

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of April 27, 2023

This meeting included closed captions which required the Board to provide a break, for the captioner's benefit, after approximately every 90 minutes.

OPEN SESSION - 6:00 p.m.

A. CALL TO ORDER

CLOSED SESSION - 6:00 p.m.

1. To consider the appointment of one (1) public employee to the position of Principal of Los Cerritos ES, in accordance with Government Code Section 54956.
2. To consider the appointment of one (1) public employee to the position of Principal of Spruce ES, in accordance with Government Code Section 54956.
3. To consider the appointment of one (1) public employee to the position of Assistant Superintendent of Human Resources, in accordance with Government Code Section 54956.
4. Superintendent evaluation.

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

B. ROLL CALL

Board Members:	Ms. Amanda Anthony - Present Dr. Chialin Hsieh - Absent Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Tania Torres, Student Board Member - Present
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Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present Mr. Ted O, Assistant Superintendent, Business Services - Present Dr. Jay Spaulding, Assistant Superintendent, Human Resources and Student Services - Present
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In Board President Chialin Hsieh's absence, Vice President Patricia Murray assumed the President's role for this meeting.

- C. PLEDGE OF ALLEGIANCE** - was led by Monte Verde ES student Ellie Santiago. Principal Debby Mirt said Ellie is an outstanding example of improvement with growth in reading and math who thrives on campus instead of Zoom. She is a much happier and better student in person when she can be with her friends and doing all of the fun things at school. She enjoys singing, dancing, and reading.

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

MOTION #81 (Lujan/Anthony) to approve the appointment of Richard Yee to the position of Principal of Los Cerritos ES. Motion Carried (Unanimous)

MOTION #82 (Lujan/Anthony) to approve the appointment of Angelica Garduno Fletes to the position of Principal of Spruce ES. Motion Carried (Unanimous)

F. REVIEW OF AGENDA - No changes.

- G. PTA COUNCIL REMARKS** - President John Sanna said this is the time of year when the PTA units are involved in elections. Most of them have complete boards and PTA Council is missing only one position. On May 9, they will hold an election followed by an installation of officers and a potluck at Martin ES.

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 - None

- I. PERSONNEL COMMISSION** - Assistant Superintendent Jay Spaulding reported that the last meeting was held on April 17. During that meeting, they ratified four position announcements and six eligibility lists. The next Commission meeting will take place on May 15, 2023.

J. ITEMS FROM BOARD

Trustee Mina Richardson reported that the County Committee on School District Organization, on which she serves, has not had any business before it last month. Therefore, there will not be a meeting this month.

Vice President Murray said she attended the last Equity Diversity and Inclusion Committee meeting of the year on April 20. This committee, composed of parents, students, teachers, staff, and community members is tasked with examining data and informing decisions about policies, practices, protocols and/or processes, and especially how they affect or impact historically marginalized students and stakeholders. "I've attended two meetings this year, and the people on this committee are...so engaged because they know that this is how we change systems and outcomes." She recommended that anyone interested in making change apply to serve on the committee next year.

K. SUPERINTENDENT'S REPORT

- a. Youth in Government** - Superintendent Shawnterra Moore said she was very pleased that after the last few years of having to pivot some of our signature programs and practices due to COVID, this program has been restarted. This spring, 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 role play the positions of elected officials and key staff, become more familiar with the operations of local government, and to learn more about their community. Student Trustee Torres was a participant. A luncheon in their honor was held on April 19 and the students had the opportunity to facilitate a mock City Council meeting yesterday. She congratulated all the students, selected to participate, for their hard work, and also thanked the City of SSF for their commitment and partnership on behalf of SSFUSD students.
- b. SSF Chamber of Commerce Scholarships** - Dr. Moore reported that since 2002, the Chamber of Commerce has raised money among its members for scholarships to help fund the studies of prospective SSFUSD college students. Applicants are selected by the Chamber's Education Scholarship Committee to receive different scholarships offered by the member local businesses. This year 33 students each received a \$1,000 scholarship at a celebratory luncheon on April 20. There was one Baden HS student, five from SSFHS, and 27 from ECHS. She thanked the SSF Chamber of Commerce and scholarship benefactors for their remarkable generosity and congratulated all the students on receiving these scholarships. She also acknowledged both Student Trustees Torres and Oller for being among the recipients.
- c. Injured Athlete** - the Superintendent spoke about an item from the last Board meeting where an athlete, from a visiting school, was injured when he ran into a pole at the ECHS baseball field. "To ensure the safety of all our students we worked quickly to purchase and install padding for the tin poles that

supported the fence on the baseball field this week, and on April 14, our facilities staff...met with contractors at ECHS where they analyzed the field and discussed potential logistics of how to create a warning track and other areas of need that we shared with the Board..." The District has already received a quote for this work and "staff will be bringing that to the May 11 Board meeting for anyone who's interested in our progress on how we're responding to that unfortunate incident."

L. STUDENT TRUSTEE REPORTS

1. Tania Torres, Spring Student Trustee and ASB President South San Francisco said she had a great time participating in the Youth in Government event. She shared that the SSF Chamber of Commerce scholarship she received will be used at Boston University. She then highlighted the following recent and upcoming events at her site: The Youth Art Show highlighted various students' artistic abilities on April 3; the Sophomore Commission held a fundraiser for the class of 2025; on April 18, the school's Culture Commission hosted ASB's Multicultural Week for the first time in four years with various clubs such as the Japanese Culture Club and Italian Club, participating during lunch and showcased activities of the culture they represent; the school's Red Cross Club partnered with the Red Cross to host their annual blood drive taking place on April 19; the School and Community Relations Commission is hosting a dodge ball event this week; the Senior Class of 2023 has begun to post students' college decisions; the Senior Commission is currently planning the Senior Sunset; last week Earth Club celebrated Earth Day by decorated the gardening pots in the outdoor learning space, having a campus wide clean-up, and also hosting a clothing drive this week; on April 22, members of the Earth Club and student body joined the City's Environmental Compliance Program and San Mateo's Public Works Department for a volunteer creek clean-up; the Farewell Rally is taking place on May 12; the Spring sports teams that have been doing very well this past season are the softball team, track team, and badminton team; and the baseball and boys' volleyball have had a tough time, but continue to play and are celebrated.

Ms. Torres said after she spoke at the last Board meeting, she "...greatly appreciated the outreach that I have received from members of the community, as well as from Dr. Moore and Mr. Asbra in regards to various issues including the bathroom situation. Since then, I've had meetings with both of them and I'm glad that we are actively discussing these issues and finding ways to resolve them. And as we move forward, I hope that we continue to foster good communication and prioritize the student voice as we navigate issues around our school."

