attendance Snapshot**

For 2022-23, there was a 4.6% decline from the previous year with SWD being the largest group.

Attendance Data by Tier (8/4/23-3/28/24)

Satisfactory	67.2%
At risk	21.3%
Moderate chronic	9.4%
Severe chronic	2.1%
Extreme chronic	0.0%

About 59 WMS students in the moderate and severe chronic tiers need more support. The school is sending notifications home, students meet with counselors and administration, or home visits are made.

CAASPP 2022-23 Data

Principal Rossi de Campos noted that for 6th grade, 99.30% of students were tested, in 7th grade, 98.80% tested, and in 8th grade, 99.40% tested.

California Dashboard Summary 2022-23

Indicator	WMS School			SSFUSD		State	
	N	Status	Change	Status	Change	Status	Change
Chronic Absenteeism (K-8 only)	499	16.4 % chronically absent	-4.6%	21.3% chronically absent	-3.3	24.3% chronically absent	-5.7
Suspension	502	8.8 % suspended at least one day	+2.2%	3.9% suspended at least one day	+1.3	3.5% suspended at least one day	+0.4
English Language Arts	475	16.2 pts above standard	+2.7	3.3 pts below standard	-1	13.6 pts below standard	-1.4
Mathematics	475	6.0 pts above standard	-0.9	32.8 points below standard	-0.3	49.1 pts below standard	+2.6
Graduation Rate (HS only)		N/A		88.7% graduated	-3.3	86.4% graduated	-1
English Learner Progress	475	55.2% making progress toward proficiency	-22.6%	46.9% making progress toward proficiency	-6.3	48.7% making progress toward proficiency	-1.6
College/Career Indicator (HS only)		N/A		55.6% prepared	N/A	43.9% prepared	N/A

They addressed the decrease in ELL progress, by implementing an ELD lab this year and are looking at specific curriculum to support it.

ELA and math met or exceeded standards

- 6th grade, 58.22% of students in ELA and 52.05% in math
- 7th grade, 61.54% of students in ELA and 60.99% in math
- 8th grade, 64.56% of students in ELA and 58.86% in math

Overall, 61.52% of students in ELA and 56.45% in math met or exceeded standards while 38% did not meet standards in ELA and 44% did not meet standards in math.

CAASPP 2022-23 Compared to 2020-21

ELA and math met or exceeded standards

- 6th grade, **7.30% increase** in ELA and 7.10% decrease in math
- 7th grade, 2.70% decrease in ELA and **6.64% increase** in math
- 8th grade, **3.51% increase** in ELA and **1.96% increase** in math

Overall, there was a **1.74% increase** in ELA and 0.56% decrease in math.

Resources to Support WMS Students

UDL Professional Development for Staff

Academic Center:

- 3 days a week for an hour after school
- Teacher supported, including Specialized Academic Support
- Peer Tutors available
- **Tends to be the most utilized support offered**

IXL: Targeted support in math, History, and ELA

- Accessible through the student portal, adaptive

Counseling Support:

- Check-in meetings, RTI program/Student Study Team meetings, Mental Health Resources (YSB, Care Solace, and Daybreak Health), Home visits, and Culture Keepers mentor program

Response to Intervention (RTI)

- Grade levels meet to review student progress monthly
 - RTI tracking documents by grade level
 - Use of common assessments to track student progress in ELA/Math
- Streamlining Tier 1, 2, & 3 Supports (academic & behavioral) in All
 - Focus on UDL principles this year
 - Problem solving and designing consistent policies for student behavior that presents.

Principal Rossi de Campos said the grade level leads, counselors, and teachers have looked at how they are working with RTI and have changed some practices. This includes analyzing individual student data, creating support plans, and monitoring if they are working.

Students with Disabilities (SWD) 2020-21 vs, 2022-23

Dr. Rossi de Campos reported that SWD performed better last year than on the 2020-21 CAASPP assessments.

In 2020-21, SWD achieved only 10.53% met or exceeded status for ELA and only 8.77% for math. In 2022-23, this group had 14.28%, or a 3.75% increase in met or exceeded status for ELA and 15.87%, or a 7.10% increase in math. She congratulated the SpEd team and co-teachers in general education for being supportive and dedicating their time to these vulnerable students.

