

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of May 26, 2022

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

OPEN SESSION - 6:00 p.m.

A. CALL TO ORDER

CLOSED SESSION - 6:00 p.m.

1. Conference with Labor Negotiators
Agency Designated Representative: District Assistant Superintendent for HR/Student Services
Employee Organization: SSFCTA
2. Superintendent evaluation

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

B. ROLL CALL

Board Members:	Mr. John Baker - Present Dr. Chialin Hsieh - Present <i>via teleconference from 901 Ski Run Blvd South Lake Tahoe, California</i> Ms. Daina Lujan - Absent Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present
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

President John Baker said before the pledge of allegiance, he wanted to have a moment of silence for the victims of the horrendous events in Uvalde, Texas. He expressed the sorrow, agony, and anger for what occurred and said those who have the power to act should do so in this case.

C. PLEDGE OF ALLEGIANCE

D. LAND ACKNOWLEDGEMENT STATEMENT

We acknowledge that the South San Francisco Unified School District is located on the unceded ancestral homeland of the Ramaytush Ohlone peoples who are the original inhabitants of the San Francisco Peninsula.

We wish to pay our respects by acknowledging the Ancestors, Elders, and relatives of the Ramaytush Community and by affirming their sovereign rights as First Peoples.

E. REPORTING OUT FROM CLOSED SESSION - Nothing to report

F. REVIEW OF AGENDA

Assistant Superintendent Ted O pulled Presentation 2a on the Facilities Department and Action item 41, Adoption of resolution #22-47 on ordering a school bond election. Both items will be agendized for the June 23, 2022 meeting.

G. PTA COUNCIL REMARKS - PTA Council President John Sanna said today would be more joyous if the Robb Elementary School students were still with us. The site PTAs "...did what they all said they would do in creating situations that made for great parties and celebrations for our students, and we hope to carry this into the following school year..." He said there are still concerns regarding the return to a full presence on campuses and whether masks will be required. During the summer, units will "...take the time to evaluate what they have to do coming into the new year, and hopefully there will be a renewed interest in wanting to do things on premises, on site, and rebuild the communities face-to-face." He thanked the Board and Administration for their continued support of PTAs last year and said he hoped "...that on future things that do involve the need for parent input, that you come to us first and get us involved and let us hit the ground running to work with you on things. We greatly appreciate everything you guys do for our students."

President Baker said a public comment spoke about returning volunteers to campus.

Trustee Patricia Murray thanked Mr. Sanna for his and the PTAs' work the last year in supporting all the schools and promotions.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – President Elizabeth Bales-Stutes spoke about the challenging year for Adult Ed. classes that were completed with a celebration of achievement on May 20. She complemented staff, teachers, and students of the Adult Ed. program for staying flexible and for

students making progress towards their goals. She thanked the Board and Cabinet for their support.

South San Francisco Classroom Teachers Association - President Danny Yanow said he was proud of Westborough MS' promotion and for the students getting through the "...second worst year of their educational careers." However, it is difficult to celebrate and not think about what happened in Texas and the country in general. He noted that many children today were born after smartphones were introduced. "Many of these children have been looking at internet linked devices their whole lives. The results are evident. Ridiculously short attention spans and, worse, a lack of connection with other children and to the real world in which they live. What they see and hear on their devices is so real, so immediate, so stimulating and so much more rewarding than what another human being has to offer that parents and teachers have a very hard time competing for their attention. At the same time, the effects of isolation from last year's lockdown are evident. The lack of ability to socialize normally has been compounded by their reliance on technology for their socializing, and their education." He said it is unbelievable that one third to one half of the million people who died in the pandemic had not been vaccinated because of what they read online. Mr. Yanow referred to the Uvalde shooting and said reasonable gun legislation, supported by a large majority of Americans, needs to be passed.

California School Employees Association Chapter 197 - None

I. PERSONNEL COMMISSION - Assistant Superintendent Jay Spaulding reported that the last meeting was held on May 16. During that meeting, they ratified seven position announcements and three eligibility lists. In addition, the commissioners approved a Job Coach position, and their 2022-23 budget and calendar. The next Commission meeting will take place on June 13, 2022.

J. ITEMS FROM BOARD - None

K. SUPERINTENDENT'S REPORT

a. Golden Apple/Retirees ceremony - Superintendent Shawnterra Moore reported that on Tuesday, the Board, Personnel Commissioners, and Cabinet hosted the annual Golden Apple/retirees ceremony at Serra Vista. This was the first in-person event since 2019. The Trustees provided inspiring words and thanked the 27 retirees as the District bid them farewell. Each retiree was acknowledged with a framed Board resolution. Employees who have worked in the District for 30 years were recognized with service awards. Ten employees received a Golden Apple in appreciation of going above and beyond in their jobs. She thanked all the participants for this wonderful celebration.

b. Science Garage poster session - Dr. Moore said on May 19, Genentech

hosted a scientific poster session for students enrolled in their second and third year biotechnology courses. Second year biotechnology students presented formal posters based on lab experiments that they had conducted as part of their course work this year. Third year biotechnology students presented scientific talks on research questions that they were able to answer using bioinformatics. While the posters and the talks were based on a single research experiment or project, the event culminated two to three years of learning, as students had to draw on their understanding of a variety of biotechnology concepts, and they were able to show off their ability to effectively communicate scientific information. Six students received awards for the quality of their posters, the ability to verbally communicate their research, and their ability to learn from both unexpected results or failed experiments. Three of the student presenters were also recipients of Futurelab scholarships. The District is very proud of the student presenters and all that they have accomplished.