2. Katrina Oller, Fall Student Trustee and ASB President El Camino High School said that the SSF Chamber of Commerce scholarship she received will be

used at UC Berkeley. She then shared the following news from her school; Last night the Class of 2023 had its graduation night, celebrating all the accomplishments they achieved over the last four years; there were 20 AVID seniors who were able to enjoy this special moment with their friends and families; in honor of April being Sexual Assault Awareness Month, the Student Trauma Open Platform (STOP) program had its school wide denim day yesterday and participated in the ongoing protests against victim blaming and myths about why people experience sexual violence; STOP will host a rally tomorrow where students and staff will be given the opportunity to listen or speak out about their own experiences to spread awareness regarding sexual assault prevention on their campus; the Advanced Performing Dance Team's show *Body Language* will be performed May 4 to 6; and with spring sports ending, she recognized not only the athletes from the fall, winter, and spring teams, but also their coaches who dedicate much of their time and "...continue to come back every season because they see potential in these students."

M. PUBLIC COMMENTS

Melissa Wood Yoshida, a parent of an ECHS senior, spoke about the graduation ceremony and not having chairs for all families attending. "There are 300 students graduating, yet they will be providing two chairs on the field, first come, first served, per family." She asked how this is equitable since chairs were provided for elementary and middle school promotions. "This is a formal event to recognize the achievements of these hard working students..." She questioned safety concerns with parents arguing over seating and providing enough security for everyone. She asked the Board to honor the students and respect their families by providing the necessary seating.

Pearl Gee, an ECHS parent of twin girls graduating this year, spoke about the seating at the ceremony also. This is a formal event and parents want to be seated. She said changes were made to the number of tickets being provided, but this information was not shared with parents. She wants a solution that is equitable for everyone. There should be enough chairs for everyone to sit and make it a nice ceremony for their kids.

N. INFORMATION ONLY PRESENTATIONS

a. Teaching and learning presentation: Monte Verde Elementary School

Principal Mirt shared educational priorities and programs at Monte Verde ES. She also recognized the following parent volunteers who received certificates of appreciation from the Board: Tina Jung, Connie Nguyen, John Santiago, Melissa Tse, Cherri Wai, and Lester Yee.

District/LCAP Goals

Principal Mirt said Monte Verde ES is focusing on **Goal #1, Academic**

Achievement and Goal #3, Student, Parent & Community Engagement.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience and ongoing feedback to teachers and support staff. Principal Mirt said her site is still in need of seat belts because safety continues to be a priority.

Literably 2022-23 Data

For Monte Verde ES's mid-year assessment, 75% of their 1st graders, 67% of 2nd graders, 68% of 3rd graders, and 65% combined are in the blue category (meeting standards) or green category (exceeding standards). A quarter of the students are in the red category (not meeting standards). This represents a quarter of the students and the site is working on improving this.

CAASPP Data

Principal Mirt compared Monte Verde ES's rating to the total District and State ratings.

ELA 2021-22

- 'N/A' indicates a student group that has no data displayed because it is too small.
- Many subgroups are high or very high.
- Students with disabilities (SWD) is in the low range, but better than the very low range.
- The overall average of students meeting the standard was 73.7%.

Student subgroup	Monte Verde ES	District	State
Asian	Very High	Very High	Very High
Filipino	Very High	High	High
Native Hawaiian/Pacific Islander	N/A	Low	Low
Hispanic/Latinx	High	Low	Low
African American	N/A	Low	Low
White	N/A	Medium	High
English Learners	Very High	Low	Low
Students w/Disabilities	Low	Very Low	Very Low
Socioeconomically Disadvantaged	High	Low	Low
All students	Very High	Medium	Low

Math 2021-22

- Since COVID, Math ratings have gone down.
- The Hispanic/Latinx subgroup dropped from high to medium.
- SWD is in the low range, but better than the very low range.

- The school had higher ratings than the District and State for several subgroups.
- The overall average of students meeting the standard was 70%.

Student subgroup	Monte Verde ES	District	State
Asian	Very High	Very High	Very High
Filipino	High	High	High
Native Hawaiian/Pacific Islander	N/A	Low	Low
Hispanic/Latinx	Medium	Low	Low
African American	N/A	Very Low	Very Low
White	N/A	Low	Medium
English Learners	Very High	Low	Low
Students w/Disabilities	Low	Very Low	Very Low
Socioeconomically Disadvantaged	High	Low	Low
All students	Very High	Low	Low

Demographics

The Monte Verde ES student population is predominantly Asian at 53%, followed by Filipino at 21%, being the largest groups.

Of the 534 total students, 49% are male, 51% are female, 10% are identified as English Learners, 10% are SWD and 16% are socioeconomically disadvantaged (SED).

Attendance Snapshot (3/6/23 to 4/7/23)

Principal Mirt shared the average daily attendance by ethnicity, gender, ELs, SWD, and SED students comparing Monte Verde ES's rating to the total District and State ratings. It includes both excused and unexcused absences. For the total student population, this month, the attendance average was 96%.

Student subgroup	Monte Verde ES	District	State
Asian	Very High	Very High	Very High
Filipino	Very High	High	High
Native Hawaiian/Pacific Islander	N/A	Low	Low
Hispanic/Latinx	High	Low	Low
African American	N/A	Low	Low
White	N/A	Medium	High
English Learners	Very High	Low	Low
Students w/Disabilities	Low	Very Low	Very Low
Socioeconomically Disadvantaged	High	Low	Low
All students	Very High	Medium	Low

Chronic Absenteeism

This is a problem at Monte Verde ES. A student who is absent 10% of the time is considered chronically absent. Principal Mirt reviewed graphs which showed the number of students and percent by grade level absences. There were 14 kindergartners who are chronically absent, 12 1st graders, 11 2nd, eight 3rd, eight 4th, but only four 5th. So as the students are moving up the grade levels, they're coming to school more often. "Either it's the parents who are thinking vacation is a great thing and school is not so important in kindergarten or first grade, but as the students are moving up the grade levels, they are probably hearing from their children that they do not want to miss school." From August to the middle of March, Monte Verde had 3,125 absences. Her office staff makes calls every day a student is absent.