Additional Supports for SWD

- Specialized Academic Center which is an additional opportunity to work with Ed. Specialists outside of the school day.
- Full Resource Program that allows SWD equitable access to the General Education provided at WMS
- Mainstreaming program
- Use of District approved intervention curriculum such as Spire for reading, Unique for multiple subjects, IXL, etc.
- Team meetings in addition to Annual IEP (as needed)

Trustee Richardson said she appreciates the snapshot of the school. She asked to be notified when the Special Olympics are held on campus next time. Regarding chronic absenteeism, she inquired about the kind of excuses that are used and whether the students are ill or on vacation. Dr. Rossi de Campos replied that physical and mental health are the key components in a chronic situation. But the issue is sometimes rooted "...in terms of what the home is experiencing and even though we're trying and we're acting as liaisons to get them to school, the consistency and the follow-through is more than we can handle alone, and even with home visit and support from our police liaison, we just can't help the family enough to get the kids to come. Other times it's a barrier to mental health support for the family...to find providers if they don't have qualifying health insurance..."

Trustee Patricia Murray expressed her love of WMS since she and her children attended the school. She thanked Principal Rossi de Campos for her comprehensive report. "So the way you approach your school and your students is incredible to me. You anticipate what their needs are and all work to make things better."

Trustee Chialin Hsieh thanked Dr. Rossi de Campos for the great presentation. "I really appreciate your authenticity and your energy, and your kindness and passion about the work." "And I also really appreciate how you connect the goals, the benchmarks with all the information you share, you address every single one of them." She thanked Principal Rossi de Campos for helping the Board understand everything she does for the school.

Vice President Amanda Anthony thanked Dr. Rossi de Campos for the presentation and said she appreciates the focus on SWD and elevating them. "...when we look at the percentages, it's always hard to say that it decreased. It decreased but it's also a totally different group of students." "...sixth graders in 2021 are now reaching standard by eighth grade and I think that's a win, that means that our students are not coming in as prepared this year and there was more catch-up to do." Principal Rossi de Campos said "...data is more about us than it is about the kids, and we use it really to look at our teaching and our practices..."

President Lujan also thanked Dr. Rossi de Campos for her presentation. She said WMS has a soft spot in her heart and thanked her for "...taking such amazing care of all the students, including my own child. Thank you for your leadership and thank you to students, staff, and families for making Westborough the school that it is."

b. Performance Management - Next Generation Science Standards (NGSS)

Director Jason Brockmeyer and TOSAs Jennifer Rosse, Veronica Vasquez, and Dr. Liz Beans reviewed SSFUSD's NGSS vision, student learning results, shared current K-12 NGSS adoption and implementation status, and provided an update on Futurelab initiatives.

District LCAP Goals

Director Brockmeyer said they would primarily focus on LCAP Goal 1, Academic Achievement for providing a high quality curricular science program.

CAR (Communication, Achievement, Relationships)

In relation to the District's Communication, Achievement, and Relationships (CAR) infographic Mr. Brockmeyer said as they implement the NGSS and transform instructional practices and improve student outcomes, they are engaged in all aspects of the CAR. They are focusing on the gas tank, which represents the students' progress toward meeting State benchmarks and the seats, which represent the curriculum they intend to enact across all schools and grade levels.

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

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

SSFUSD NGSS Vision Statement

Director Brockmeyer said this statement was created in collaboration with K-12 educator representatives from the County office and Genentech and rooted in the NGSS framework. “Our ultimate objective is to foster an environment where the expectation is that all students can and will be successful in science.”

South San Francisco Unified School District (SSFUSD) prioritizes high-quality science learning and fosters a district culture and expectation that all students can and will be successful in science. Teachers engage students in rigorous and relevant three-dimensional science learning experiences anchored in the Next Generation Science Standards (NGSS) that build a sense of belonging through cultivating curiosity, persistence, and critical thinking. We aim to nurture scientifically literate graduates poised to contribute positively to an ever-changing world. **SSFUSD strives to be recognized as a premier destination for science education.**

Equity and Access

The vision of the CA NGSS is “**all standards, all students**” science and engineering education should be designed and taught in such a manner that every student, regardless of background or learning characteristics, has access to and benefits from deep and engaging science and engineering learning opportunities ... and an **essential part of implementation is ensuring that all K–12 students are receiving adequate science instruction...** Therefore, **allocating adequate instructional time specifically for science** and highlighting its importance to schools and the greater community is vitally important for districts.

