

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of March 24, 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 - 7:03 p.m.

A. CALL TO ORDER

B. ROLL CALL

Board Members:	Mr. John Baker - Present Dr. Chialin Hsieh - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Absent Ms. Abigail Verino, Student Board Member - Excused
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Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present Mr. Ted O, Assistant Superintendent, Business Services - Present Dr. Jay Spaulding, Assistant Superintendent, Human Resources and Student Services - Present
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C. PLEDGE OF ALLEGIANCE was led by Alta Loma MS student Abby Alvarez. Principal Nina Mendez said Abby is a seventh grade student who is in the Leadership class. She is phenomenal and a leader among leaders.

D. LAND ACKNOWLEDGEMENT STATEMENT

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

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

E. REPORTING OUT FROM CLOSED SESSION - Nothing to report

F. REVIEW OF AGENDA - No changes.

G. PTA COUNCIL REMARKS - President John Sanna requested the help of the Board and administration in getting a message out to all schools. At this time of the year, many sites are planning end of the year activities and ask their PTAs for funds. Some PTAs have budgeted monies for those activities, while others may not. He wanted to make sure everyone is aware that PTAs support where they can, but they, like the student organizations and faculty staff advisors who seek assistance for events, also get their funds from fundraising. Due to COVID-19, fundraisers have not taken place much in the last few years and most of the money in PTA accounts is from 2020. This puts an undue hardship on the PTAs if they have not already made arrangements with their administrators and their school leadership. He hopes the public understands that while the PTA wants to help, in many instances, they fiscally cannot. The PTA has obligations that they must meet. They need to be ready for the start of next year, and have funds in place.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators - None

South San Francisco Classroom Teachers Association - Vice President Heather Burns encouraged all members, staff, and families who attend Board meetings to speak since the Board, Superintendent, and Cabinet listen to strong community voices. She appreciates the District sending home rapid COVID testing kits so families and students can return to school safety after the spring break. She has received emails and calls from members who are upset that CTA settled for only a 3% salary increase in another one-year contract. They want to know why budget cuts are being discussed again this year when SSFUSD has a substantial reserve of 38%. The State requires only a 3% reserve and most districts stay within a safe zone of 10-12%. She said the Board has the power to decide how the unrestricted funds are spent. Ms. Burns questioned the \$27M allocated for funding books and supplies as well as the \$17M in an emergency payroll fund while the Board voted to maintain a three-month payroll fund of only \$13M. Since the District does not rely on attendance for funding, declining enrollment does not have such a negative impact as it is made out to be and more money can be spent per student. "The Board needs to use the money in its budget to serve our District's people and programs. We will be asking for you to direct some of your funding to recruit and retain highly qualified educators." She shared a short presentation thanking CTA members for their hard work and unity this year.

California School Employees Association Chapter 197 – None

- I. PERSONNEL COMMISSION** - Assistant Superintendent Jay Spaulding reported that the last meeting was held on March 21. During that meeting, they ratified sixteen position announcements and four eligibility lists and concluded the elimination of two paraprofessional positions. The next Commission meeting will take place on April 18, 2022.

J. ITEMS FROM BOARD

Trustee Daina Lujan shared that an announcement was sent for the annual Kent Award applications.

Trustee Murray reported that last night the SSF City Council reviewed and revised the SLO MOU. Version #15 will be coming back to the Board and hopefully, they will pass it.

K. SUPERINTENDENT'S REPORT

- a. Distribution of COVID-19 testing kits** - Superintendent Shawnterra Moore reported that spring break begins on March 28 and she asked the community to stay safe and mindful until school resumes on April 4. COVID-19 at-home test kits were being distributed to employees and students. Everyone should administer a test on April 3 and if a staff member or student tests positive, the school should be notified to help ensure a safe return to school.
- b. Student Advisory Committee update** - Dr. Moore said she was excited with the launch of the District's first Student Advisory Committee this year. There are ten student participants representing each middle school and two high schools. The committee is seeking recruitment from Baden HS and more students representing each of the other schools. The students were enthusiastic, knowledgeable, engaged, and well informed about educational equity. They have already begun sharing their thoughts and ideas about ways to ensure the District's systems are more equitable. At their next meeting on April 20, they will be discussing the LCAP.

L. STUDENT TRUSTEE REPORTS

1. Stephanie Wong, Chairperson, El Camino High School highlighted the following recent and upcoming events at her site: On March 16, the school celebrated their 60th anniversary with students showing their Colt pride; she gave a shout out to the Drama Department on their spring play, *The Brothers Grimm*, which showed last Thursday to Sunday; last night the Dance Department held a parent preview night which included a sneak peek of this year's dance show themed "Emotion in Motion" being held on May 5 to May 7; there are 367 students attending prom this year at the SF Exploratorium on Saturday, April 9, with the theme "Written in the Stars"; a farewell rally and dance will take place on May 13; and Senior Sunrise is planned for May 20 on Colt Field.

2. Samantha Avila-Gomez, ASB President South San Francisco High School said that on Friday, March 18, the school welcomed Senator Alex Padilla, the first Californian Latino Senator; junior and senior Social Science students held a roundtable discussion with the Senator on the SCOTUS hearings for Ketanji Brown Jackson, the first black woman being considered to serve as a judge on the highest court; many students saw themselves in Senator Padilla as he is not only Latino, he grew up as many of them have; it was her honor to meet and speak with the Senator who talked about SSFHS during the hearings yesterday and asked Judge Jackson how she would inspire youth.