- c. **Classified School Employee Week** - the Superintendent said she was delighted to celebrate the District's classified staff during Classified School Employee Week. They have worked extremely hard this year with the additional responsibilities related to the pandemic. Dr. Moore wanted to share how much they are valued and appreciated for their commitment and dedication. It is obvious that students are in the very best hands working with our Classified colleagues. In recognition of their ongoing contribution at the District Office, administrators also hosted a barbecue for Classified District Office staff last Friday.
- d. **Promotions and Graduations** - Dr. Moore said this year's promotions and graduations began on May 18 and conclude tomorrow, May 27, with the Parkway Heights MS promotion and SSFHS commencement ceremonies. The District congratulates all the students, especially those being promoted. She said everyone is so proud of our students, and wished them a wonderful summer and future for those transitioning to college and/or a career.
- e. **COVID-19 update** - Superintendent Moore reported that over the last three weeks, from May 2 through May 20, there has been an uptick in COVID cases in the District. This aligns with the Bay Area, so SSFUSD is not unique. For the week of May 2, there were 13 staff and 41 students identified as positive cases. For the week of May 9, it was 18 staff and 57 students. Last week, the District had 11 staff and 66 students identified. The District continues to strongly encourage the use of mask wearing, washing hands regularly, monitoring actions and participation in large gatherings, testing for symptoms, and staying home if ill. In the upcoming summer school program, the plan is to continue to be diligent in health and safety measures.

- f. End of the year** - Dr. Moore thanked all staff, students, parents, and community members for doing their very best in another stressful pandemic year. “The ways in which we came together, offered love and support, and compassion was tremendous.” She sent an end of year letter out last night and included a video and quarterly newsletter to not only express her sincerest gratitude, but also highlight the accomplishments in the District despite the pandemic. “I remain truly proud to represent a District where everyone is dedicated to ensuring high standards and making sure students come first. I also want to offer a special thank you to the Board, this phenomenal Cabinet, and my assistants Mrs. Nalani Allen-Cantley and Mr. Nathan Isla. We have had to pivot very quickly, participate in numerous Zoom calls and meetings, debate and defend what we believe is best and right for our students and community, research best practices, handle and address concerns that have been raised, keep our community well informed and involved and engaged, and prioritize health and safety as well as communicate regularly and in a myriad of ways and just so much more. And despite the stress, the angst and our own challenging circumstances that individually people may have been dealing with, I am really proud of the fact that we continue to lead with love, with kindness and respect, with an open heart, a willing ear to listen, with ideas to share, and an open mind. And I really am truly blessed to work alongside this Board...” “...we certainly can't fix everyone's problems, but I think we all recognize that we don't have to face them alone. So, I thank each of you from the bottom of my heart for your service, your love, your care, and your leadership. It has been eventful and extremely challenging, but I certainly wouldn't want to experience it with any other team.”

L. PUBLIC COMMENTS

Lisa Ferrari, a teacher, spoke about the District's pre-school program. She said their teachers have bargained their contract, the first time in ten years. The group has only ten members and all but two are 12-month employees. They would like to see a fair offer and a bigger increase for staff so they are recognized just as the K-12 teachers are.

Shari Giusti, the CTA Vice President and Bargaining Chair, said she was representing children and not the union at this meeting. “My homeschool, Monte Verde, still remains unprotected from anyone who cares to enter. The children in my class are sitting ducks. And what happened in Texas could happen to them. It is time to fortify the schools in our District.” “If we cannot keep guns out of the hands of child killers, then we need to keep child killers out of our schools.”

M. CONSENT AGENDA

Trustee Chailin Hsieh commented on Item 2c, an agreement with SMCCC for a dual enrollment partnership. She asked that the word “District” be added.

MOTION #206 (Murray/Hsieh) to approve Item 1a, Minutes to the regular Board meeting, April 28, 2022; Item 2a, Single Plan for Student Achievement (SPSA’s); Item 2b, SSFHS students to travel to the Dominican Republic and Ecuador; Item 2c, Agreement with SMCCC for dual enrollment partnership; Item 2d, agreement with Perkins V SkillsUSA; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 3b, Destruction of Class 3 Disposable Records; Item 4a, Purchase Order Listing, April 1 - 30, 2022; Item 4b, Warrant Register, April 1 - 30, 2022; Item 4c, Cash Receipts, April 1 - 30, 2022; Item 4d, Declaration of surplus items; Item 4e, Fundraising events for 2021-22 and 2022-23; Item 4f, Professional service agreements under \$25,000. (AYES: Baker, Hsieh, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

N. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Alternative Education

Principal Stephen Redmond presented educational priorities and programs in the District’s Alternative Education, including Baden HS and Adult Education.

LCAP Goals/District Priorities

Principal Redmond said Alternative Education is in line with the District goals. The programs at Baden HS and the Adult School support what the District is doing for LCAP goals.

BADEN HIGH SCHOOL

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience by visiting classrooms daily, collecting walk through data and providing ongoing feedback to teachers and support staff. Principal Redmond spoke about Baden HS and the four Es (Experience, Explore, Embrace, and Excel.)

Experience - they try to provide students a positive experience when it comes to education. Many students come to Baden HS having struggled in the past, so they focus on providing an environment where they can be successful.

Exploration - they focus on not only getting students to graduate, but seeing what else is out there. Students at both Baden HS and the Adult School are given exposure, which is important.

Embracing - that they will graduate and deciding what to do next. He said some students will self-sabotage at the end of their journey because they are worried about the future.

Excel - when students leave, they need to have some momentum. The focus at Baden HS is giving them confidence to help them transition and excel when they leave.

The Baden HS Family

- Student centered
- Teachers are the most important people at the school and provide instruction for students to be successful.
- Office staff make students and parents feel welcome on campus.
- Counselors vs Administrators - students are able to speak with counselors while Principal Redmond provides “a different role, more of a heavy hammer”, but it works to create a positive atmosphere.
- The mission is to provide a positive experience for students to feel successful.

Results of COVID

- Lower numbers due to AB 104 and 130 credits
- Attendance was a major issue, but did increase this year.
- Many students suffered from social-emotional trauma.
- More home visits were conducted by counselors.
- More one on one time with counselors took place.
- 5th year seniors stayed longer on campus to recoup from last year.
- Baden HS seniors who did not graduate, transitioned to Adult School.
- More quality time - after graduation, students come back to check-in with counselors and administrators to feel the family structure which comes from the time they spend with them and help understand what is taking place at home.