What's Going on at Monte Verde

Principal Mirt shared photos of students in activities including:

- 3rd graders writing their biographies, 1st graders practicing yoga poses, 5th graders dressing up as characters in a "Walk-through the Revolution", a 2nd grade Mad Hatter Party, Santa Night, Fall Carnival, Spirit Days, Dance lessons, Spirit Days, and LEAP where students performed hip-hop or Latin dances.
- Walk-a-thon - this is the site's largest fundraiser and a way to build community at the start of the year.

This year the site received a **California Distinguished School** award.

Principal Mirt said she is proud of the parents for their support in all ways. She shared a photo of the Monte Verde staff and praised them for working together, supporting one another, and getting the job done.

Trustee Richardson thanked Principal Mirt for sharing the same good things as last year at her site. She enjoys hearing of the 90% attendance and appreciates the effort to reduce chronic absenteeism. She thanked her for her leadership at the school.

Trustee Daina Lujan thanked Principal Mirt for the presentation and for her leadership and commitment to the students and families. She shared that her child has been a Monte Verde ES student for six years and she knows of their fantastic team and tight community. She acknowledged the dedicated staff at the site.

Trustee Amanda Anthony thanked Principal Mirt for the presentation and for building a culture where students are coming more often to school. She spoke about a bigger topic for a future Board meeting regarding chronic absenteeism, noting that if one of the Distinguished Schools is having this problem, she wonders what the rest of the sites are doing.

Vice President Murray shared that her three children went through Monte Verde ES. She said she loves the community and it will always have a special place in her heart. She enjoyed the great presentation.

Assistant Superintendent Keith Irish shared, with the public, that in the District's 2023-24 LCAP, Student Services and Educational Services will unveil a plan for chronic absenteeism and how it will be tackled. It will be outlined in the June 8 LCAP public hearing.

b. Performance Management – College and Career Readiness

Director Marianne Hew presented the data and progress on the College and Career Readiness indicator within the District, County, and State, and shared performance data for all student groups.

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 presentation would review the following:

- An overview of CA School Dashboard College and Career Indicator (CCI) and how students meet CCI criteria
- Student achievement indicators related to college and career readiness
 - 4-year cohort graduation rate
 - 4-year cohort A-G rate

- Advanced Placement
- College-going data
- FAFSA/CADAA completion rate

LCAP Goals and District Priorities

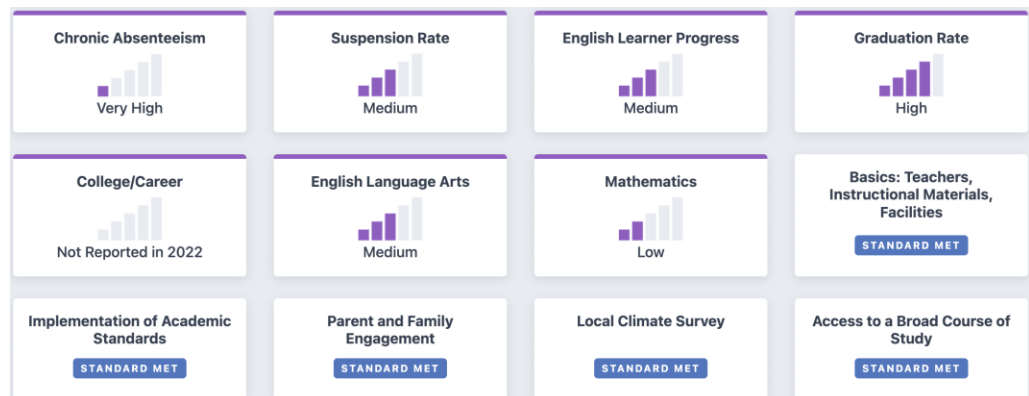
- College and Career Readiness is focusing on **Goal #1, Academic Achievement.**

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience and ongoing feedback to teachers and support staff. Referencing the CAR graphic, Dr. Hew said the GPS makes sure of the direction they are headed. They will also check on the gas tank and do some benchmark data around progress towards college and career readiness.

CA Dashboard 2022

Unlike prior years, this dashboard is only one color, purple, since districts are partially transitioning back to a full accountability system.



- Chronic absenteeism figures may be inflated for 2021-22 due to COVID practices.
- Each Indicator counts students differently.
- No College/Career Indicator is reported for 2022 since there is only one year of data. It will be back next year.
- Local Indicators are based on District self-evaluation and approved by the Board. These apply to the District-level Dashboard only.

2022 Dashboard Graduation Rate

California reports a 4 and 5-year graduation rate.

SSFUSD's combined 4 and 5-year graduation rate is:

Very High - Asian, Filipino, and multi-race

High - African American, White, and total students

Medium - Hispanic/Latinx, Native Hawaiian/Pacific Islander, SWD and SED

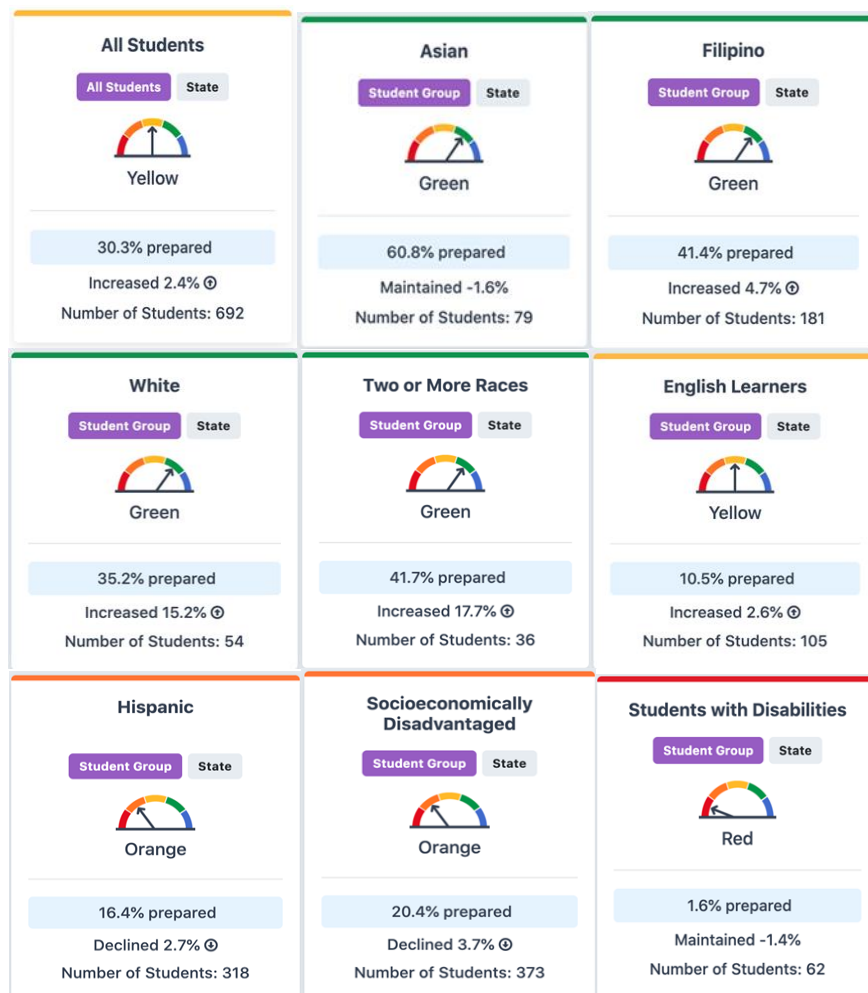
Low - English Learners (ELs) and Homeless