She then shared the following news from her school; The ASB roster for 2022-23 will come out tomorrow with a new class with fresh ideas willing to make changes for SSFHS students; on St. Patrick's Day, a scavenger hunt took place where students sought out hidden leprechauns around the school; the spring musical *Sweeney Todd* was held March 17 to 19; after spring break there will be a vintage car show on campus; tomorrow there is a vigil for Dayra Flores who passed away on March 8; Day on the Green returns on March 25 with a radio station, food vendors, games, and a petting zoo all made possible through ASB fundraisers; on March 25, a fundraiser is happening where students can sell catalog items to reduce the price of their prom ticket; prom tickets are almost sold out for the event being held on April 16 at the Kohl Mansion in Burlingame, with the theme "Enchanted Forest"; Senior packages are still available for purchase; ASB continues to fundraise and appreciates the support; the breakfast Grab and Go returns following spring break; and spring sports have begun for swim, baseball, softball, track, and badminton teams.

Regarding masking, Student Trustee Avila Gomez said students have expressed that "...wearing masks for the last eight weeks in the school year wouldn't hurt because they've just been doing it for the rest of the time and feel safer doing so."

M. PUBLIC COMMENTS

Eileen Christopherson, a nine-year Skyline ES TK teacher, said it has been a great experience teaching young children how school works. "While we have the academics in place, the biggest part of it is play, social/emotional growth, and getting to talk, to expand their oral language." She said the TK teachers are a great resource and they meet weekly with their TOSA Lottie Kuwada. "We have a depth of resources, we have a depth of knowledge and experience, so as you are thinking of how to expand this program, looking for facilities, looking for schedules, looking for anything that you can think of, we have it right here."

N. INFORMATION ONLY PRESENTATION

1. EDUCATIONAL SERVICES

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

Principal Nina Mendez shared educational priorities and programs at Alta Loma MS. During her presentation, she recognized the following parent volunteers who received certificates of appreciation from the Board: Carla Cisneros, Michelle Keith, and Lauren Kitchen.

District LCAP Goals

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

Academic Achievement (LCAP Goal 1) - By the Spring of 2024, students will increase by 5% in schoolwide performance for both math and ELA when compared to the 2020-21 schoolwide CAASPP data. They are looking for an increase of 2% by the Spring of 2022.

Staff and Professional Development (LCAP Goal 2) - By the Spring of 2024, ALMS staff will demonstrate the ability to support Common Core education aligned with District priority initiative standards, integrate current educational technology practices, and create a safe and positive learning environment for all students.

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

Student Population

ALMS has 637 students this year. 32% are identified as socioeconomically disadvantaged, 19% are students with disabilities on IEPs, and 13% are English Learners. There is a diversity of ethnic backgrounds, languages, and cultures with 43% of students being Hispanic/Latinx and 25% Asian, being the largest groups.

Attendance (one month snapshot 2/7-3/11/22)

Principal Mendez shared the average daily attendance by ethnicity. It includes both excused, quarantine and illness, and unexcused trips or there was no reason given. For the total student population, the attendance average for this month was 93%.

CAASPP Testing

ALMS students took the CAASPP assessment virtually since SSFUSD was in distance learning. Their participation rates hovered around 70%. Principal Mendez noted that before the pandemic, ALMS would meet the federal participation rate of 95%.

ELA - 42.15% of students met or exceeded standard for ELA. What really stood out were the significant subgroups of students with disabilities and ELs who struggled with distance learning. They performed well below the school average and significantly lower from previous years.

Math - 32.04% of the students met or exceeded standard for ELA. The school had the same pattern with the two significant subgroups in math. As a staff, they want to dig deeper into understanding the impact this had on their learners when they returned to in-person teaching.

ELCAP growth

Almost 21% of ALMA students were proficient. After the site completed the needs assessment, it was clear they needed to focus on academics and social/emotional learning.

2021-22 Action Items

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

- **Academic Center** which includes after school/lunch time twice a week with a teacher lead and peer tutors. It is grade specific and tailored to individual student needs. There are both virtual and in-person sessions.
- **Math After Dark** started with 8th grade Math teachers developing lessons to engage struggling students and their parents in the curriculum. The program is virtual and takes place in the evening. It focuses on priorities, standards, and test review. Student performance on tests has improved and they will continue to track the data to see if it has an impact on CAASPP performance.

Student Supports

Principal Mendez said they focused on site-wide academic vocabulary and literacy strategies. Site leaders and TOSAs introduced annotations, vocabulary, and academic organizers. They focused on ensuring all the teachers used these strategies to engage the learners.

Emotional and Behavioral Support

She said that in addition to academic needs, staff began to discover emotional and behavioral support students needed. There was a need to build community after 1½ years of distance learning. The site implemented SEL lessons and Peace Corners, safe, comfortable,

semi-isolated locations within a classroom where a student can take a moment to self-regulate while still getting the daily instruction. ALMS is in their first year of implementing the Safe School Ambassador (SSA), an evidence-based program that uses student leaders to prevent and stop bullying and mistreatment. These recruited students participated in a two-day interactive training along with five adults who serve as program mentors. The training gives SSAs the skills and tools to resolve conflict, diffuse incidents, and support isolated and excluded students. After the training, mentors provide time to strengthen skills, support data collection and analysis of interventions, and help Ambassador sustain their commitment to the program.