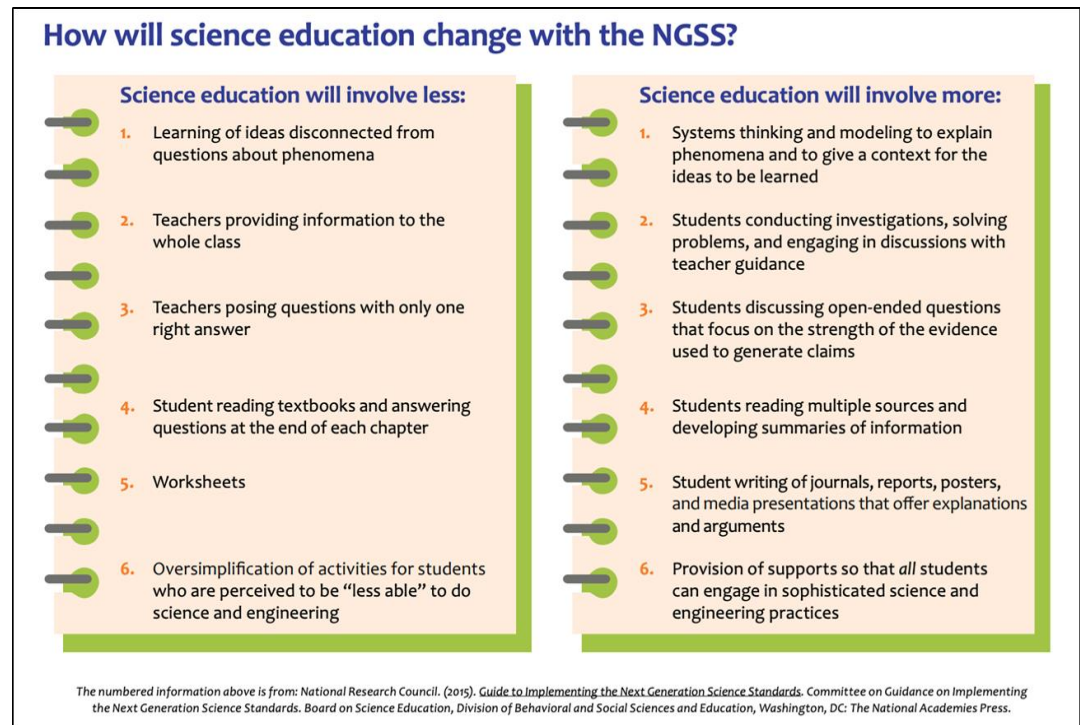
Director Brockmeyer said the standards were created for all students

and the data shows how different subgroups of students are performing towards the goals. “And what's not mentioned but I think what's also very important is that we are providing adequate time for our teachers to engage in deep learning and also to collaborate with each other.”

NGSS Shifts

The NGSS represents a fundamental shift in science education and requires a different approach to teaching science than has been done in the past. As we progress through implementation we need to continually support educators to use a range of strategies to engage students and create opportunities to demonstrate their thinking and learning. This will and should be uncomfortable.

Mr. Brockmeyer said one of the exciting shifts is from the traditional stand and deliver model, where the teacher carries the cognitive load, to a model where the teacher is a facilitator of learning, and students are actively engaged in the learning process, shouldering the cognitive load.



Science Learning Data

CAST Results 2021-22 vs. 2022-23

Director Brockmeyer said the results indicate there is a significant amount of work needed to realize the vision. He acknowledged that

the pandemic impacted the numbers, as delivering high-quality science instruction via Zoom can be extremely challenging. It is also important to recognize that establishing the foundation of NGSS must occur at the elementary level. Failure to provide all students with consistent access to science education could ultimately restrict their full potential.

Elementary Schools

The foundation of NGSS must start at the elementary level. 70% of secondary students are not proficient.



Buri Buri 28% to 47%, Junipero Serra 23% to 36%, Martin 22% to 30%, Monte Verde 63% to 67%, and Spruce 18% to 19%



Los Cerritos 25% to 11%, Ponderosa 41% to 36%, Skyline 52% to 45%, and Sunshine Gardens 23% to 17%

Middle Schools



Westborough 45% to 49%



Alta Loma 26% to 21% and Parkway Heights 12% to 11%

High Schools



Baden 4% to 5% and SSFSH 25% to 29%



ECHS 38% to 35%

CAST 2022-23 Results by Subgroup (5th, 8th, and high school)

2022/2023 CAST Results											
Grade	Overall	Hispanic or Latino	White	Asian	Filipino	Socio Econ Dis.	English Only	English Learners	Student w/ Disabilities	Parent H.S. Grad	Parent College Grad
5th	38%	18%	67%	63%	48%	18%	46%	2%	18%	15%	56%
8th	26%	11%	38%	63%	37%	13%	36%	0%	9%	9%	41%
H.S.	31%	21%	23%	54%	41%	21%	39%	2%	4%	25%	41%

KEY
0% to 15%
16% to 30%
31% - 49%
50% to 79%
80% - 100%

Mr. Brockmeyer used a 3-tier red coding system to show that within the group of students not meeting proficiency, there are different levels of students that are not being served. He emphasized the results are the same for each grade span, in all classrooms, and at every site. For example, there is a lot of work to do for the ELLs, SWD, and SED students. He noted the correlation that if parents graduate college, students are predicted to be twice as likely to reach proficiency in science.

