

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
AGENDA AND ORDER OF BUSINESS
Minutes of the Special Meeting – Monday, March 21, 2022**

OPEN SESSION - 5:30 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

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. PUBLIC COMMENTS - None

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. SSFUSD Budget and District Priorities

The Board of Trustees and Cabinet members discussed the budget and determined major projects and District priorities for 2022-23 and future school years.

Superintendent Shawnterra Moore provided background information on the topics.

Purpose

- To determine major projects and District priorities for the 2022-23 and future school years.
- To identify current and future projects, staffing and programs that will be reduced or cut in order to address the \$3.8M budget deficit.

District LCAP Goals

Superintendent Moore said they are always seeking to align their efforts to these three goals in order to effectively realize their vision for each student. The District values the tremendous work that staff has always done, especially in the last few years. While the District has been fortunate in being able to staff schools and meet the needs of all students, additional staff was provided during COVID to mitigate learning loss and offer additional support to students. To achieve this, in 2021-22, the District had to spend more than the budgeted costs and needed to use reserve funds to balance the budget. There has also been growth in the needs of many District students which required offering more programs and hiring different staff to make sure the students were well served. Unfortunately, some of these programs are very costly. The District strives to be very inclusive and provide competitive programs. “So we have been very fortunate and privileged to operate in these ways for several years now, and now we are at a place where we really must start identifying, like we started last year, some key priorities for the next school years, and then allocate resources equitably, which means some of our programs, budgets, and even staff are going to need to be reduced. It also means that we have to start facilitating these kinds of discussions to prioritize so that we know what we are going to be able to maintain and unfortunately some things that we are not going to be able to maintain.”

Dr. Moore said Cabinet has been proactively planning and prioritizing and while they are able to focus on any project, they cannot take on all projects. This means as projects are decided upon, others need to be removed for now. One difficult decision is to start staffing schools based on both current and projected enrollment numbers, which is the fiscally responsible way to operate the District. Since one of the District’s core values is to prioritize students and to have them be successful, the process will be to navigate in equitable and accessible ways.

To prepare for the next school year, the Board and Cabinet had conversations around looking at some of the District programs along with the budget and allocations, and staffing to provide a clear understanding of what is being proposed to meet the reduction of \$3.8M needed to balance the budget. Then the Board discussed and prioritized and gave Dr. Moore direction on what is going to be implemented and what is not. She noted that they need to start thinking long term and future years should also be considered if a priority is not included in the 2022-23 school year.

CAR (Communication, Achievement, Relationships)

Dr. Moore said, in terms of the SSFUSD CAR, they are striving toward the four E's, doing so with the lens of equity and excellence, and in order to make it to their destination, they need to allocate resources effectively and align them to District priorities.

Budget Outlook for 2022-23

Assistant Superintendent Ted O reviewed the budget for next year.

- Districts are required to balance their budget in the current as well as the next two years.
- SSFUSD has been deficit spending for many years and has depleted its reserves.
- Based on the 2021-22 2nd Interim Financial Report, the District will need to make ongoing budget reductions of \$3.8M beginning in 2022-23 in order to balance its multi-year budget.
- Additional budget reductions may be needed if more new expenses are added.

Ending Fund Balance

The District's Ending Fund Balance is decreasing as a result of deficit spending, increased employer PERS and STRS contributions, and increased operating expenditures.

Unrestricted and Restricted Funds	Second Interim 2021/22	Proposed Budget 2022/23	Proposed Budget 2023/24
Revenues	\$ 133,234,823	\$ 127,733,750	\$ 131,025,900
Interfund Transfer In	13,301	13,301	13,301
Total Sources of Funds	\$ 133,248,124	\$ 127,747,051	\$ 131,039,201
Expenditures	\$ 152,868,114	\$ 131,179,530	\$ 133,254,731
Interfund Transfer Out	2,395,392	1,845,392	1,545,392
Total Usage of Funds	\$ 155,263,506	\$ 133,024,922	\$ 134,800,123
Net Incr/Decr in Fund Balance	\$ (22,015,382)	\$ (5,277,871)	\$ (3,760,922)
Beginning Fund Balance	48,844,756	26,829,374	21,551,503
Actual/Projected Ending Fund Balance	\$ 26,829,374	\$ 21,551,503	\$ 17,790,581

Unrestricted and Restricted Funds

The following table shows the designations that make up the ending fund balance. The District designations are under the heading assigned/designated. The District has set aside funds for both ongoing and one-time staff raises.