Graduation

Principal Redmond said more students, 74%, graduated this year.

The number of SpEd students slightly increased and English Learners decreased from the previous year. They are working with both comprehensive high schools to keep them in their programs, but are not there yet.

Transition

The number of students taking community college courses was lower this year. They normally do a collaboration with Skyline College for a college and career course. In the first semester, the class was held virtually, which was not a good way for the students to learn. They did not have it in the second semester, but they want to bring it back as it is important for Baden HS students who want to transition into Skyline College.

Top Credit Earners

Report cards are given every six weeks and a big deal is made for students who receive 12 or more credits since many students have never been rewarded for their grades.

Work experience

A large percentage of Baden HS students work after school. Principal Redmond shared that one student this year worked a graveyard shift and would come to school after he got off because he was trying to finish. This speaks to what Baden HS is really about, and he is proud of his staff and the type of experience they provide.

ADULT SCHOOL

English as a Second Language

- Literacy
- Beginning Low
- Beginning High
- Intermediate Low
- Intermediate High

Principal Redmond said the ESL students have had several hurdles to overcome this year, but these adults really want to learn English. It is good to see the passion the teachers have for the students and how dedicated they are in becoming language proficient. After students get to the fifth level, they would transition into Skyline College courses. The Adult Schools receives funding based on how students transition. He said many of the ESL students stop at level three as they feel they have learned enough English and do not continue through the levels. He has been working with his team and students to provide courses that keep them embedded in the program so they can learn English and really focus on what career they will be going into. These are called Bridge classes, which they want to implement this coming school year.

Adult Basic Education (ABE)/Adult Secondary Education (ASE)

- High School Diploma
- HiSET-English and Spanish - it is similar to the GED, an

equivalency exam that students can use to finish high school.

- ABE Math

Principal Redmond said one of their biggest pieces is their Career Navigator who helps the students transition. Working with the school's partners and students that want to go to Skyline College, this person is important in those transitions.

Career Technical Education

Principal Redmond said the programs are beneficial to students and the community.

- Early Childhood Education - a partnership with Skyline College
- Modern Office Technology - they held a virtual job fair and an open house. The virtual class was held at night and included District employees who participated in that class.
- OSHA Forklift Training Course - a program this year was a six-week course in forklift training. Principal Redmond showed a video of a student from the Dominican Republic who participated in the course and was able to receive an OSHA certificate. This shows how connecting with partners creates opportunities for students.

ESL Comprehensive Adult Student Assessment System (CASAS) Assessment Data

Principal Redmond shared that students take the test when they enter the ESL program and they also take it at the end of the year or when they complete the program. SSFUSD has exceeded the State average in all five ESL levels, and exceeded the three levels in the California State goal.

Goals

- Increase the number of students who complete their high school diploma or HiSET.
- Create CTE classes that are embedded in the ESL program. This will give students an incentive to stay in ESL classes until mastery is achieved.
- Create a true pathway that feeds to a certificate program or degree.

Vice President Mina Richardson said she saw the chemistry between the teachers and students during a classroom visit this year. She was moved by the stories the graduates shared. "And they've come over here and they've found a family..." She asked if the forklift equipment is maintained on campus. Principal Redmond confirmed it is.

Trustee Murray said the Baden HS graduations are always joyful. She likes the idea of more career pathways. She asked who is eligible to attend the Adult School. Principal Redmond replied it is available for anyone 18 and over who is a resident of SSF although some students

live outside of the City. She asked if the District advertises the Adult School. He said they do mailings and want to increase communication with social media. They are working with the Modern Office Technology teacher who is well versed in marketing about getting the programs out there so more people know about them.

Trustee Hsieh agreed it is moving and inspirational to hear the graduating students' stories. She complimented Principal Redmond on his leadership in helping students who need slightly different support. She likes his future goals, especially the CTE courses. "As I mentioned before, I was an ESL student when I first came to the United States, and...if there's no contextual courses accompanied with ESL, it becomes a not important courses because then there's no incentive for students to move on..." She also likes creating a true pathway that feeds to a certificate program or degree and this trend is not only for K-12 districts, but the community college as well.

President Baker said he likes the idea of Bridge classes and wants to see an expansive CTE proposal make its way to Board approval. He referenced the COVID results and how a lot of students are suffering from social-emotional trauma and that Baden HS students can be especially susceptible due to whatever life situation they have due to such trauma. He asked about the campus mental health supports and student awareness of them. Principal Redmond replied they have a YSB counselor, but the work is really done by their own two counselors who are well versed at getting their students to open up, and can refer them if additional counseling is needed. "But I really think the work is done with our counselors and that's built on trust in the community..." "...the level of trust at Baden is why students open up."

2. BUSINESS SERVICES

a. Facilities Department

This presentation was postponed to the June 23 Board meeting.

O. PRESENTATION WITH POTENTIAL ACTION

1. EDUCATIONAL SERVICES

a. Performance Management - ELA and Math Scope and Sequence

Director Jason Brockmeyer provided an update on progress with Scope and Sequence components (priority standards, student friendly learning targets, aligned curriculum and resources, and District

common assessments) and the alignment to the redesigned elementary report cards that will be piloted in the 2022-23 school year.

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 will be on a variety of topics and will 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 means - the action/goal is on target or has been met
-  Yellow dot means - the action/goal is moving toward target
-  Red dot means- the action/goal is off target (and is something that may need deeper analysis, support, or resources)

LCAP Goals and District Priorities

Mr. Brockmeyer said their current work, the creation of the scope and sequence is focused on LCAP Goal 1 and providing a high quality curricular program. Next year they will begin to focus on LCAP Goal 2, implementation of the scope and sequence.