21 students graduated in 2022 as 5th years, mostly ELs, SWD, or SED. For these target student groups, the District's combined graduate rate was on par or higher than their County and State counterparts.

College and Career Indicator (CCI): 2019

- Last year for which there was a complete dashboard
- Reminder that dashboard data is over multiple years because it is based on both current year status (performance level) and change (over time) so if there is not data for both years, it will not show with a performance color (example: Pacific Islander)
- Data for small groups is not displayed to protect student privacy
- Denominator includes 4 and 5-year cohort grads

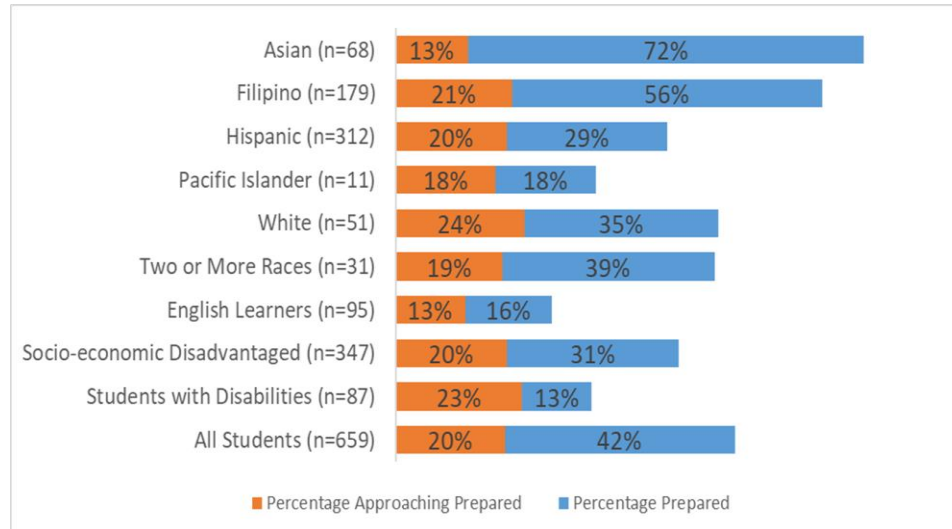
CCI Performance by Student Group for 2019



The Pacific Islander group is not included since the status and change for this cohort was small enough that they did not have the data released for the previous year. The group had 13 students, with 7.7% prepared, and an increase of 2.1%.

CCI Measures: 2020

- Took CAASPP in 2019
- Spring 2020 grades were different
- Flexibility for granting high school diplomas
- 42% of SSFUSD students were meeting the prepared benchmark



CCI College and Career Readiness

Measures of College Readiness

- More measures than for Career 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 or work-based learning
- Leadership/Military Science (*District does not offer program*)

Monitoring College Readiness

- No Dashboard for 2020 (SB 98) and 2021 (AB 130)
 - Shifts in context for CCI measures mean direct comparisons cannot be drawn between cohorts.
- Because CCI measures include Smarter Balanced which was not administered in 2020, there is no 2022 Dashboard CCI.
- Reinforces the need for local measures to monitor progress

Class of 2022 High School Outcomes

SSFUSD graduated a higher percentage of students than the County or State aggregates.

Monitoring Progress toward Graduation

The rate of students meeting HS diploma requirements has increased over the last three years. For all students, in 2020, it was 84%, in 2021, 87%, and in 2022, 92%.

As of March 2023, more than 10% of students are behind in grade-level benchmarks in earning credits toward graduation. To help counselors, students and parents monitor progress toward meeting graduation requirements and college eligibility. They can use the Infinite Campus Academic Planner and California College Guidance Initiative. Counselors connect students with credit recovery opportunities which include retaking a class or summer school.

The rate of students meeting UC/CSU requirements has also increased over the last three years. For all students, in 2020, it was 41%, in 2021, 51%, and in 2022, 55%. Notable cohort exceptions are EL and SWD groups. The State also allowed an option for a diploma that was 130 credits instead of our local 220 credits requirement which allowed the District to graduate a few more students than they would have otherwise.

Advanced Placement

SSFUSD student enrollment in AP courses and exam pass rate has increased over the last 3 years. For the exam participation rate, there is a disparity between the number of students taking courses and the numbers of exams they are taking. There are several reasons for this such as the \$100 costs of an AP exam. Also the exams are taken in October, at the start of courses, and students might not feel confident.

AP metrics	2019-20	2021-22	2022-23	Change
# Students taking at least 1 AP course	543	463	595	
Course enrollments	787	918	1,150	
# Traditionally Underrepresented Students enrolled in AP courses	191	209	286	
# of exams	628	595	850 (anticipated)	
Exam participation rate	79%	67%	73% (anticipated)	
Exam pass rate (score of 3 or higher)	57%	61%	—	

Post-secondary Plans: Senior Exit Survey

Students self-reported on their plans. Dr. Hew compared the Class of 2021 to the Class of 2022.

- Response rate in 2021 was 73% vs. 78% in 2022.
- 91% of students in both 2021 and 2022 planned on continuing their education in a 2-year or 4-year college or trade school.
- 2% of students in 2021 were entering the military vs. 3% in 2022.
- 9% planned on working full-time in 2021 vs. 11% in 2022.
- 52% planned on working part-time while attending school in 2021 vs. 46% in 2022.

Graduates Enrolling in College

There is a trend of slowed or decreased enrollment in post-secondary institutions. This may be due to a strong labor market with opportunities for high school graduates including apprenticeship programs or the rising costs of college and long-term student debt. However, if not immediately after high school, SSFUSD graduates are finding their way to post-secondary education within two years.