Unrestricted and Restricted Funds	Second Interim 2021/22	Proposed Budget 2022/23	Proposed Budget 2023/24
Actual/Projected Ending Fund Balance	26,829,374	21,551,503	17,790,581
Nonspendable			
Revolving Cash	25,100	25,100	25,100
Stores	65,352	65,352	65,352
Prepaid Expenditures	155,319	155,319	155,319
Restricted	5,593,832	5,593,832	5,593,832
Committed	0	0	0
Assigned/Designated			
STRS/PERS Increase: 2024-25	350,000	350,000	350,000
STRS/PERS Increase: 2025-26	650,000	650,000	650,000
Prop Tax Re-Pymt - Litigation (Est.)	6,502,533	3,025,123	0
Set-aside for Staff Raises	5,724,063	8,835,531	12,027,303
Reduction in Expenditures Needed (On-going)	0	(3,800,000)	(7,816,331)
Reserve:			
Reserved for Economic Uncertainties	7,763,175	6,651,246	6,740,006
Undesignated Reserve	0	0	0

Recommended Budget Reductions

Mr. O said Cabinet did their best to avoid staff layoffs. The 22.4 FTEs are from employees retiring, leaving SSFUSD, or moving back to a teaching position next year. This reduction is a savings of approximately \$2.3M. Since the District Office covers all costs with purchasing technology equipment, the sites do not need to use their own funds. The Adult Ed program receives State funds so \$160K is reduced from the budget.

Budget Reductions	# of FTEs Impacted	Cost Savings
Staffing Reduction	22.4	\$2,342,272
Reduction of Site Discretionary Funds	0	\$121,719
Reduction of Site LCAP Funds Allocation	0	\$300,000
Reduction of 10% or more on District Office Department/Program Budgets	0	\$938,240
Eliminate GF Contribution to Adult Education Program	0	\$160,000
Total		\$3,862,231

Trustee Chialin Hsieh said she would like to know, minus those who retired or left and the positions were not filled, how many people are they talking about in case of future layoffs.

Major Projects and District Priorities for 2022-23

Superintendent Moore reviewed the District priorities which the Board, staff, and the State have identified. She said the ones in red have not publicly been discussed and officially adopted as District priorities. They are either staff or State items. The Board tasked her to follow up on a few. The Facilities Master Plan is black even through the Board has not said it is a priority since one of the Board goals was to have District facilities to be able to teach students and help them reach their fullest potential. Some of these are things the District must do, some are things we morally should do in order to help students, and some are things that the Board has mentioned over the years as items they would like to have. For items that have not officially been identified as a priority, the table shows how it would be aligned. There are many things that are already being implemented.