CAR (Communication, Achievement, Relationships)

Referencing the CAR graphic, Director Brockmeyer said the main focus of the current work aligns well with the seats in the CAR, the standards all students must learn and that the wheels are also a key component to create high quality District common assessments.

Director Brockmeyer said the presentation would review the following:

- What and Why Regarding Scope and Sequence
- Process to Develop the Scope and Sequence
- Provide an Update on the Progress of the ELA and Math Scope and Sequence

- Discuss Draft Scope and Sequence Implementation Plan
- Provide Update on Elementary Report Card Revisions

ELA and Math Scope and Sequence Update

Over the last several years, teacher teams have been working hard to collectively define the District's ELA and Math guaranteed and viable curriculum through the development of the ELA scope and sequence.

Guaranteed - Students are exposed to essentially the same standards, knowledge and skills and the opportunity to learn no matter the teacher or school.

Viable - Teachers have the time to teach the skills and content, and students have the time to learn the priority standards.

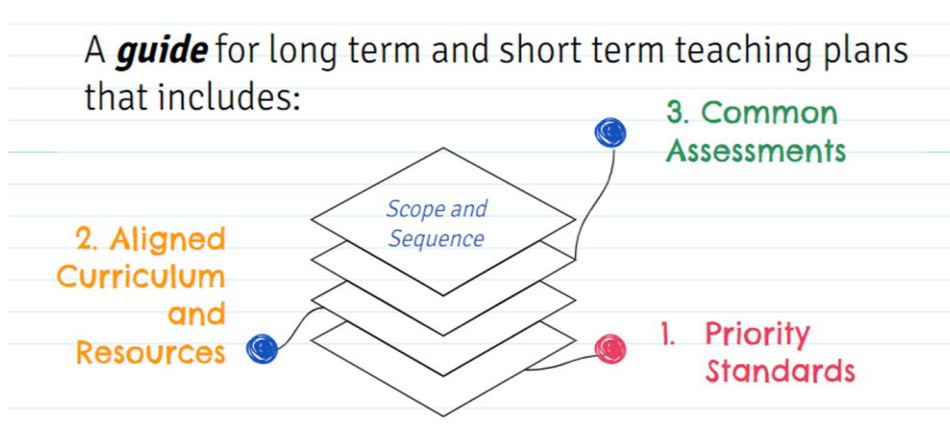
Professional Learning Communities' Four Essential Questions

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?

Director Brockmeyer said the scope and sequence process answers the first two questions with priority standards and common assessments. What is it we want all students to learn is priority standards. Know if they will learn it is in the process of analyzing the data of District assessments.

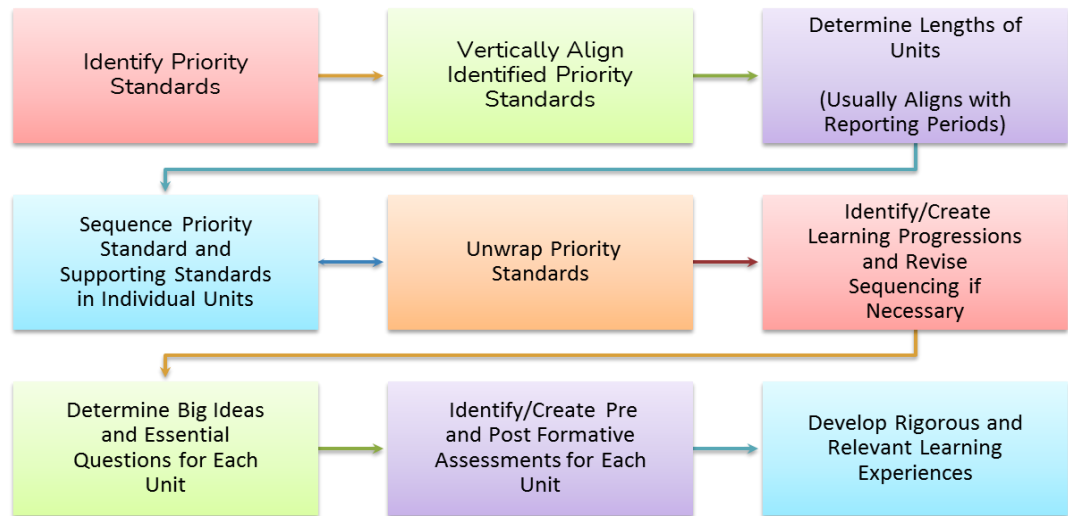
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Scope and Sequence - Three parts



Priority standards are laid out in the scope and sequence. **Aligned curriculum and resources** are learning progressions and activities that help students to acquire the priority standard skills. They will also include other standards; however, this is not “guaranteed” learning. **Common assessments** focus on priority standards and guide instruction.

Process Overview



Priority Standards Launch Document

PLC Question #1

Priority Standards do not represent all that will be taught. They represent the minimum a student must learn to reach high levels of learning. The essential learnings which all students are guaranteed to learn are sequenced throughout the trimesters. The launch document (on the District's Scope and Sequence website) lists the areas and times where teachers will focus on meeting outcomes. Teachers focus the bulk of their time on priority standards where student learning is monitored through assessments.

Aligned Curriculum/Resources

District adopted or supported curriculum and resources that align to priority standards.

District Common Assessments

PLC Question #2

How do we know if they learned it?

The evidence suggests that, when well implemented, using formative assessment to guide teaching and learning consistently results in larger gains than any other educational intervention.

Elementary ELA

- Launch documents finalized
(Priority standards identified and sequenced)
- District Common Assessments completed
- Unit documents completed
(Curriculum/resources aligned to priority standards)
- Website updated



Director Brockmeyer said tremendous progress has been made in Elementary ELA. Regarding common assessments, he said they elected not to complete the trimester 3 assessment because elementary has a lot of mandated assessments and many other assessments, and they wanted to make sure the implementation of the two assessments next year are meeting the intended purpose. Then they would draft the trimester 3 assessments next year.