CA Dashboard

Starting in 2025, student performance on the CAST will be on the California dashboard.

Elementary Implementation

Jennifer Rosse, the District's Elementary Science TOSA, reviewed the following information.

Twig Science Implementation Goals: Year 2

- All students engage in 1-3 Modules of Twig Science
- Initiate implementation of the recommended elementary science minutes

Ms. Rosse said they are seeing some success with the elementary CAST data, but they have a long way to go and are moving in the right direction.

Successes

- Increased teacher collaboration and planning time for Science through Legarza PE time
- Increased Science learning in terms of minutes and depth.
- Provided comprehensive Professional Development (PD) for all elementary teachers
- Integrated Designated English Language Development (DELD) into Science at Spruce ES

Ms. Rosse said, "...science in our elementary schools is hands-on, students get to show their thinking in many different ways. When students get to touch, make models, and observe making it accessible to all of our learners, it becomes relevant to them and it's fun."

Challenges

Supporting shifts in NGSS

- Time is needed to dive into learning to sustain implementation (PD, collaboration, and instructional time)
- Focus on instructional shifts - NGSS and Twig require a shift to a more student-centered classroom where teachers are facilitators of learning and students need time to engage in hands-on learning.
- Capacity and competing priorities

Next Steps/Year 3 Goal

- Ensure all students engage in 2-4 Modules of Twig Science (2 in Kinder)
- Continue to increase the minutes of Science instruction for all students
- Sustain collaboration with ELD Specialists to strategically support all learners
- Continue to partner with teachers to support them with Science implementation

- Develop a plan to support teachers through PD for NGSS instructional strategies

Futurelab Elementary Partnership

- Gene Academy - some students, third through fifth grade, go to Genentech to engage in science days and homework days are partnered with a mentor
- STEM Day Cupcake Celebration - elementary teachers at every site were provided cupcakes as an encouragement and to acknowledge their hard work and success

Middle School Implementation

Veronica Vazquez, the District's Middle School Science TOSA, reviewed the following information.

Year 1 Implementation

Goal - To provide training and support to help all middle school science teachers navigate the newly-adopted Green Ninja curriculum and support all students in receiving NGSS-aligned grade level science instruction. *(Green Ninja is a curriculum that's focused on environmentalism and sustainability. Through the challenges that take place at the end of each of the six units per grade level, students have a chance to apply some real world skills around real world environmental issues to make decisions that will impact them now and in the future.)*

Successes

- Implementation of Green Ninja curriculum in all middle school science classes
- Access to opportunities for students to leverage their science learning and problem-solve like scientists and engineers through the challenges focused on addressing real-world environmental issues
- K-12 classroom visits starting in middle school to better understand the needs of students and teachers to support exceptional instruction in science throughout the District

Challenges

- Access to collaboration time for middle school science - especially with most teachers teaching multiple grade levels

Year 2 Goals

- Collaboration time by grade level to identify unit goals aligned with NGSS Performance Expectations and metrics to measure student growth towards meeting these goals
- Continued 1-1 teacher support to identify metrics for goals and needs that support exceptional instruction

- Development of streamlined process for materials ordering
- Alignment of the Helix Cup

Futurelab Middle School

Helix Cup Outcomes

- Cultivates a culture where all students succeed in science.
- Anchors learning in 3D NGSS-aligned science that relates to students' everyday lives.
- Encourages curiosity, persistence, and innovative thinking.
- Enhances collaborative learning and communication skills via group work.

Alignment to Green Ninja Curriculum

- Identify opportunities to build on Green Ninja lessons in alignment with 3D NGSS instructional practices
- Focus on enhancing student learning through alignment with the curriculum
- Continued data collection and reflection to assess effectiveness in meeting these outcomes

High School Curriculum Adoption Framing

Dr. Liz Beans, the District's High School Science TOSA, reviewed the following information. The primary focus of her work has been in the biotechnology pathways and high school science curriculum adoption.

Goal - Adopt high quality NGSS-aligned science curriculum, as a foundation to support access to effective and inclusive science learning.

High School Curriculum Adoption Process

- Used the CA NGSS TIME process, the same as elementary and middle school
- Teachers voice drove the decision making at every step in the process
- Every high school science teacher had the opportunity to engage with the process

High School Curriculum Adoption

All high school science teachers were invited to examine the data collected in the screening and piloting process, and to vote on which curricula would be best for students taking their course. Some teachers said they trusted their colleagues' wisdom in this process and did not participate.