AB 469: FAFSA/CADAA Support

- Beginning this year, schools must provide instruction and support for high school students to complete the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA)
- Student and parent/guardian education is critical - many hear “college is free”, but they need to complete FAFSA/CADAA in order to access “free” programs such as College Promise...or that technical schools may also have some opportunities for aid.

College Readiness Metrics-PM Progress

4-year cohort graduation rate

92% of all students in 2022. There have been increases across all student groups since 2019. Several groups are below the State and County aggregates.

4-year cohort students meeting UC A-G requirements

55% of all students in 2022. There are increases across most student groups since 2019, except ELs and SWD. Most groups are below the State and County aggregates.

Advanced Placement: enrollment in courses and exam pass rate

In 2023, 1,150 course enrollments and 850 exams anticipated. Increases in course enrollments with traditionally underrepresented students and exam pass rate over 3 years.

FAFSA/CADAA completion

In 2023, 57 % as of April 1. This is the first year of implementation. This was an increase in the 2022 completion rate of 44%.

CCI Measures - Data Reflections

- CCI data draws from data over multiple years, so there is no CCI as part of the 2022 Dashboard. Return to a full Dashboard is expected in 2023.
- Some increases in graduation rate, A-G completion, and AP
- Significant gaps in achievement for target student groups continue to be a focus with specialized programs and additional supports to be successful.
- Majority of CCI measures currently relate to college readiness. The State has approved plans to incorporate more work-based learning and career readiness measures into the CCI. SSFUSD's CTE is monitoring these developments and are looking toward those opportunities and how that will impact the District's dashboard moving forward as well.

Looking Ahead to 2023-24

- Looking at local measures, monitoring tools, and making good use of those for our counselors and staff, as well as students and parents and educating them on how to use them.
- Opportunities to expand how SSFUSD prepares students for both college AND career, including credit and grade recovery.
- Return to a new, full Dashboard in 2023 to see the fruits of our labor.

Trustee Anthony asked if all fifth year students go to Baden HS or their home school. Dr. Hew replied it is a combination of both. Some 5th year students are ELs who were granted an additional year to meet graduation requirements and some are from Baden HS.

Trustee Anthony then asked if the 130 credit requirement was only due to COVID or was it planned for a long time and is now in effect. Dr. Hew said, "The State high school diploma program has existed for a while, but it's used for special circumstances, for example, for foster youth who may move around quite a bit. But applied broadly to all students without any other criteria was just for COVID and..." the years subsequent to that, for impacted students.

Trustee Anthony inquired how the District is communicating with parents concerning their children's status on progress towards graduation. Dr. Hew said parents have access to the academic planner report and counselors are meeting with students and conveying that information to them and their families. The counselors let families and students know when students are not on track to graduate and remind them of summer school credit recovery or that a course needs to be taken next year. Also they can access Infinite Campus (IC) to monitor the student's progress. Trustee Anthony asked if parents are trained on IC. Dr. Hew confirmed that Educational

Services has had parent webinars on IC and have put out videos for parents to watch anytime. She said using Remind this year has increased attendance in webinars. Trustee Anthony asked if the videos are in multiple languages. Dr. Hew said they are in English and Spanish and confirmed that they are both web-based and available in a mobile app.

Trustee Anthony questioned advanced placement and whether those courses are accepted at UCs and CSUs or community colleges for credit. Dr. Hew replied that all the advanced placement courses do earn students' college credit. But the question is whether it applies to the college and major of each student, which depends on the student's choices. She said, "So for example, if I'm taking a certain AP English course and my major is mechanical engineering, that AP English course might not earn me a whole lot of credit toward my major. It might get me out of a general education requirement but it's not going to be applied the same way that AP physics or AP calculus might."

Trustee Lujan said she appreciated the informative presentation and the disaggregation of data so they could look at trends and gaps. "I really also appreciated how you incorporated your thoughtful analysis and explanation of the data throughout the presentation and also reference collaboration with people like Director Yacoub as you started unpacking the data."

Trustee Richardson said "I just received an in depth look at the Portrait of a Graduate through your lens, and I appreciate that very much." She also appreciated the details about free community college tuition and the input of the trades in schools now. She is glad trades are acknowledged in the Portrait of a Graduate also.

Student Trustee Torres said there are various areas for growth, especially the AP program. It is difficult for underrepresented groups to access AP programs. She feels there are other ways to broaden the program and show underrepresented students that they are worthy of the AP classes and they belong there. She would like to see informational workshops to decipher the college application process, starting in their junior year. Dr. Hew thanked her for sharing her thoughts and said, "I think there is certainly more work that we can do to expand access to AP and really make sure that students see that as something...they can be part of as well. And around the college application process, I know that that is something that we've had conversations about for how to support students and families with that process. Because it is daunting."

Vice President Murray thanked Dr. Hew for her reflective, thoughtful, and thorough report.

The Board recessed at 8:31 p.m. for a break and reconvened at 8:41 p.m.

c. Teachers on Special Assignment (TOSAs)

TOSAs, also known as the District's Curriculum and Instruction Specialists, reviewed their priorities with District goals, Secondary Math, K-12 Math, Educational Technology, and Elementary Initiatives through Performance Management.

Role of Curriculum and Instruction Specialists

- Support teachers
- Curriculum selection, adoption, and implementation support
- Support and carry out District initiatives
- Instructional strategies and support
- Professional development
- Lead Teachers' Leadership Teams (TLTs)

District/LCAP Goals

Secondary Math TOSA Karie Mullassery said they are focusing on LCAP **Goal #1, Academic Achievement** and **Goal #2, Professional Development**.

CAR (Communication, Achievement, Relationships)

TOSAs are engaged in all aspects of the CAR. For this presentation, they are focusing on the gas tank, which refers to student progress toward meeting State benchmarks, and the seats, which represent the curriculum they will enact in all schools and grade levels.

Secondary Math

Challenges

- low math scores on State tests at all levels similar to other districts
- lack of access to college ready mathematics

Successes

- Finalized the Secondary Math Scope and Sequence 
- Secondary Math has completed two Collaborative Inquire Cycles 
- Initiated K-12 Math adoption process 

Ms. Mullassery said the math team has been working to set a strong foundation in the District and are energized by the support and interest of all stakeholders to improve math. One success this year was finalizing the Secondary Math Scope and Sequence. This will help the guaranteed and viable curriculum and set a foundation for what students are learning. The plan is to continue meeting with the TLTs to add resources and choose Common Assessments for all units. Two collaborative inquiry cycles were completed this year. Teachers went through anticipating student work on the assessment, administering

them, calibrating their scoring, uploading into Illuminate, and using the Data Analysis protocol to reflect on student learning. The goal for these cycles has been to improve teachers' collective efficacy. Teachers are continuing to reflect on the knowledge their students have and use it to inform their instructional decisions.