Elementary Mathematics

- Launch documents finalized
(Priority standards identified and sequenced)
- District Common Assessments completed
- Unit documents completed
(Curriculum/resources aligned to priority standards)
- Website updated



The District did not have an elementary math TLT this year. Most work was done by two math TOSAs. The TOSAs sequenced the priority standards according to the curriculum. They identified tasks to support the outcomes, but teachers are needed so they can help provide input and revisions.

Secondary ELA

- Launch documents finalized
(Priority standards identified and sequenced)
- District Common Assessments completed
- Unit documents completed
(Curriculum/resources aligned to priority standards)
- Website updated



Secondary also ELA had a lot of great work.

Secondary Mathematics

- Launch documents finalized
(Priority standards identified and sequenced)
- District Common Assessments completed
- Unit documents completed
(Curriculum/resources aligned to priority standards)
- Website updated



Implementation

Director Brockmeyer said when it comes to the unit documents being finalized, this is an area where they want to make sure these documents that contain resources and learning progressions are meaningful and usable for teachers. Until they get into implementation and work alongside teacher teams with the documents it is hard to assess. The collaboration inquiry cycle brings teachers together,

thinking about the PLC questions and going through this process to ensure that all students are meeting the outcomes. They are being very thoughtful next year as they roll this out. They have shared the plan with principals and sought out feedback for how they are going to support this.

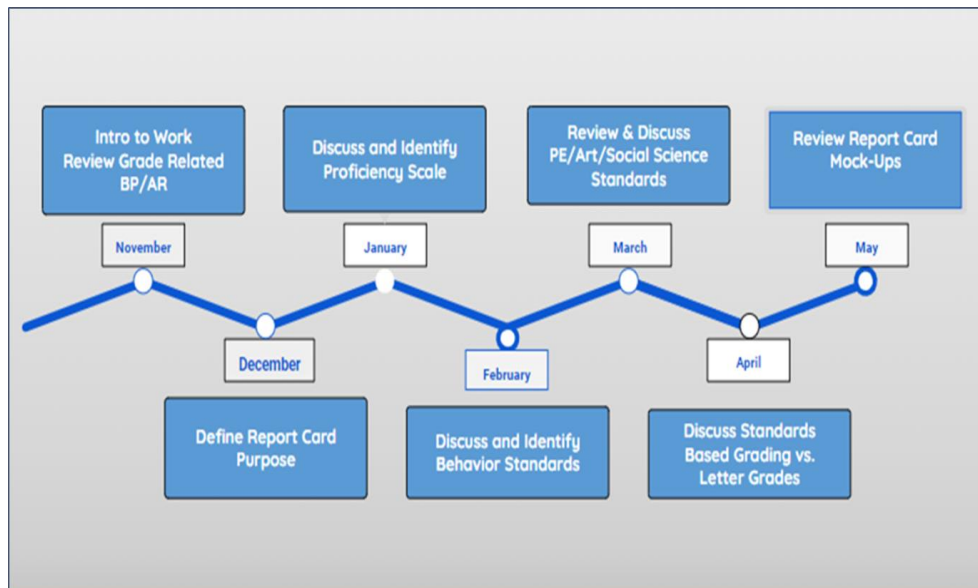
Teachers engage in a collaboration inquiry cycle in which the Scope and Sequence will be utilized to (1) **identify and plan** to (2) **teach** the priority standards, (3) **assess** students on the priority standards, (4) **analyze** the results, and (5) **share and reflect** to make improvements on teaching practices.

Collaboration Inquiry Cycle		
①	Identify & Plan PLC Question #1	Clarify the standards all students will learn and the rigor of the standards Collaboratively plan learning experiences to address priority standards
②	Teach	Implement agreed upon instructional strategies and lesson plans
③	Assess PLC Question #2	Administer high-quality common assessments aligned to priority standards Collaboratively calibrate and score
④	Analyze PLC Question #2	Engage in Data Analysis Protocol to analyze student learning data
⑤	Share & Reflect PLC Questions #3 & #4	Apply collective expertise to address unfinished learning and provide enrichment for students who demonstrated proficiency.

Elementary Report Card Update

Revision Process

Director Brockmeyer said the process has been worked on for several years. This year, an elementary TOSA team got together with others interested in finalizing the work and went through a rigorous process and a really strict timeline to finalize the revisions. They agreed about implementation, knowing they need feedback from the sites, teachers, and parents, since they are the ones receiving this information.



Elementary Report Card Purpose

The purpose of the report card is to communicate with parents and students about progress towards grade level state standards and learner behaviors. It identifies students' areas of strength and areas in need of improvement.

EDS Recommendation Preview

One of the recommendations made by the committee, through a lot of debate and conversation, is the removal of letter grades. Mr. Brockmeyer noted that the current Board Policy BP 5121 does not align to the AR which states that the District does issue letter grades in 4th and 5th grade. Currently, even 3rd graders receive letter grades.

There was not complete consensus for the committee's recommendation to move forward with the removal of letter grades. A majority of about 75% recommended the removal of letter grades. They tried to bring consistency in reporting that meets the outcome stated, the purpose of the elementary report cards.

The committee recommended performance for grades K-5 be reported as: 1-Beginning, 2-Progressing, and 3-Mastery.

Next Steps

- Submit revised AR language to the Board sub-committee for review
- Receive input on multi-year implementation plan aligned to Collaborative Inquiry Cycle
- Initiate a pilot during the 2022-23 school year and seek feedback from staff and families to ensure the report card aligns with the defined purpose.

Director Brockmeyer thanked the TOSA team for their work and leadership over the last few years. He also thanked the teachers for their time, dedication to the process, and providing great feedback.