1. TLT and EDS selected priorities for adoption
2. All teachers analyzed priorities-aligned data
3. Course teams voted on which curriculum is best for their course
4. TLT made a recommendation taking all data into consideration

5. EDS accepted the recommendation

- 100% of biology and physics teachers present on November 1, 2023 were in favor of adopting OpenSciEd. The preference of chemistry teachers was mixed, leaning slightly in favor of the other curriculum (Patterns).
- When examining the data with respect to the identified priorities, it was clear to the TLT that an OpenSciEd adoption is what would be best for the students in SSFUSD. OpenSciEd outperformed all other piloted curriculum in all categories with particular strengths in NGSS alignment and vertical alignment.

High School Curriculum Adoption Recommendation

The TLT strongly emphasizes that the District-provided support for the adoption of OpenSciEd is the most important piece of this proposal.

HS TLT recommends to adopt OpenSciEd for Biology, Chemistry, and Physics

To make this work, they will need:

- Curriculum specific training for all teachers
- Ongoing professional learning around NGSS curriculum and classroom implementation, including, but not limited to:
 - Training on designing NGSS-aligned assessment
 - Support for how to facilitate classroom discussion
 - Support for how to help students work with models and modeling
- Sustained, supported collaboration, including release days

High School Curriculum Adoption

Successes

- OpenSciEd adoption supported by a variety of data sources
- 100% consensus for adoption of OpenSciEd among Biology and Physics teachers present on November 1, 2023, and the High School Science Teacher Leadership Team

Challenges

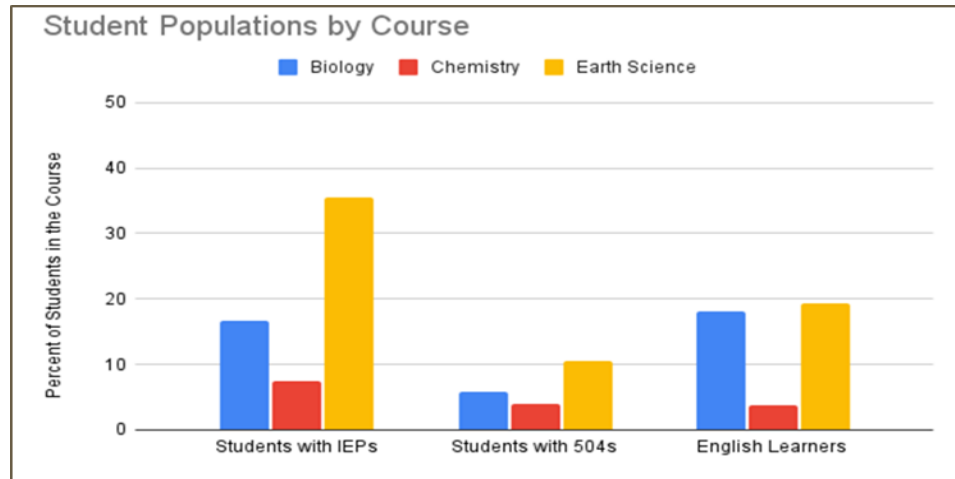
- Time for teachers to collaborate and engage in professional learning

Next Steps

- Work with the TLT to develop an implementation and support plan, including selecting providers of professional learning, lab material kits, and print or online materials
- Change course prerequisites to match the new curriculum in order to align with what students are expected to know coming into each course.

High School Science Pathway Update

Currently, all ninth graders take Biology. Tenth graders take either Chemistry or Earth Science, depending on their performance in Biology.