Academic Fun

Principal Mendez said they enjoy celebrating the students and their success. Activities include: Week of Welcome, Jr. Honor Society, Student of the Month, quarterly Honor Roll and Merit Roll, High Honors, Helix Cup Competition, Monthly Academic Vocabulary Challenge, and Physical Fitness All Stars.

Building Community

Principal Mendez shared the ALMS events such as student vs. staff games and competition, assemblies, clubs, lunchtime activities, and band and drama performances. Last week they began Pie Day where students had the chance to pie their teachers and Principal Mendez.

Trustee Murray said the presentation was excellent. She asked about CAASPP and whether the data is being used to build programs. Principal Mendez replied they used the weaknesses in the data as a whole to make their plans for the next three years and also looked at repeated trends. Trustee Murray said she appreciated the teacher identified needs and/or programs, equity, and a review of school-wide policies.

Trustee Hsieh complimented Principal Mendez on the presentation, especially the focus on site goals and how she aligned the LCAP goals with District priorities. She said the CAASPP participation rate and ELA and math percentages are difficult to see, but must be accepted. She appreciates the action items and how the site is tracking those results. Math After Dark is an innovative idea to support students and hopefully, the data can lead to improvement. She complimented Principal Mendez and her team on their hard work.

Trustee Lujan said she appreciated the strategic way of presenting the alignment between District goals and site goals and how Principal Mendez presented a comprehensive look at the whole child, with the academics, the social emotional, site community and community

engagement, and how she has engaged families. She wants to see quantitative data and the impact of the Math After Dark program. She hopes the SSAs are effective. Trustee Lujan thanked Principal Mendez for her leadership, for the ALMS team, and the families.

President Baker congratulated Principal Mendez on her first presentation and said he also likes the idea of Math After Dark. He asked her what is working for students with disabilities and ELs. She said they focused on using literacy strategies which have been effective in helping their ELs. TOSAs and Ed. Specialists provide strategies to the teachers to work with students with disabilities. He said his older child, a SpEd student, used a peace corner, which really helped him. President Baker asked how 6th and 7th graders, new to ALMS, are adjusting to the campus this year. She replied that teachers really focus on the SEL lessons and PBIS program to gets students acquainted to middle school and learn the protocols. They had a Week of Wow prior to the start of school, where students were able to meet the teachers, walk around the campus, and get an understanding of what it would feel like being a middle school student.

O. PRESENTATION WITH POTENTIAL ACTION

1. ADMINISTRATION

a. Universal Transitional Kindergarten (UTK) Study Session #2

Superintendent Moore shared that in December, she and the Assistant Superintendents facilitated a study session on UTK and the Board asked to bring the item back for discussion and potential approval with a resolution. Cabinet briefly reviewed the previous UTK presentation and also shared a recommendation for the Board to consider regarding staffing and the best program to offer.

LCAP Goal

Dr. Moore noted that early education is critical to prepare District students to excel in both literacy and numeracy, and this aligns very well with LCAP Goal 1.

CAR (Communication, Achievement, Relationships)

For UTK, SSFUSD needs to develop strongly aligned and coherent systems that enable all students to excel and reach the District's vision for all students along the road of equity.

Assistant Superintendent Ted O reviewed the following information.

Overview of SB 1381 - Kindergarten Readiness Act **Transitional Kindergarten 2011**

- Currently serves about 100,000 children born between September 1-December 1, or whose 5th birthday falls after December 2 of the same school year with approval of the parent.
- First-year of a two-year kindergarten program
- Districts can apply for a waiver if there is not a high need in a specific district.

Teacher Student Ratio

- 1:24 teacher-to-student ratio
- Same group size as kindergarten

Instruction

- MS Credential and as of 2015, new hires are required to have 24 Early Childhood Education (ECE) units
- DRDP-K Optional (has not been adopted)
- Locally developed, modified kindergarten curriculum
- 3.0 hours per day, 175 days per year

Options for Families

- Parents are responsible for finding extended care if the TK classroom operates half-day.
- TK classes are offered at limited sites. Parents may need to go to another site for TK and return to home school before kindergarten.
- Parents have choices to keep children in California State Preschool Programs (CSPP) or enroll in TK.
- SSFUSD currently spends about \$630K on its TK program through General Fund reserves.

Overview of AB 130 - Expansion of Transitional Kindergarten

Teacher Student Ratio

- 1:12 Staff to student ratio 2022-23
- 1:10 Staff to student ratio by 2023-24
- Class size of 24 students
- CDE estimated increased need of 8,000-11,000 new TK teachers by 2025-26

Instruction

- MS Credential plus 24 ECE units, or professional experience in a preschool setting, or a CTC CD Teacher Permit
- Creation of ECE Specialist Credential
- Proposed updates to the Preschool Learning Foundations with TK-2 grade alignment, including recommendations for rest time, play, and developmental appropriateness
- Updated DRDP with alignment to grade 2 (may be required)
- Curriculum developed based on Preschool Learning Foundations
- Up to 6.0 hours per day, 175 days per year

Facilities

- UTK students must be housed in classrooms that are, at a minimum, suitable for kindergarten.
- CSPP 4-year-olds' classrooms operated by an LEA can apply to be license-exempt.