K-12 Math Adoption

Ms. Mullassery and Elementary ELA TOSA Diana Yu initiated a K-12 Math Pre-adoption process with Student Achievement Partners and a team of teachers, paras, students, administrators, and community members. They spent several months collecting data through surveys, empathy interviews, focus groups, and learning walks. They then analyzed the data with the District-wide team. In May they will hold final meetings to determine priorities and then begin the adoption process by setting a math vision for the District. Adopting a curriculum will be an important piece to setting up the strong foundation for student success in math.

Educational Technology (LCAP goals 2 and 3)

Genevieve Chan, the K-12 Educational Technology TOSA, presented information on the technology apps and programs. She said a lot of her job has been supporting teachers in exploring and learning District adopted technology programs and also brainstorming with teachers on how to use different technology devices, programs, and tools effectively in their daily instruction.

Successes

- Offered multiple in-person and online trainings, office hours, tutorials, and on-demand videos to support teachers using programs such as Infinite Campus Grade Book, Illuminate District Common Assessments and Physical Fitness Test, Google Classroom Integration, and Remind.
- Offered webinars, tutorials, and instructional videos to support parents and families in using the Infinite Campus Portal and Remind.

Challenges

- Range of approaches to grading across the secondary teachers
- Need more time to train and support teachers

Next Steps

- Based on teacher feedback collected this Spring, continue with Year 2 of Infinite Campus Grade Book and Illuminate assessment implementation
- Continue to support parents and families in using Educational Technology Tools and supporting their students using these tools

Technology Integration (LCAP goal 2)

Successes

- Worked with Curriculum Technology Integrators (CTIs) from each site to support teachers and students in District technology programs
- Rolled out Year 2 of the SSFUSD Responsible Use of Technology and Digital Citizenship Lessons

Challenges

- Instructional time for technology integration

Next Steps

- Reconvene team in the summer to revamp lessons for Year 3 Digital Citizenship implementation
- Create additional lessons that continue to support students in learning 21st Century skills (email etiquette)

Elementary Focused Initiatives

Elementary TOSAs are Jennifer Rosse, Sathya Seigel, Diana Yu, and Genevieve Chan. Ms. Yu reviewed the following information.

District priorities of the following three areas are:

- A. Improve curriculum, instruction and assessment
- B. Bolster Professional Learning and collaboration

Elementary ELA and Math Scope and Sequence **District-wide Collaboration**

Successes:

ELA: Facilitate TLT meetings to develop, revise, and support the implementation of the ELA Scope and Sequence, District Common Assessments (DCAs), and proficiency scales

- ELA Scope and Sequence finalized last year
- Trimester 1 and Trimester 2 DCA's were administered, scored, inputted into Illuminate, and provided feedback
- Supported teachers using District-wide collaboration days
- Elementary C&I TOSA team created Proficiency Scales to guide teachers and standards based grading for the report card

Math: Grade level TLT validated Math Scope and Sequence, revised report card language for 2023-24, and began creating Math DCAs for 2023-24.

Challenges:

- Equitable site representation on TLTs (across sites/grade-levels)
- Time for teachers to collaborate and use common assessments

Next Steps:

- Revise DCA's
- Trimester 3 ELA DCAs being created with optional administration and scoring
- Provide time for teacher teams to use the data to inform instruction (during PE)
- Finish creating Math DCAs and Proficiency Scales

Elementary Report Card Implementation ●

TOSA Chan presented the following information.

Successes

- All teachers supported with implementation this year during District Collaboration by TOSAs
- Dedicated time during District-wide collaboration led to positive feedback from teachers on the implementation of report cards and success with implementation
- All teachers supported with Infinite Campus trainings to enter scores on new report card
- Proficiency scales created to support teachers
- More alignment between sites using priority standards, assessments
- Collected feedback from teachers on new report cards three times this school year
- Used the feedback from teachers to suggest changes
- Parents and families were supported with understanding the updated report card and how to access the Infinite Campus Parent Portal

Challenges

- Competing priorities in Elementary impacted time and offerings for teachers related to standards based learning and practices
- Teachers need time to be trained and calibrate with their teacher team
- Transitioned to scoring students on SEL rather than scoring learner behaviors and effort

Next Steps

- Teachers need training on standards based practices to inform their instruction and scoring
- Add approved Science standards next school year to align with Twig Science implementation
- Refine math report card language based on teacher feedback and guidance from the Elementary Math TLT
- Continue phased roll out and get feedback
- Continue to learn and provide support to teachers with standards-based learning and practices

Professional Development

Jennifer Rosse, Elementary Science Curriculum and Instruction Specialist TOSA, presented the following information.

Successes

- District-Wide Professional Development Days
 - Revamped Professional Development Model with a focus on teacher choice and supported teachers with current needs and focus. Professional Development days were held in November and January. Support for teachers was provided during the 2020-21 distance learning.
- Revamped entire Elementary Collaboration format beginning in distance learning to support teacher opt in and choice
- 2021-22 Implemented two Collaborative Inquiry Cycles during District Collaboration days where teachers chose topics of interest
- Continuing to work towards increasing productive and meaningful collaboration within and across all elementary sites and grade levels

Challenges

- Competing priorities
- Time to support teachers with the amount of PD needed and level competing priorities for time and teacher capacity
- Meeting the needs of all teachers

Next Steps

- Continue collaborative planning to support teachers as needs arise and to support District Initiatives

Trustee Richardson thanked the TOSAs for their report and for being supportive of teachers and the new report card.

Trustee Lujan noted that the presentation highlighted all the work TOSAs are doing. “You have huge projects going on and you're helping lead District-wide change and throughout it I hear the recurring theme of alignment and just your dedication.”

Trustee Anthony asked what is the highest level offered at the secondary level. Ms. Mullassery replied it is AP Statistics and they are looking at developing pathways and access as San Francisco USD is doing.

Trustee Anthony said it was interesting that 8th grade is considered secondary and the secondary scope and sequence is ready for elementary. She asked if it is all going to align. Ms. Mullassery replied that last year two TOSAs started to build that out.

Student Trustee Torres thanked the TOSAs for their work which benefits the students.

Vice President Murray said the TOSAs are amazing and the work they do makes a difference. The task is daunting and they do a lot, which she appreciates.