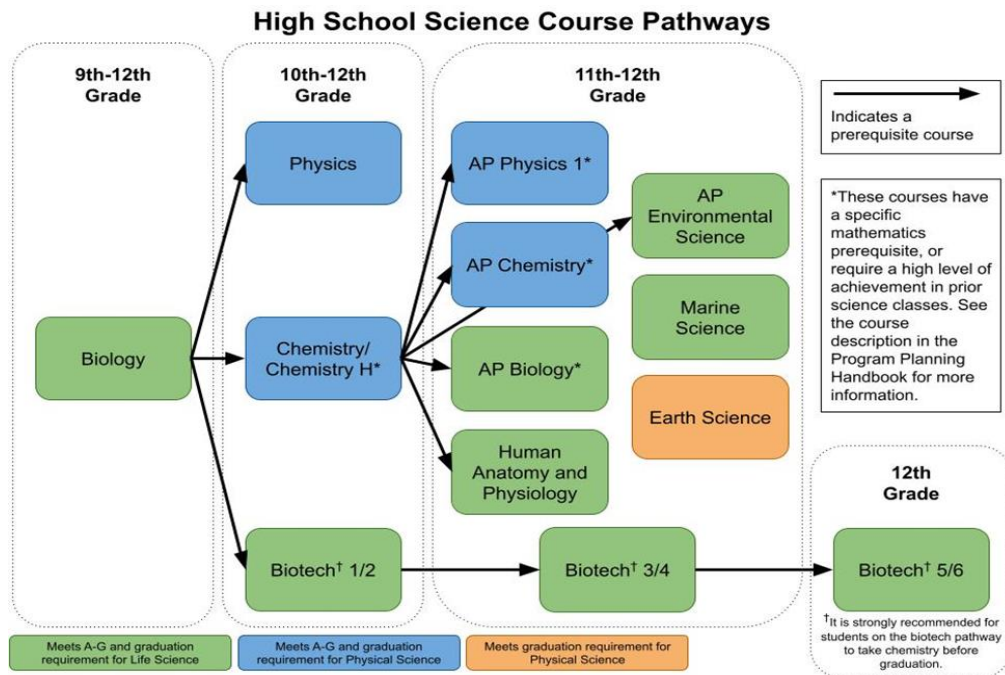
- Chemistry meets A-G lab science requirements but Earth Science does not. Course enrollment data for the 2021-22 school year shows a higher percentage of SWD and ELLs in the Earth Science pathway, which means these students are not gaining access to the courses that they would need to go to college. This is an equity issue that they want to address.
- OpenSciEd Chemistry and Physics are designed to support heterogeneous student populations, and include Earth and Space Science standards.

High School Course Pathway

Students have the option to choose between Chemistry or Physics in 10th grade. Starting in 11th grade, D-level Earth Science is included among many available options.

- Following is the pathway for the 2024-25 school year. They need to complete a curriculum adoption process for Earth Science before getting it approved as a college prep lab science.
- These changes will need to be supported with professional learning and collaboration time for teachers.

The OpenSciEd curriculum has been designed to be supportive for students who need extra support, and also challenging for students, so they believe now is the time to make changes in the prerequisites and in the pathways.



Futurelab Science Garage - Biotechnology Program

- Biotech $\frac{5}{6}$ (Year 3)
 - Highest enrollment in 6 years - Including highest access for students from ECHS
 - Students from ECHS take the free SSF shuttle to take Biotech $\frac{5}{6}$ at SSFHS
- Biotech $\frac{3}{4}$ (Year 2)
 - Highest enrollment in 7 years

Mr. Ng, the SSFHS Biology teacher, starts class 15 minutes early so that students can end on time to take the shuttle while also having the right instructional minutes. They hope that the shuttle schedule will better align with the bell schedule in the future, making it easier on the students and staff.

Futurelab Overview

More than \$37 million investment, 80,000+ volunteer hours reaching 8K students a year.

Genentech Director Ragnar von Schiber said it is a pleasure to work with the District's talented administrators and teachers. Genentech is making an investment in both time and money to support science and provide an engaging platform from K through career in SSFUSD schools. This is the tenth anniversary of Futurelab. Upcoming events include the Science Garage Poster Session, Gene Academy, the Helix Cup, and the Gene Academy graduation.

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

Student Trustee Wong left the meeting at 8:30 p.m.

Vice President Anthony said she loves science and likes the NGSS shifts in the concept of understanding how to analyze things. She is also glad to see that OpenSciEd will be focused on not only understanding, but explaining science. She said many of the questions on science tests are actually reading questions and asked about reading comprehension. Ms. Rosse replied that research shows students engaged in more science sometimes perform better on ELA and math tests since they develop background knowledge. She said in the coming year "...we can focus more on discourse and supporting more academic language across all of our sites." Vice President Anthony asked if the reading specialists are not just doing decoding of fictional tests, but take the science tests. Ms. Rosse said at some sites she collaborates with the reading specialists to tailor the support specific to each site. Vice President Anthony said she does not think District schools are composting as well as they should be. Ms. Vazquez replied that each middle school has a green team which is very concerned with the issue. Vice President Anthony noted that she and Mayor James Coleman both studied science, but neither works in a scientific field. However, science drives the way someone thinks and analyzes things. Being good at science helps in doing marketing and other things with the skills.

Trustee Hsieh said she appreciates the collaboration between the District and Genentech, especially with the elementary schools. She said with the high school curriculum adoption process, it is important to get teacher feedback. She appreciates the transparent process in making this important decision with the data collection, teacher buy-in, and training.