Trustee Murray thanked everyone who worked on the project. "Do we want the kids just to have a grade or do we actually want them to learn the material? And I think this completely encapsulates what we wanted to show the parents, is that they're not here just for grades. We want them to understand the material, and this report card is wonderful." "And scope and sequence, we're moving along perfectly and I appreciate that as well."

Vice President Richardson said she appreciated the presentation and asked "...are we cramming content into the children's curriculum at an earlier age?" She noted that students as young as 3rd and 4th graders are learning how to keyboard. She also asked if it is a maturity issue if children are not ready to pick up some things like math. Director Brockmeyer replied that California sets the State Standards. He is a firm believer that all students can learn. It is about providing the teachers, the time, the clarity, what is it that we do want kids to learn, and everyone getting on the same page to collaborate and work together to support all of students get to those outcomes. "...there is so much, how do we get to what's manageable, how do we really determine what is essential..." Vice President Richardson asked how technology fits into this. He replied that it can be used in great ways. She asked if programs that the Board approves are "...getting through to these children, the ones that can't learn, the ones that know already too much too soon and we can't really provide them with enough content to keep their mind occupied and focus and attending?" He said the benefit is that they are able to differentiate, via technology, ways to support all students from those who have mastered the content and skills to those who need more time to learn.

Trustee Hsieh complemented Mr. Brockmeyer on the presentation and said the work is amazing and exciting. The guaranteed and viable curriculum is the foundation for students to learn. "So that really is also equity, what the District wants to achieve from the equity standpoint." She said the scope and sequence in the priority standards and aligning the curriculum and resources to those standards to assess how students learn involves layers and layers in the framework and they should see students achieve to their level. Director Brockmeyer replied that "...there's a lot of research to support that we will see gains in student achievement. But again, it is a process and it will take time but ...we've gotten to that first step and now we're getting into implementation." Dr. Hsieh noted that the scope and sequence is a vertical alignment and asked how the horizontal alignment process

works with three classrooms of 3rd graders. Mr. Brockmeyer said it is a third grade teacher team getting together and teaching the same content area. They think how they can individually and collectively move students to the targets. "It's really the power of the team. One of the biggest collective teacher efficacy is really when teachers are coming together and are really working towards making that impact." Trustee Hsieh referenced the four PLC questions and asked, once numbers three and four are implemented, will the progress be shared with the Board. Director Brockmeyer said they can demonstrate the progress of the implementation next year and over time they hope to see growth in certain subgroups which tend to underperform and indicate what teacher teams are deciding to do to move learning forward. "Through this process, teachers are allowed to take different routes but over time, we'll be able to determine what routes are most effective."

President Baker asked about the parent outreach on the elementary report cards on how to read them and understand the thinking behind the student's assessment. He said next year, someone may tell the Board that not using letter grades is dumbing things down, which is not the case. Director Brockmeyer said they would be spending time informing and educating parents and seeking their feedback. "We've been looking through a lens of educators so we really do need the parent/guardian view..."

ACTION

1. EDUCATIONAL SERVICES

a. Approval of the Standards Based Grading for Elementary Report Cards

MOTION #207 (Murray/Hsieh) to approve the standards based elementary report cards to be implemented in the 2022-23 school year. (AYES: Baker, Hsieh, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

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

INFORMATION/DISCUSSION

1. BUSINESS SERVICES

a. May Revision of the Governor's Budget

Assistant Superintendent O presented information on the revision of

Governor Gavin Newsom's State budget proposal for the 2022-23 fiscal year, which was released on May 13, 2022. This is the final statutory opportunity for the Governor to update his economic projections and make changes to his proposed budget before the enactment of the State budget in June. Last week, Mr. O and his staff attended a School Services of California workshop to gather the details of the proposed budget, which they will be using to prepare the District's 2022-23 budget. Mr. O provided an update on some areas of the proposed budget and the impact on education.

Overview

With project revenues much higher than in January, when he released his 2022-23 proposed budget, Governor Newsom's spending plan looks at providing relief from rising inflation, ensuring public safety, addressing homelessness, transforming public education, and combating climate change.

Statutory COLA (Cost of Living Adjustment)

- In the May Revision, the Governor is proposing to increase the COLA from 5.33% to 6.56%
- This would increase the unrestricted revenue for 90% of the school districts funded by the State's LCFF, which is based on the number of students enrolled in a district.
- However, many of these districts have declining student enrollment, so they may only see a small increase in revenue or no increase.
- Unfortunately, this additional funding does not benefit SSFUSD since we are a basic aid district and receive most of our revenue from property taxes, not from the State.
- Some restricted categorical programs will also receive this COLA. Examples include Special Education, Child Nutrition, and the Mandated Block Grant.

CalSTRS and CalPERS (Employee Pension)

- The Governor did not provide any new funding for the California State Teachers' Retirement System (CalSTRS) or the California Public Employees' Retirement System (CalPERS) in his 2022-23 proposed budget to help lessen the impact to school districts.
- The employer rate for CalSTRS would increase from 16.92% to 19.10% in 2022-23, an increase of 2.18%.
- The employer rate for CalPERS would increase from 22.91% to 25.37% in 2022-23, an increase of 2.46%.
- This would be a significant increase in costs to SSFUSD.
- The Governor, however, is proposing \$11M to help reduce the State's share of the retirement liabilities, which does not benefit school districts.

One-time Discretionary Block Grant

- Similar to Governor Jerry Brown, Governor Newsom is proposing a one-time \$8B discretionary block grant for Districts in 2022-23.
- The proposal would be \$1,500 per ADA.
- Expenditure of these funds is determined by the local governing board and can be used for any one-time purpose.
- There is intent language that this funding be used to address student learning challenges, protect staff levels, and support the mental health and wellness of students and staff.
- There is a disagreement between the Governor, Senate, and Assembly on the amount and allocation of these funds.
- It remains to be seen what happens after the State Budget is finalized.

Special Education

- For SpEd, the Governor makes no significant changes to his January proposals.
- The COLA for SpEd is increasing from 5.33% to 6.56%.