O. PRESENTATION WITH POTENTIAL ACTION - None

P. CONSENT AGENDA

MOTION #83 (Lujan/Anthony) to approve Item 1a, Minutes of the March 9, 2023 regular Board meeting; Item 1b, Minutes of the March 23, 2023 regular Board meeting; Item 2a, SPSAs; Item 2b Designated representatives to CIF for 2023-24; Item 2c, Westborough MS students to travel to Yosemite National Park, CA; Item 2d, SSFHS staff member to travel to Maryland; Item 2e, Adult Ed. staff members to travel to Orange Co., CA; Item 2f, ECHS staff member to travel to San Diego, CA; Item 3a, Classified Personnel Assignment Order; Item 4a, Purchase Order Listing, February 1-28, 2023; Item 4b, Warrant Register, February 1-28, 2023; Item 4c, Cash Receipts, February 1-28, 2023; Item 4d, Gifts to the District for April 2023; Item 4e, Fundraising events; Item 3f, Professional service agreements under \$25,000. Motion Carried. (Unanimous)

ACTION

1. ADMINISTRATION

a. Resolution No. 23-37 for Asian American and Pacific Islander Heritage Month

Board Clerk Richardson read the resolution.

MOTION #84 (Anthony/Lujan) to adopt Resolution #23-37: Honoring Asian American and Pacific Islander Heritage Month. (AYES: Student Trustee Torres, Anthony, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

2. EDUCATIONAL SERVICES

a. Approval of Local Control Funding Formula (LCFF) Supplemental Funded Positions

MOTION #85 (Lujan/Richardson) to approve the LCFF supplemental funded positions for 2023-24. Motion Carried (Unanimous)

b. Approval of Foundations in Personal Finance Curriculum for Financial Literacy Course

Trustee Anthony asked if this is available to just 30 students per year. Mr. Irish replied that these are electronic licenses and they start with class sets before the schools determine the number of sections needed.

MOTION #86 (Lujan/Richardson) to approve purchasing the ***Foundations in Personal Finance*** curriculum and professional training to implement a new course at the District's three high schools starting in the 2023-24 school year. Motion Carried (Unanimous)

c. Approval of Middle School Science Adoption

MOTION #87 (Lujan/Richardson) to approve purchasing Green Ninja instructional materials and professional training to implement the new course at the District's three middle schools starting in the 2023-24 school year. Motion Carried (Unanimous)

d. Approval of a Big Lift Supervisor Independent Contractor Agreement

Mr. Irish apologized for an error which could change the context in the Board memo. At the end of the second paragraph, it says, "Until she completes her credential we would **lie** to continue contracting with Ms. Loudon." It was a typo and should be "like".

Vice President Murray asked how the District hired her if she was not already certificated. Mr. Irish replied that as long as Ms. Loudon is enrolled in a program, she could be hired through an independent contractor agreement. This position is difficult to fill.

MOTION #88 (Lujan/Anthony) to approve an independent contractor agreement with Roselle Loudon for the Big Lift Supervisor position for the 2023-24 school year. Motion Carried (Unanimous)

e. Approval of the Strong Workforce Program Allocation Decrease

Trustee Anthony asked why only two modules were implemented. Mr. Irish said the District had trouble with staffing challenges and if they did not implement the agreement required that they had to send it back. He said, "...we have informed the County Office that these modules were three weeks and those are really short modules and it is hard for teachers to plan. So...in the future it would be a lot nicer if they could

contract with us and work with us before, [and] build a module that was closer to nine weeks.”

MOTION #89 (Lujan/Richardson) to approve for SSFUSD to return funds to the SMCOE CTE STEM Pipelines Middle School Strong Workforce program, in the amount of \$37,814.00, as noted in the amended agreement. Motion Carried (Unanimous)

f. Approval of the Strong Workforce Program Allocation Increase

Trustee Lujan noted that even though this is County Department of Education grant and she is a part time faculty member, she recused herself since they are part of the consortium.

MOTION #90 (Anthony/Richardson) to approve for SSFUSD to accept funds from the San Mateo County High Schools and Colleges Consortium, Equity and Access in Dual Enrollment Strong Workforce Program, in the amount of \$18,750.00, as noted in the amended agreement. (AYES: Student Trustee Torres, Anthony, Murray, Richardson; NOES: None; ABSTAIN: Lujan). Motion Carried on a 3-1 vote.

g. Approval of Elementary Textbook Adoption Renewal

MOTION #91 (Lujan/Anthony) to approve purchasing the **Wonders** textbook as the core Elementary English Language Arts/English Language Development curriculum for students in grades K-5 grade for a 3-year adoption renewal period, for the 2023-24 through 2025-26 school years. Motion Carried (Unanimous)

h. Approval of Elementary Math Curriculum Adoption

Trustee Anthony asked why the adoption is for one year only. Mr. Irish replied, “...student achievement partners really focus on the elementary District adopted curriculum because we see some misalignment issues...so I only want to do one year so we can go through the pilot process next year and I can bring you back a better recommendation for the future.”

MOTION #92 (Anthony/Richardson) to approve purchasing the **Math Expressions** curriculum for students in grades K-5, for the 2023-24 year. Motion Carried (Unanimous)

3. HUMAN RESOURCES

a. Approval of Changes in the SSFUSD-SSFPD MOU

Trustee Richardson asked if since this program was implemented, the police attire has changed. Director Ryan Sebers replied that police will be wearing a less formal uniform on campuses. This will be a polo shirt and in some cases, khakis rather than a fatigue style uniform.

Trustee Anthony questioned whether SROs are on campus every day. Mr. Sebers said they are not placed on campus, but are involved in conversations which principals want to have with law enforcement. Other times it may be in response to an emergency situations or they come to campus depending upon a program such as Every 15 Minutes, if it is restarted. He confirmed that SROs are not stationed on campuses.

Trustee Richardson noted that the number of contacts was broken down on page 165 and asked if there is one that is initiated by the schools or have the numbers been isolated to understand whether there is mutual fighting in the classroom or other altercations. Director Sebers confirmed that school sites have initiated approximately 50% of the calls with the purpose of the contacts in his memo. He added that a fight related issue or disruption is minimal compared to the number one reason for a police response which is risk assessments and suicide prevention related issues. Trustee Richardson asked if the District has a template where administrators are provided with information for when and when not to initiate a call to the police. Mr. Sebers said there is a "District Expectations for Student Success" document with a behavioral matrix that includes direction for when it is a mandatory call. He said, "Now there is administrative discretion in some cases, where it's not necessarily a crime that's committed but it may be just a safety related issue or a proactive decision on the part of the administrator to initiate contact."