Trustee Murray thanked Genentech for their support. Since her daughter was in fifth grade until now, the science change has been amazing. She recognized the TOSAs for their amazing work.

Trustee Richardson said Genentech has been a great partner for the school district. She is thrilled with the science which gives the students something to think about early on. This stays with them and is a big plus for some students who feel that are not able to accomplish certain things. She thanked Genentech for their collaboration. She also thanked Sharon Ranals and her staff for coordinating the SSF shuttle schedule which the ECHS students use to travel to SSFHS for Biotech classes.

President Lujan thanked the TOSAs for their work. She said science is an engaging subject and it can bring school to life for many students.

N. PRESENTATION WITH POTENTIAL ACTION - None

O. CONSENT AGENDA

MOTION #58 (Murray/Hsieh) to approve Item 1a, Minutes to the regular Board meeting, March 14, 2024; Item 2a, SSFHS National History Day Competition students to travel to Sacramento, CA; 2b, ECHS Swim student to travel to Fresno, CA; Item 2c, Spruce ES Principal to travel to San Diego, CA; Item 2d, SSFHS hiring Ballet Folklórico consultant; Item 3a, Certificated Personnel Assignment Order; Item 4a, Gifts to the District, March 2024; Item 4b, 2023-24 fundraising events; Item 4c, Professional service agreements under \$25,000.

INFORMATION/DISCUSSION

1. HUMAN RESOURCES

a. Williams Uniform Complaints for 3rd Quarter Ending 3/31/24

Mr. Hannon presented the Quarterly Report on Williams Uniform Complaints for the quarter ending 3/31/24, per Education Code Section 35186. This form deals with complaints regarding textbooks, facilities, and teacher misassignment.

He stated that there was one facilities complaint filed in the District for this quarter, which has been resolved.

Trustee Richardson said she was impressed with the report written by Mr. Hannon because it was thorough and answered all the concerns.

ACTION

1. ADMINISTRATION

a. Resolution No. 24-12 for Earth Day

Board Clerk Hsieh read the resolution.

MOTION #59 (Murray/Anthony) to adopt Resolution #24-12: In support of Earth Day. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

2. EDUCATIONAL SERVICES

a. Approval to Update NPS (Non-Public Schools) Allocations and Approval of the MOU with Fred Finch (NPS)

Trustee Richardson asked what therapies are offered at Fred Finch. She said most NPSs are called therapeutic, but she wanted more specific information on this school. Assistant Superintendent Irish replied that students would normally go to an NPS in the County, but as there is no room available, SSFUSD needed to look outside. Fred Finch provides the therapeutic needs with daily counseling support.

MOTION #60 (Hsieh/Murray) to approve changes to NPS allocated placements, as well as the approval of the MOU with Fred Finch, in order to fulfill Individualized Education Plan (IEP) service agreements. Motion Carried (Unanimous)

b. Adoption of OpenSciEd Curriculum

MOTION #61 (Murray/Hsieh) to adopt the OpenSciEd curriculum for Biology, Chemistry, and Physics and the additional recommendations to support this adoption. Motion Carried (Unanimous)

3. HUMAN RESOURCES

a. Resolutions No. 24-13 through 24-32 for Retirements

MOTION #62 (Anthony/Murray) to adopt Resolutions #24-13 through #24-32: Honoring employees for their years of service to the District. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

The retirees are Cathie Alvarado, Frances Avalos, Sandra Cardenas, Deborah Carlino, Regina Ferris, Richard Foldenauer, Becky Foley, Christine Forsell, Clare Gallagher, Rachelle Garret, Carolyn Glaser, Richard Gutierrez, Linda Lam, Judy Nazzal, Bonnie Orendorff, Diana Rosales, Nancy Schoen Bogan, Zaida Sison, Nancy Susoff Pon, and Margo Wenzell.

b. Resolution No. 24-33 for Day of the Teacher

Trustee Murray read the resolution.

MOTION #63 (Hsieh/Murray) to adopt Resolution #24-33: Designating Wednesday, May 8, 2024, as the California Day of the Teacher. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

4. BUSINESS SERVICES

a. Approval of Modification #1 to the Agreement with Hamilton + Aitken Architects for the ECHS Central Kitchen Project

MOTION #64 (Hsieh/Richardson) to approve modification #1 to the agreement with Hamilton + Aitken Architects, in the amount of \$165,151, for architectural design services for the ECHS Central Kitchen Project. Motion Carried (Unanimous)