Options for Families

- Parents must find extended care if the UTK classroom operates half-day.
- UTK classes are offered at limited school sites. Parents may need to go to another school site for UTK and return to home school when entering kindergarten.
- Parents have choice to keep kids in CSPP preschool or enroll in UTK.
- Parents have options in extended care between CSPP/CCTR and ACES Programs.

AB 130 Requirements

- Additionally, Ed Code 37202(b) allows a district to maintain differing instructional days for TK and Kindergarten programs during the school day at the same school site or at different school sites
- However, for funding purposes, both TK and kindergarten are subject to the same minimum daily and annual instructional minute requirements, which is a minimum of 180 minutes each day

The TK in SSFUSD has the same instructional day as the kinder and at this time, they are not recommending anything different.

Funding Considerations

- The State is treating TK the same as another grade and will fund it similar to grades K-12.
- For the approximately 90% of the school districts, which are LCFF funded, the State budget provides funding based on Average Daily Attendance (ADA).
- For "Community Funded" school districts, like SSFUSD, which receive most of their funding from property taxes, the State does not provide any funding.
- This would be an additional ongoing cost to the "Community Funded" school districts.

Pre-K Planning Grant Estimates

- The 2021 Budget Act signed by Governor Gavin Newsom on July 9, 2021 included \$300M in one-time planning grants for the California Pre-kindergarten Planning and Implementation Grant Program

- \$200M will be distributed to districts based on 2019-20 kindergarten enrollment and LCFF unduplicated pupil percentage (English Learners, students on free and reduced meals, and foster youth).
- For SSFUSD, it would be approximately \$200K in one-time funds.
- Districts must develop a plan by June 30, 2022, as a condition of receipt of the grant funds.
- It requires the governing board to consider a plan on or before June 30, 2022, and does not require Board adoption.

Full-Day Kindergarten Facilities Grant Program

- AB 130 amends the Full-Day Kindergarten Facilities Grant Program to include California preschool and transitional kindergarten to provide \$477M in one-time grants to school districts to construct new school facilities or retrofit existing school facilities for the purpose of providing TK classrooms and full-day kindergarten classrooms.
- The funds will be administered by the State Allocation Board.
- School districts will need to apply for these funds.
- Priority will be given to districts with a high percentage of students eligible for meal subsidies and/or located in underserved communities.
- Funds cannot be used to purchase or retrofit portables.
- The grant requires matching funds from the District.
- For new construction project, the State will pay 50% of the cost and the district pays the other 50%.
- For a modernization project, the State will pay 40% of the cost and the district pays the other 60%.
- The funding is limited to four classrooms for new construction or retrofit projects.
- To apply for this funding, the District must pass a Board resolution stating its intent to offer or expand TK enrollment.

Cost of UTK Program

SSFUSD Current TK Program

- SSFUSD currently offers TK classes at the following schools:
 - Buri Buri ES (1 class), Los Cerritos ES (2 classes), Skyline ES (1 class), Spruce ES (1 class), and Sunshine Gardens ES (1 class).
- There are six teachers for this program at a cost of approx. \$635K per year.
- Overall, including materials and supplies, SSFUSD is spending approximately \$640K a year to run this program.
- With new staffing requirements from the State, this will increase.
- There is no funding from the State at this time to reimburse the District.

Staffing Considerations and Estimated Costs

Assumptions to Determine Costs

- AB 130 requires a maximum of 12 students per adult.
- The adult must be a certified TK teacher.
- If more than one adult is in the classroom, one adult has to be a certified TK teacher and the other adult can be a classified member (Paraprofessional/ Instructional Assistant).
- Cost of 1.0 FTE Teacher is \$109,874 (average teacher salary with benefits).
- Cost of a 0.667 FTE (5 hours) paraprofessional/instructional assistant is \$45,800 (salary and benefits).
- Cost of a 0.80 FTE (6 hours) paraprofessional/instructional assistant is \$48,200 (salary and benefits).
- Materials and supplies per a class of 12 students is \$800.

TK Staffing Configurations - Option #1

- Have one credential TK teacher for each class of 12 students.
- Would cost the District approximately \$158,074 per class as follows:
 - Cost of 1.0 FTE Teacher is \$109,874
 - Materials and supplies per a class of 12 students is \$800
- This configuration is ideal in a world where there is excess facilities and staff and the State funds 100% of the costs.
- It is not practical for most school districts.
- **\$109,874 per class of 12 students.**

TK Staffing Configurations - Option #2

- Have one credential TK teacher and one classified staff for each class of 24 students.
- Would cost the District approximately \$159,674 per a class as follows:
 - Cost of 1.0 FTE Teacher is \$109,874.
 - Cost of a 0.80 FTE (6 hours) paraprofessional/instructional assistant is \$48,200.
 - Materials & Supplies per a class of 24 students is \$1,600
- \$159,674 for class of 24 students (**\$79,837 per class of 12 students**).
- Option to extend instructional minutes to make it a longer day with this model.

TK Staffing Configurations - Option #3 (AM/PM model)

- AM/PM model, which has been used for years for kindergarten students at some school districts.
- TK Teacher 'A' is the "lead" teacher in the AM and TK Teacher 'B' is the "lead" in the PM, but both teachers are present all day.