Child Nutrition Services

- The Governor proposes allocating one-time and on-going funds to support nutrition services at schools
- Beginning with the 2022-23 school year, all districts are required to provide two meals per day (breakfast and lunch) to any student who requests a meal, regardless of their free and reduced price meal status.
- Governor Newsom is proposing \$596M, on top of the \$54M provided in the 2021 State budget, to fund universal access to school meals.
- He is also proposing \$611.8M ongoing funds to maintain meal reimbursement rates beginning in 2022-23 so schools can continue to offer students high-quality, nutritious subsidized meals.
- The proposal includes \$45M one-time funds to support the implementation of the California Healthy School Meals Pathway Program, which supports workforce readiness for school food service workers.

Expanded Learning Opportunities Program

- The Governor proposes to increase the ongoing investment in the Expanded Learning Opportunities Program to \$4.8B, an additional \$403M ongoing above the budget.
- These funds are used to provide interventions for students focused on accelerated learning
- In addition, the budget proposes a one-time investment of \$1B for Expanded Learning Opportunities Program Infrastructure.

Universal Transitional Kindergarten (UTK)

- The May Revision makes no significant changes to the State's plan to achieve UTK in 2025-26 by expanding the age eligibility window each year beginning in 2022-23.
- The most significant proposal in the May Revision relative to UTK is allowing preschool teachers with preschool teaching permits, who have bachelor's degrees that meet basic skills requirements and who are enrolled in coursework toward a teaching credential, to teach TK.
- This flexibility will sunset on June 30, 2026.

Investment in Educator Workforce

- The Governor recognizes challenges facing districts due to the persistent staffing shortage and is proposing to allocate \$300M in one-time funds to augment resources available to districts for professional learning through the Educator Effectiveness Block Grant, with a priority for science, technology, engineering, and math (STEM) educator support.

Summary

- These are still proposals at this time.
- As a Basic Aid (or Community Funded) District, SSFUSD may not qualify for some of the proposals.
- During the next few weeks, the Legislature (State Senate and State Assembly) will work with the Governor to iron out their differences before they vote to approve the budget.
- Then, the Governor will sign the budget.
- The final adopted budget may look quite different from what is proposed.
- All of this has to be done by June 15.

ACTION *(continued)*

1. ADMINISTRATION

a. Resolution No. 25-46 for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Pride Month

Trustee Murray read the resolution.

MOTION #208 (Murray/Hsieh) to adopt Resolution #22-46: In support of 2022 LGBTQ+ Pride Month. (AYES: Baker, Hsieh, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

b. Approval of Change in Summer Board Meetings Start Time

Superintendent Moore reported that this item was discussed two years ago, but the start time for open session remained at 7:00 p.m. since not all Trustees were able to arrive earlier. It is being brought back to see if the Board would like to begin the three summer meetings at 6:00 p.m. The Trustees were divided on the start time. President Baker said those Board members with young children would like to spend a little time with them and he prefers keeping the 7:00 p.m. start.

MOTION #209 (Murray/Baker) to approve no change from the 7:00 p.m. open session start time of the 2022 June and July Board meetings. (AYES: Baker, Hsieh, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

2. EDUCATIONAL SERVICES

b. Approval of IXL Learning Contract for the 2022-23 School Year

MOTION #210 (Murray/Hsieh) to approve the IXL web-based assessment program contract for grades K-12 in mathematics and ELA for the 2022-23 school year. (AYES: Baker, Hsieh, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

c. Approval of the Phonics Pilot Materials: SIPS for the 2022-23 School Year

MOTION #211 (Murray/Richardson) to approve the Phonics Pilot Materials SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) curriculum for the 2022-23 school year. (AYES: Baker, Hsieh, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

d. Approval of an Increase to the Non-Public Schools (NPS) Achieve Kids Agreement

Vice President Richardson asked if money was coming from the LCAP funding or the General fund. Assistant Superintendent Keith Irish replied it is LCAP funding which the District uses to support SpEd transportation of students to an NPS. A \$5,400 increase per student was added due to COVID. Educational Services and SpEd want to provide programs in the District.

MOTION #212 (Murray/Richardson) to approve an increase to the Achieve Kids agreement in order to fulfil Individualized Education Plan

(IEP) service agreements for the remainder of the 2021-22 school year. (AYES: Baker, Hsieh, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

e. Approval of an Equal Opportunity Schools Agreement for the 2022-23 School Year

MOTION #213 (Hsieh/Murray) to approve a collaboration agreement with Equal Opportunity Schools for students of color and low-income students to succeed in Advanced Placements in the 2022-23 school year. (AYES: Baker, Hsieh, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

f. Approval of the ClassLink Renewal Agreement for the 2022-23 School Year

MOTION #214 (Murray/Richardson) to approve of the renewal of the ClassLink agreement to provide a single sign-on to access digital curriculum/resource sites for students and staff in the 2022-23 school year. (AYES: Baker, Hsieh, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

g. Approval of a Remind Agreement for the 2022-23 School Year

Vice President Richardson asked for clarification on the program. Mr. Irish replied that Remind is an app to help various District personnel communicate directly with parents and students. Text messages can be translated into several languages. This program replaces School Loop which will be discontinued effective June 30. He said research indicates parents and stakeholders are more apt to read a text message than open an email. This app will increase communication with all of the District's educational partners. Vice President Richardson noted that many District websites are on School Loop and asked who the new provider will be. Mr. Irish said Edlio will be hosting the new website and training is underway.

MOTION #215 (Hsieh/Murray) to approve an agreement with Remind, a communication platform for teachers to message multiple students and families, in the 2022-23 school year. (AYES: Baker, Hsieh, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

4. BUSINESS SERVICES

a. Resolution No. 22-47 Ordering a School Bond Election, and Authorizing Necessary Actions in Connection Therewith

This resolution was postponed to the June 23, 2022 Board meeting.

b. Approval of an Agreement with the City of Daly City for After School Programs and Services

Vice President Richardson asked if this program or a similar one was also available to Skyline ES. Mr. O said this particular program is only for students at Junipero Serra ES. President Baker added that after school services are provided by District staff at Skyline ES.