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

April 25, 2024

- Teaching and learning presentation - Parkway Heights MS
- Presentation on Math Adoption
- Approval of designated representatives to CIF (California Interscholastic Federation)
- Approval of SPSAs
- Approval of HR Director for Unrepresented Classified mgmt. position and job description
- Approval of We Can Work agreement for 2024-27
- Resolution honoring Asian Pacific American Heritage Month (May)

May 9, 2024

- Recognition for outgoing Student Trustee Wong
- Teaching and learning presentation - SSFHS
- Approval of the Board meeting calendar for the 2024-25 school year
- Approval for 5th graders to attend SMCOE Outdoor Education
- Approval of Graduates and Certificates of Completion - Baden HS, ECHS, SSFHS, and Adult Ed.
- Resolution for Fund 11 and Fund 14 account balances
- Approval of MOU with Legarza Sports for 2024-25
- Approval to continue contracts with Non Public Agencies (NPAs)

May 11 2024 - Special Meeting/Board Workshop *(District Office)*

- Board self-evaluation

May 23, 2024

- Teaching and learning presentation - Alternative Education
- Presentation on the Facilities Department
- Approval of the Children's Center Program annual self-evaluation reports
- Approval for destruction of Disposable Class 3 records
- Information on May revision of the Governor's 2024-25 budget
- Approval of Health Connected MOU for 2024-25
- Approval of the agreement with Remind for the 2024-25 school year
- Approval of the agreement with Newsela for the 2024-25 school year
- Approval of the agreement with BeGlad for the 2024-25 school year
- Approval of the agreement with SMCOE for Center for Learning Data Sharing

- Approval of Bill Savidge Facilities Consulting agreement for 2024-25
- Resolution in support of LGBTQ+ Pride Month (June)

June 6, 2024

- Presentation on 2024-25 LCAP draft plan
- Presentation on 2024-25 Preliminary Budget
- Presentation on Special Education School Services Study
- Approval of Dairy Products IFB Rollover for 2024-25
- Approval of Fresh Produce RFP Rollover for 2024-25
- Approval of the Distribution of Processed USDA Foods Bid Rollover for 2024-25
- Approval of Commercial Food and Supplies award for 2024-25
- Public Hearing 2024-25 LCAP draft plan
- Public Hearing 2024-25 Preliminary Budget
- Approval of Local Indicators
- Approval of SMCOE Induction Program agreement for 2024-325
- Approval of Literably contract for 2023-24
- Approval of updated Board Governance Handbook
- Approval of Board of Trustees Compensation increase for 2024-25
- Approval of Skyline Middle College MOU for 2024-25
- Approval of Scoot Education MOU
- Resolution on Budgetary increases and year end transfers

June 20, 2024

- Presentation on YSB Counseling and Safe School Advocates Services and approval for 2024-25
- Presentation on SLO MOU with student data
- Presentation and approval of Board priorities for 2024-25
- Information on Daybreak Mental Health and approval of MOU
- Approval of SMCOE Outdoor Education dates for 2024-25
- Approval of Paper Education Company agreement for 2024-25
- Approval to increase facility use fees for 2024-25
- Approval to increase District rental/leasing rates for 2024-25
- Adoption of 2024-25 LCAP
- Adoption of 2024-25 Preliminary Budget
- Approval to continue NPS contracts for 2024-25
- Resolution on Education Protection Account Funds

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Trustee Richardson said she enjoyed the Youth in Government Day event. She also attended the Every 15 Minutes presentation at SSFHS in collaboration with the SSF PD.

It was a powerful depiction and reinforced to the students the importance of not drinking and driving. "The police department was just great with the students and told them the importance of staying sober." This was the first time since the pandemic that students saw this event.

Trustee Murray reported she also attended the Youth in Government luncheon. At last night's City Council meeting, several of the students who participated in the event were there along with the people they shadowed. She acknowledged the students by name. "They were amazing, they shared where they were going to college and what their hopes were. They represented us very well." Some District students, from elementary to high schoolers and graduates, asked the City Council to add a cease fire to their agenda. She said, "...watching the City Council meeting yesterday, was a day that we should all be proud of in our District."

Vice President Anthony said the luncheon was great and she spoke with students about their futures.

President Lujan said she would close out the meeting with thanks. "This evening we talked about Every 15 minutes and Youth in Government and [for] both of those programs the City budgets to provide our students with opportunities. I want to thank Genentech for being such an engaged participant. I also want to thank our classified and certificated staff and I hope that break last week offered you an opportunity to rest and recharge as we get into this last stretch of the year. The difference you make is noticed and appreciated." She thanked the City, the District staff, and students. Lastly, she thanked the dedicated families and how the community comes together to benefit every student.

ADJOURNMENT - 9:12 p.m.