- This model would allow up to 48 students in one day, with one classroom (24 students in the morning and 24 students in the afternoon).
- Would cost the District approximately \$222,948 per class as follows:
 - Cost of 2.0 FTE Teacher is \$219,748 (\$109,874 x 2)
 - Materials & Supplies per a class of 48 students is \$3,200
- \$222,948 for class of 48 students (**\$55,737 per class of 12 students**).
- Only works if there are at least 48 TK students at a school.
- Less classrooms would be needed for this model.

TK Staffing Configurations - Option #4

- Combination classes of both TK and kindergarten student.
- Students do not matriculate in “perfect” packages, meaning there may be odd number of enrollment to manage which would require combining classrooms.
- The combination is an allowable classroom configuration.
- The teacher on record must hold the TK certification requirements.
- Class sizes must be no more than 12 students.
- This is not ideal for TK, especially during the implementation stages.

SSFUSD Enrollment and Projections

Assistant Superintendent Jay Spaulding reviewed the following information.

District Historical Enrollment

- From 2014-15 to 2021-22, the District’s enrollment has decreased from 9,111 students to 7,936 students.
- This is a decline of 12.9% over eight years.
- For the same period, there was a 15.2% decline in TK-5 enrollment.
- Kindergarten enrollment declined 24.2% for the period.

Site Historical Enrollment

- From 2014-15 to 2021-22, all elementary sites have declined in enrollment.

Kindergarten Historical Enrollment

- From 2014-15 to 2021-22, the enrollment for kindergarten students declined from 659 to 483 students.

TK Historical Enrollment

- In 2012-13, the District had two TK classes, which grew to four classes in 2013-14, and to the current five classes in 2014-15.

TK Projected Enrollment

- As of March 24, 91 students are enrolled in TK for next year. Five elementary sites which currently have TK. Parents from a school where there is no TK may not want to send their students to another site.

UTK Survey Results

Assistant Superintendent Irish reviewed the following information.

A survey was sent to all families via school Messenger at the Hillside pre-school, Children's Center, and elementary and middle schools. The survey window was March 1 to March 13. 119 participants completed the survey. 32 replied that their child did attend the TK program. 53 of 107 responses for a proposed nine-hour day indicated they were interested in enrolling in the TK program and 54 did not have an eligible child. 104 responses said they would send their four-year old to TK versus 15 who would not. For before and after school care, 77 would be interested in enrolling their child versus 42 who would not. If the TK program was held at a school other than the child's area of residence, 79 would enroll their child versus 40 who would not.

Implementation Challenges

Assistant Superintendent Irish reviewed the following information.

- Availability of qualified teachers, facilities and space requirements, and transportation issues if UTK was expanded to all nine sites.
- The Facilities Grant Program is insufficient funding - split two ways with competition from kindergarten and preschool facilities.
- Additional costs needed for equipment (smaller desks, chairs, and accessible bathroom) and be within a certain distance of playgrounds and drop-off areas.
- Portable facilities are not allowed under the law.
- No commitment from the State to provide additional ongoing funds to maintain this program.

Next Steps from Study Session #1

- Determine when the application is out and due/deadline.
- Survey families to gauge interest.
- Determine/confirm the funding amount SSFUSD would receive.
- Determine if the District will apply for the Facilities grant.
- Board to determine which school site(s) to house the TK program based on our recommendation (not at this point in time).
- Determine whether to move forward with this expansion of TK.
- Determine the TK staffing configuration that works best for our District, based on availability of staffing and facility availability.
- Gather more information and bring back to the Board

Previous Board Direction

Board Directive	Persons responsible	Due date	Status
Staff to gauge community interest in UTK.	S. Moore/K. Irish	March 2022	Week of February 28
Staff to get more information and cost out Option 3 of UTK.	S. Moore/Ted O	March 2022	March 24
Staff to agendize a resolution of intent for a future conversation on next steps for UTK.	Cabinet	March 2022	March 24

Recommendation and Next Steps

- Adopt the Board resolution in support in UTK expansion
- Option 3 , the a.m./p.m. model will not work
 - The instructional time needs to be near the kindergarten program, which is not a half day program.
 - Next year, the new State universal meals requires breakfast and lunch be provided to all students who want them and makes it difficult to do this option.
- **Staff recommends option 2**
 - 1 teacher and 2 paraprofessionals for each class of 24 students.
 - To support ratio during instruction and provide before and after school support.
 - The cost would be approximately \$160K per class.
 - With this option, the District has a choice to either extend the instructional time to make it a longer day for students, if it chooses in the future.

President Baker asked and Mr. Irish confirmed that the 1:12 and 1:10 ratios can be met in a larger class with just one certificated employee and paras.

President Baker asked if TK and kindergarten can be handled by the same credential. Dr. Spaulding replied that for TK, a teacher needs to get additional units in early childhood education. President Baker questioned whether the District had a tuition reimbursement system. Dr. Spaulding said there is not one.

President Baker thanked Mr. Irish for the survey results and said he also participated. He stated that opportunity drives demand and if the District were to offer it, it would likely be more popular than what was seen in the survey results. Some District funds are tied to enrollment, but some are not, and as the program is implemented, the revenue source must be considered.