MOTION #216 (Richardson/Hsieh) to approve the agreement with the City of Daly to provide after school programs and services at Junipero Serra ES for the 2022-23 and 2023-24 school years. (AYES: Baker, Hsieh, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

c. Approval of an Agreement with AMS.Net, Inc. to Upgrade the District's Data Center

MOTION #217 (Murray/Hsieh) to approve an agreement with AMS.Net, Inc. to upgrade the District's data center network equipment. (AYES: Baker, Hsieh, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

d. Approval of Change Orders #16 and #17 for the AAA Network Solutions for Network Cabling Project

MOTION #218 (Richardson/Murray) to approve change orders #16 and #17 to the AAA Network Solutions agreement, in the amount of \$33,690.84, for the District's structured network cabling project. (AYES: Baker, Hsieh, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

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

June 9, 2022

- Presentation on City of SSF childcare
- Presentation and public Hearing 2022-23 LCAP draft plan
- Presentation and public Hearing 2022-23 Preliminary Budget
- Approval of Board of Trustees Compensation increase for 2022-23
- Approval of Local Indicators
- Approval of SMCOE Induction Program (BTSA) agreement for services in 2022-23
- Approval of the Literably Contract for 2022-23

- Approval of California Math Expressions for 2022-23
- Approval of the NGSS Elementary Science textbook adoption Twig Science
- Approval of Qualtrics agreement for 2022-23
- Approval of tentative agreement with CTA regarding the Children's Center
- Resolution on Budgetary increases and year end transfers

June 23, 2022

- Presentation on YSB Counseling and Safe School Advocates Services
- Presentation on the Facilities Department
- Presentation on the Facilities Master Plan
- Approval of SMCOE Outdoor Education dates for 2022-23
- Approval of Infinite Campus agreement for 2022-23
- Approval of Children's Center 2022-23 CCTR & CSPP childcare contracts
- Approval to increase facility use fees for 2022-23
- Approval to increase District rental/leasing rates for 2022-23
- Approval of Commercial Food Items and Food Supplies Award for 2022-23
- Approval of Dairy Products IFB Rollover for 2022-23
- Approval of Fresh Produce RFP Rollover for 2022-23
- Approval of the Distribution of Processed USDA Foods Bid Rollover for 2022-23
- Information/Discussion on Daybreak Mental Health
- Adoption of policies for the November 8 election
- Resolution calling for election of SSFUSD Board members
- Approval of Health Connected MOU for 2022-23
- Approval of 2022-23 LCAP
- Adoption of 2022-23 Preliminary Budget
- Resolution for a bond on the November ballot
- Resolution on Education Protection Account Funds

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Trustee Murray reported she attended many end-of-year events including the Golden Apple/retirement ceremony. She, along with President Baker and Dr. Spaulding went to an Ethnic Studies class where Catrina Ellis gave an amazing presentation on mental health. The Board participated in their final equity session. She attended the Skyline Middle College graduation, the Martin ES Zoom promotion ceremony, Los Cerritos ES, Monte Verde ES, Sunshine Gardens ES, Westborough MS, Spruce ES promotions and will attend the Parkway Heights MS promotion tomorrow. She said following the shooting in Texas, she cannot look at the children's faces "...and not have my heart break knowing that there are parents that... went through an awards day right before this happened." "We really have to work on what we're teaching our kids, how we're teaching our kids. We can build up fences around the schools and try to keep guns out

of their hands but we really need to work on teaching equity and teaching them to be aware of themselves...”

Vice President Richardson said she has been busy with promotions and graduations and it is rewarding to see the culmination of the work being done. She attended the video awards at Skyline College with Trustees Murray and Hsieh. She participated in the Board's equity session with Cabinet, which was very uplifting and she felt “...very encouraged by the work we're beginning and because everyone is on the same page and we're moving and getting it done.” Trustee Lujan's mother's memorial took place over the weekend. She attended a fundraiser at the Elks Lodge for 12 SSF students going to Cooperstown, New York, in July and one girl will be in the roster of baseball for 12 year old's. She went to the ATP graduation and it was gratifying to see what the students can achieve and they are candid explaining their struggles in education. Tomorrow is the last graduation at SSFHS. It has been “...just wonderful to see the students and everybody come together.” “... I don't know if it was because we just started back, we're so appreciative of having everyone together.” “...everybody was very happy...and I hope everyone has a nice summer. And despite the tragedies that we...are in the middle of, these are moments with a little glimmer of light that somehow, we seem to lose sometimes. And I'm very saddened, also.”

Trustee Hsieh echoed her fellow trustees comments and what Dr. Moore shared earlier. She thanked the teachers, classified professionals, community, parents and students. “This is such a hard year, and we are able to overcome and we cannot solve everything but we have each other.” She wished everyone a great summer.

President Baker reported that he attended many of the same events that were mentioned earlier. He said the position of a Board member can be difficult. They need to make sure they are responsible for students' education and safety, but they worry and their hearts break when things like the Texas school shooting happen. While they are sometimes criticized, the promotions and graduations make their work worth it. “...we see the joy in the parents. We see the joy in the teachers and most of all, we see the joy in the students' faces whether we have that diploma cover or that promotion certificate and we know that we've had a small part into it.” “That's what we're proud of, when we see what] they've accomplished.”

President Baker asked for a second moment of silence, since one was not enough, to be held for the 19 small children and two teachers who were killed in Texas. He said, hopefully, state and national leaders will have the courage to do what needs to be done. More mental health supports are needed for students and he hopes the Board takes action, while he is still serving, to makes sure those supports remain.

ADJOURNMENT - 9:21 p.m. in memory of the students and teachers at Robb Elementary School.