Vice President Murray thanked Director Sebers for working with PD Chief Campbell on the MOU and ways to improve it the coming years for the kids. She saw the chief's presentation at a City Council meeting and they are happy with the way things are going. Mr. Sebers said that was their first dual presentation and "...now that we are sort of calibrated to the same schedule we're hoping to bring you an informative presentation that will encapsulate data from this year." She would like future presentations to also be conducted by Mr. Sebers and the chief together to both City Council and the Board.

MOTION #93 (Lujan/Anthony) to approve changes in the SSFUSD-SSFPD SRO MOU reporting and approval process for 2023-24. Motion Carried (Unanimous)

4. BUSINESS SERVICES

a. Adoption of Resolution No. 23-38 Declaring the Futility of Public Bidding and Approval of Change Orders #1 and #2 to the Cumisky Construction Corp. Agreement

Trustee Anthony noted that on page 208, the contractor's name was misspelled in the second "whereas". It should be Cumisky, not Comisky.

MOTION #94 (Lujan/Anthony) to adopt Resolution #23-38 Declaring the Futility of Public Bidding of additional construction work and approve Change Orders #1 and #2 to the Cumisky Construction Corporation agreement on the Toilet Pods Repairs Project at Alta Loma MS, Monte Verde ES, and Skyline ES with name correction on page 2. (AYES: Student Trustee Torres, Anthony, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. Approval of Amendment #1 to the HY Architects for HVAC Projects

MOTION #95 (Anthony/Lujan) to approve amendment #1 to the HY Architects agreement, in the amount of \$56,850.00, for the HVAC upgrade projects at Martin ES, Hillside Pre-School, Spruce ES, Parkway Heights MS, and Baden HS Room 28 building. Motion Carried (Unanimous)

c. Approval of Award of Contract for the Replacement of Martin ES's Portable

Trustee Richardson asked why the District always accepts the lowest bid. Facilities Management Consultant Bill Savidge replied that the District is required to accept the lowest responsive, responsible bidder. He added that a responsive bid includes all the required documents, certifications, non-inclusion affidavit, bid bond, and proposal. A responsible bidder has an active contractor's license that is in force, registered with the Director for Public Works, for contracting and prequalified if there is a prequalification in force. "So if both of those things are met from that bidder and they provide the lowest bid, we must accept the lowest bid in this type of work, in this type of delivery method." Trustee Richardson asked about the term of a guarantee. Mr. Savidge said "... the District specifies the terms of the warranties and any of the items within the contract that are the basis of the bid. And so a bidder has to respond based upon what's in the plan and specifications in the same way." He replied to Trustee Richardson's

question about getting prior DSA approval for the work, saying roof replacement does not require that approval.

MOTION #96 (Lujan/Richardson) to approve the award of contract to DuBois Roofing, Inc., in the amount of \$78,510.00, for the Martin ES portable #27 roof replacement. Motion Carried (Unanimous)

d. Approval of Award of Contract for the Replacement of the Facilities Department Building and Portable

MOTION #97 (Lujan/Richardson) to approve the award of contract to Roofing Constructors Inc. DBA Western Roofing Services, in the amount of \$134,468.00, for the Facilities Department building and portable roof replacement. Motion Carried (Unanimous)

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

May 8, 2023 - Board study session *(Board room)*

- Equity Network 2.0 discussion session #1

May 11, 2023

- Recognition for outgoing Student Trustee Torres
- Teaching and learning presentation - ECHS
- Presentation on Boys and Girls Club
- Presentation on the SSF Education Foundation
- Presentation on Portrait of a Graduate and Refreshed Mission Statement
- Approval of the Board meeting calendar for the 2023-24 school year
- Approval of Graduates - Baden HS, ECHS, SSFHS, and Adult Ed.
- Approval of Project Lead the Way middle school agreement
- Resolution for Fund 11 & Fund 14 account balances
- Approval of All City agreement for crossing guards for 2023-24

May 25, 2023

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

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

- Board self-evaluation

June 8, 2023

- Presentation on 2023-24 LCAP draft plan
- Presentation on 2023-24 Preliminary Budget
- Approval of School Services 2023-24 contract
- Public Hearing 2023-24 LCAP draft plan
- Public Hearing 2023-24 Preliminary Budget
- Approval of Local Indicators
- Approval of SMCOE Induction Program agreement for 2023-24
- Approval of Literably contract for 2023-24
- Approval of Board of Trustees Compensation increase for 2023-24
- Approval of the SLO MOU with 2022-23 student data and recommended language changes
- Resolution on Budgetary increases and year end transfers
- Approval of Dairy Products IFB Rollover for 2023-24
- Approval of Fresh Produce RFP Rollover for 2023-24
- Approval of Commercial Food and Supplies award for 2023-24
- Approval of the Distribution of Processed USDA Foods Bid Rollover for 2023-24

June 14, 2023 – Board study session *(Board room)*

- Equity Network 2.0 discussion session #2

June 22, 2023

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

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Trustee Anthony encouraged everyone to sign the petition to name the next skate park in the Centennial Way Park in honor of a SSF resident, Lester Lagorda. He was an avid

skater, who participated in many things in Paradise Valley and died while riding his bicycle.

Trustee Lujan encouraged students to stay strong while going through the testing process before their upcoming graduation.

Trustee Richardson reported visiting the Hillside Children's Center. She saw two classes with newcomers and was pleased to see them focused and the teachers were great. The parking lot is being remodeled and some students will be relocating to Baden HS. She attended the Youth in Government luncheon with City Councilmembers and enjoyed a presentation by Hector Camacho, a San Mateo County Board of Education Trustee. She participated in the Chamber of Commerce Scholarship luncheon and noted that Student Trustee Torres was one of the students who received a scholarship. Yesterday, she attended a job fair at Baden HS where Principal Seema Prasad was hands-on. Today she went to the JEDI Business and Education Partnership Breakfast which works on collaborating with County schools to bring awareness to people on trainings available in health, the airlines, etc.

Vice President Murray said she attended several events which were all about the students, from the kids at the Children's Center to end of the year things for seniors. In addition to the Youth in Government and Chamber of Commerce luncheons, she attended a Zoom breakfast this morning which focuses on different community organizations which are working to place young people into jobs. SSFUSD Adult Ed. was included and Principal Prasad gave an amazing presentation and represented the District well.

ADJOURNMENT - 9:37 p.m.