Trustee Lujan thanked Cabinet for the presentation. She asked if the reason the District does not provide compensation for teachers earning

additional units is that it would be a gift of public funds because additional opportunities lead to salary advancement. Dr. Spaulding confirmed that is the case. Mr. Irish said SSFUSD could use LCAP funds or some State grants could be repurposed to provide incentives for staff and compensate them for their time to go back if that is what the District decides to do. He added that is something they often do when incentivizing teachers if they obtain CTE credentials. To make sure this was transparent, Trustee Lujan asked if that would not be part of their salary or retirement benefits Mr. Irish confirmed that was correct.

ACTION

1. ADMINISTRATION

b. Approval of UTK Plan and Adoption of Resolution #22-08

MOTION #162 (Lujan/Murray) to approve the proposed UTK plan, with option 2, and adopt of Resolution #22-08 for the Universal Prekindergarten (UPK) Planning and Implementation Grant Program. (AYES: Baker, Hsieh, Lujan, Murray; NOES: None). Motion Carried. (Unanimous)

P. CONSENT AGENDA

Mr. Irish said there was a small typo on Item 2b and the SSFHS Earth Club students were going to a Sierra Nevada campsite and not Big Basin Campgrounds. The dates on the Board memo are unchanged for this trip.

MOTION #163 (Lujan/Hsieh) to approve Item 1a, Minutes to the regular Board Meeting, March 10, 2022; Item 1b, Minutes to the special Board meeting, March 16, 2022; Item 2a, ECHS students to travel to Reno, NV; Item 2b, SSFHS students to travel to ~~Big Basin Campgrounds~~, Sierra Nevada, CA; Item 2c, ECHS students to travel to Fresno, CA; Item 2d; Special Education psychologists to travel to Salt Lake City, UT; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 4a, Purchase Order Listing, February 2022; Item 4b, Warrant Register, February 2022; Item 4c, Cash Receipts, February 2022; Item 4d, Declaration of surplus items; Item 4e, Gifts to the District for March 2022; Item 4f, fundraising events; Item 4g, Professional service agreements under \$25,000. Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. BUSINESS SERVICES

a. Facility Needs Update

Assistant Superintendent Ted O shared information on current facility needs in the District.

Overview

- The majority of the District's school campuses were built between 1949 and 1969.
- Spruce and Martin Elementary Schools, being the oldest, date back to 1934 and 1921, respectively.
- This makes the average age of the campus 62 years old.
- Like many California school districts, SSFUSD has aging school sites in need of critical building repairs.

Facilities Master Plan (FMP)

- In 2010, Hamilton + Aikens Architects completed an FMP for the District.
- It provided information on the facility needs of each school and included the dollar amount needed.
- In 2010, the District voters approved Measure J which provided about \$162M in funding to address some of the District's facility needs from the 2010 FMP.
- In 2017, Hamilton + Aikens Architects were hired to update the costs of the 2010 FMP.
- Any improvements that have been completed using bond funds were crossed off the scope of work list, and the remaining items on the list were re-estimated with 2016 dollars. At that time, any additional facility needs were identified.
- The 2017 plans estimated remaining facilities needs at \$230M.
- The work completed between 2010 and 2017 included:
 - Six elementary schools received new learning resource centers.
 - Two elementary schools received new administrative facilities.
 - 14 out of 16 campuses had temporary classrooms removed and replaced with new modular buildings.
 - SSFHS's football and track field was completely renovated and modernized.
 - All sites received solar panels.
- Since the publication of the 2017 FMP, more progress has been made on the remaining items in the plan.
- From 2016 to 2022, additional facility needs have surfaced as well.

Facility Needs Cost Estimates

- Eric Hall & Associates (EH&A) is working with Facilities staff in to finalize the new 2022 FMP.
- Between 2016 and 2022, the cost of goods and services has gone up significantly due to inflation and the global supply chain issues impacting the economy.
- The current estimate of the total facilities needs is approximately

\$513M. This amount includes an estimated \$70M for both workforce housing and to help recruit and retain teachers and staff.

- SSFUSD is looking at funding options to address the items in the 2022 FMP.
- One of the options is to get another bond passed.

The Board recessed at 8:27 p.m. for a break and reconvened at 8:40 p.m.

b. Voter Survey Results

Mr. O reported that a voter survey was done last month to determine community support for another bond. He introduced Makiko Sato, of ISOM Advisors, who shared results from their recent survey of voters to assess the feasibility of placing a general obligation bond measure on an upcoming ballot for capital facility needs.

Methodology

- There are 46,302 registered voters in SSFUSD surveyed in SSF and parts of San Bruno, Daly City, and Colma.
- The District is currently assessing the feasibility of placing a general obligation bond measure on an upcoming ballot.
- A survey was conducted from February 23-February 28 to assess support for the proposed bond measure, the funds of which would be used for capital improvements to classrooms and school facilities.
- The survey tested voter attitudes regarding the District, projects, and tax tolerances for a possible school facilities improvement bond program.
- 400 households were contacted by phone, which resulted in an overall margin of error of +/- 4.88%.

Survey questions

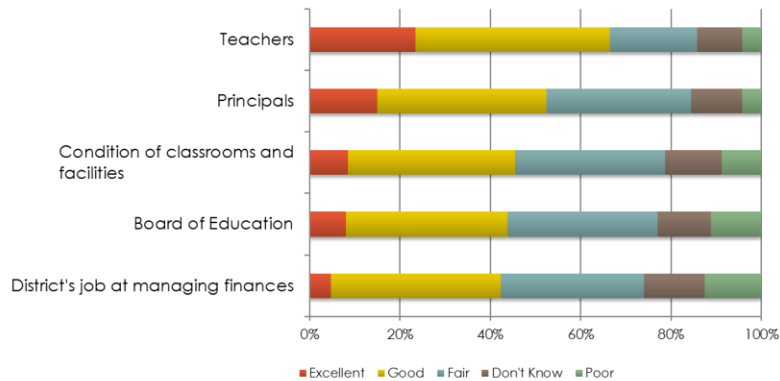
Ms. Sato reported that no responses indicated a trust issue between the community and the District.

71% agreed that things in SSF are generally headed in the right direction.

66% do not have children or grandchildren attending school in the District.

39% rated the quality of education provided by the District good and **29%** rated it fair.

“How would you rate the following aspects of the District?”



93% agreed good schools improve property values.

92% agreed that improved facilities help improve student learning.

84% agreed that due to reduced State funding for facility improvements, voters need to do more to protect the quality of facilities in their public schools.

Ballot measure

Voters were asked the following question: “At this time, the District is looking to make classroom and school facility improvements and is considering placing a school improvement bond measure before voters in your community on an upcoming ballot?” The proposed measure reads:

“To modernize classrooms, restrooms, and school facilities; make health, safety and security improvements, equip schools with 21st century learning technology, and construct local affordable rental housing for teachers and staff, shall South San Francisco Unified School District measure authorizing \$436.0 million in bonds, at legal rates, be adopted levying an estimated 6 cents per \$100 of assessed value generating on average \$27 million annually while bonds are outstanding, with a citizens’ oversight committee and independent audits on all bond money?”

74.5% responded yes to supporting a bond measure. This is consistent with the 77.5% support for the 2010 Measure J bond.

G.O. Bond projects

For all projects reviewed, 70-80% of responses were in favor of using the funds as proposed.

Tax tolerances

Property owners were asked about the annual cost for the proposed measure, based on assessed value. Ms. Sato said there is some tax rate sensitivity in the community. In response to the cost, the survey results increased with lower rates.

- **57%** yes for both \$60/\$100K and \$48/\$100K

- **64%** yes for \$36/\$100K
- **68%** yes for \$24/\$100K

Voting

“Now that you have heard some more information regarding the proposed projects and cost, if the election were held today, would you vote in favor of the measure?”

- **74.8% yes** - pre-survey
- **68.0% yes** - with information

Conclusions and recommendations

- Initial support for the measure was 74.5% yes.
- All projects received over 70% voter support.
- Voters were supportive of all tax rates tested.
- Support is above the 55% voter approval threshold; Isom Advisors recommend the District continue to reach out to stakeholders and educate the community and consider placing a bond measure on the November 2022 ballot.

Trustee Hsieh asked about the impact where 66% of voters did not have children or grandchildren in the District. Ms. Sato replied that this is very typical to see in built-out communities.

President Baker acknowledged the survey indicates community support for the bond measure.

ACTION *(continued)*

b. Resolution No. 22-10 for National Child Abuse Prevention Month

Board Clerk Lujan read the resolution.

MOTION #164 (Murray/Hsieh) to adopt Resolution #22-10: In support of National Child Abuse Prevention Month. (AYES: Baker, Hsieh, Lujan, Murray; NOES: None). Motion Carried. (Unanimous)

c. Resolution No. 22-11 for Autism Awareness Month

Board Clerk Lujan read the resolution.

MOTION #165 (Murray/Hsieh) to adopt Resolution #22-11: In support of Autism Awareness Month. (AYES: Baker, Hsieh, Lujan, Murray; NOES: None). Motion Carried. (Unanimous)

d. Resolution No. 22-13 for Trustee Compensation

MOTION #166 (Murray/Hsieh) to adopt Resolution #22-13: To allow stipend payment for Trustee Lujan who was absent from the March 16, 2022 Board meeting. (AYES: Baker, Hsieh, Murray; NOES: None; ABSTAIN: Lujan). Motion Carried on a 4-0 vote.

2. HUMAN RESOURCES

a. Resolutions No. 22-14 through 22-40 for Retirements

MOTION #167 (Lujan/Murray) to adopt Resolutions #22-14 through #21-40: Honoring employees for their years of service to the District. Motion Carried. (Unanimous)

The retirees are: Marcus Aguirre, Susan Albayalde, Michele Alesandro, Robert Bacigalupi, Veronica Benavides, Dolores Corcoran, Susan Cossette, Jacqueline Del Bianco, Donna Eckstein, Richard Finacom, Michael Glines, Karla Groth, Susan Guyon, Denise Himm, Sandra Leon, Lynda Montiel, Glenn McMullin, Magdalena Najarro, Daniel Nakamura, Judith O'Brien, Vera Pedroza, Frances Penna, Michelle Raymond, Audrey Valdry, Elizabeth Wilberg, Daniel Yanow, and Elizabeth Wilberg.

2. EDUCATIONAL SERVICES

a. Approval of A-G Completion Improvement Grant Plan

Assistant Superintendent Keith Irish said the plan was presented at the prior Board meeting. Once he gets approval, he will begin meeting with site leaders to implement the actions.

MOTION #168 (Lujan/Hsieh) to approve the District's plan for the A-G Completion Improvement Grant Program to help increase high school students' access and resources to complete A-G courses. Motion Carried. (Unanimous)

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

MOTION #169 (Murray/Lujan) to approve the LCFF supplemental funded positions for 2022-23. Motion Carried. (Unanimous)

c. Approval of an Agreement with Diversified Stage

MOTION #170 (Lujan/Murray) to approve an agreement with Diversified Stage for the District's secondary schools' hybrid

graduation/promotion ceremonies for the 2021-22 school year. Motion Carried. (Unanimous)

d. Approval of Adult Ed ESL Courses

Mr. Irish said the District is currently going through Federal program monitoring. Staff was unaware that in Adult Education, just like in K-12, they must submit course outlines for approval annually. For this item, the District can meet the requirement for 2021-22 and all documents were submitted. He will bring this to the Board each September for approval.

MOTION #171 (Lujan/Murray) to approve five additional Adult Ed ESL standards and competency-based courses for the 2021-22 school year. Motion Carried. (Unanimous)

e. Approval of Amended Agreement with Non-public Agency (NPA) Maxim

Mr. Irish confirmed there would be no net increase. Maxim, a third party vendor, is able to fill District SpEd staffing needs. While the Maxim contract will increase, the other third party vendors' costs will decrease commensurately.

MOTION #172 (Lujan/Murray) to approve an amended contract with Maxim, an NPA, to fulfill IEP service agreements. Motion Carried. (Unanimous)

3. BUSINESS SERVICES

a. Approval of Architects for HVAC Upgrade Projects

Bill Savidge, Facilities Management Consultant, clarified a change in the proposal since the architect had omitted the electrical engineering fees. The revised fiscal impact for the projects will be \$191,350, an additional \$40,300 from the original amount in the Board memo.

MOTION #173 (Lujan/Murray) to approve the contract with HY Architects for HVAC upgrade projects at Martin ES, Hillside Pre-school, Spruce ES, and Parkway Heights MS. Motion Carried. (Unanimous)

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

President Baker said SLO MOU version #15 would be added to an upcoming meeting.

April 14, 2022

- Teaching and learning presentation - Sunshine Gardens ES
- Presentation on Performance Management - College and Career Readiness
- Williams report for quarter ending 3/31/21
- Resolution for Earth Day (April 22)
- Resolution for Day of the Teacher (5/11)
- Resolution for Classified School Employee Week (5/15-5/21)

April 28, 2022

- Teaching and learning presentation - Parkway Heights MS
- Presentation on the Information Technology Department
- Approval of designated representatives to CIF
- Resolution honoring Asian Pacific American Heritage Month (May)
- Approval of ATP job coach position and job description

May 12, 2022

- Recognition for outgoing Student Trustee Verino
- Teaching and learning presentation - Junipero Serra ES
- Teaching and learning presentation - Skyline ES
- Presentation on Boys and Girls Club of No. San Mateo County
- Approval of the Board meeting calendar for the 2022-23 school year
- Approval of Graduates - Baden HS, ECHS, SSFHS, and Adult Ed.
- Resolution for Fund 11 & Fund 14 account balances

May 18, 2022 – Board study session *(Board room)*

- Equity Network 2.0 discussion session #4

May 26, 2022

- Teaching and learning presentation - Baden HS/Adult Ed.
- 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 2022-23 budget
- Resolution in support of LGBTQ+ Pride Month (June)

June 9, 2022

- Presentation on the Fiscal Services Department
- Presentation on Daybreak Mental Health
- Presentation on YSB Counseling and Safe School Advocates Services
- Approval of School Services 2022-23 contract
- Public Hearing 2022-23 LCAP draft plan
- Public Hearing 2022-23 Preliminary Budget
- Approval of Board of Trustees Compensation increase for 2022-23
- Resolution on Budgetary increases and year end transfers

June 23, 2022

- Approval of SMCOE Outdoor Education dates for 2022-23
- Approval of Children’s Center 2022-23 CCTR childcare contract
- Approval of Children’s Center 2022-23 CSPP childcare contract
- 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
- Adoption of 2022-23 LCAP
- Adoption of 2022-23 Preliminary Budget
- Resolution on Education Protection Account Funds

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Trustee Murray shared that the Board had another Equity Network session and she learned a lot. Yesterday, she joined a Zoom meeting called Equity, Quality, and Inclusion, a Vision for Universal Preschool. It was presented by Dr. Carla Bryant in partnership with the Silicon Valley Community Foundation, Early Childhood Institute. One thing she got from the meeting is that in designing a TK program, the District has an opportunity to be transformational and aspirational with equity and a lack of bias.

Trustee Lujan wished everyone a happy spring break and reminded them to take a COVID test before returning to the District.

Dr. Hsieh also wished everyone a happy spring break.

Superintendent Moore wished the community a happy spring break and noted that, for the first time, all Cabinet members would be on vacation next week.

President Baker reported that the day after the Board’s Equity Network session, he joined the District’s Equity, Diversity, and Inclusion meeting. He said it is great to see the staff, community, and parents working together and coming up with ideas. During Senator Padilla’s visit to SSFHS, students asked great questions and were inspired by him. Last night, the Showcase of Bands featured students from all District middle schools and both comprehensive high schools. This concert has not been held for the past three years due to COVID. “They all did a fantastic job, very entertaining, nice and brisk...” and parents loved watching the esteemed students. President Baker also wished staff and students a safe, great spring break and said to be sure to test before coming back.

ADJOURNMENT - 9:11 p.m.