Workforce Housing (would align w/BP Operational & Fiscal Stewardship * & Talent Management)	Dual Immersion Program (would align w/BP Academic Excellence & Community engagement and connectedness)
Virtual Academy - Independent Study programs - 22 -23 (would align w/BP Academic Excellence & Community engagement and connectedness)	District Enrollment - School Closures (23 - 24) (would align w/BP Operational & Fiscal Stewardship)
Facilities Master Plan/Bond & Parcel Tax (*BP Fiscal Stewardship)	Danielson Instructional Framework (*BP Academic Excellence)
Universal Prekindergarten/UTK Grant (would align w/BP Academic Excellence)	Scope & Sequence implementation - ELA & math (*BP Academic Excellence)
Equity focused strategic planning (Would align w/all 4 priority areas)	Instructional Coaching Program (*BP Academic Excellence & Talent Management)
Educator Teacher Development Grant Program (would align with BP Talent Management; in progress already)	CTE pathways expansion (aligns with BP Academic Excellence; in progress already)
MS Bell Schedule (*BP Operational & Fiscal Stewardship & Academic Excellence; in progress already)	Middle School CTE Grant (aligns to *BP Academic Excellence; already in progress)
Mental Health Supports for students - Daybreak & Care Solace (*BP Community Engagement & Connectedness)	Facilities - Office Space for staff (*BP Operational & Fiscal Stewardship; in progress already)
Software programs & Apps to support students (would align to BP Academic Excellence; already being implemented)	

Project Costs

Assistant Superintendent Jay Spaulding reviewed the project costs. Dr. Moore added that under the Facilities Master Plan/Bond and Parcel Tax, the District can also seek workforce housing as part of a bond. Mr. O said that if the Board were to select this item, to keep in mind that the elections happen every other year, in 2022 and 2024.

Dr. Spaulding said a UTK presentation will be made to the Board at the March 24 meeting. It is a grant, which would be for a nine-hour program in the day and include some before school instruction and after school support. The cost would be about \$225K per class of 24 students.

Projects	Cost	Brief Description/Narrative
Workforce housing	If using COPs, \$2.3M upfront and/or in an ongoing basis. Or \$335K at the start ending with \$2.4M at the end of 30 years. Projection done in 2019, so amounts might be different now. DCG costs - Between \$828,226 and \$948,226.	Without GO Bonds, this would be the cost if the district used certificates of participation. With a school bond, it's supported by property taxes and the net operating income of the workforce housing project may produce additional funding for the District's general fund. This requires voter approval and GO bonds is the most advantageous. -DCG - costs are for phase 3 and 4 and from 2019.
Virtual Academy - Independent Study programs - 22 -23	Average teacher salary (with benefits) is \$100,668. Total cost would depend on number of teachers plus materials/supplies for each class. Approximate cost for 2022 - 23 \$750,000 or more	To provide SSFUSD students an alternative program in lieu of Independent Study for those students/families that feel that in person learning jeopardizes their health (AB 130)
Facilities Master Plan/Bond & Parcel Tax	-Some out-of-pocket cost, including the cost of placing the measure on the ballot, to the District and staff's time	Funding needed to address the many aging facility needs and can include workforce housing. Estimated facility need costs of over \$500 million

Projects	Cost	Description/Narrative
Universal Prekindergarten /UTK Grant*	\$225,000 per class of 24 students	-If go with one teacher and two paraprofessionals for a class of 24 students
Equity focused strategic planning	\$100,000 - 150,000	SSFUSD seeks consultant support to lead the organization through a planning process that will weave the existing elements into a cohesive equity-based strategic plan as well as answer these additional questions: <ul style="list-style-type: none"> ● How will we realize our vision (i.e., what initiatives will be undertake)? ● What systems (e.g., processes, policies, programs and protocols) will we put in place? ● How do we ensure the systems we build are inclusive and equitable? ● How will we assess our progress toward our vision? ● What barriers will we remove?

This is a one-time cost estimate of between \$100K and \$150K for the Equity Focused Strategic Planning, done in less than a one-year time frame.

Regarding school closures, Dr. Spaulding said the District has had a declining enrollment of about 2% across the board. However, for the elementary sites it is over 15%. The majority of declining enrollment is younger kids coming up through elementary schools, which has caused some schools to have less than 300 students. With this smaller size, the school ends up with classes that are not at the 24:1 ratio, which is average for TK-3 and 29:1 for 4th and 5th grade. Eventually, this leads to split classes with only one teacher per grade level so there is not a lot of collaboration at that time.

Projects	Cost	Description/Narrative
Dual Immersion Program	Under \$500,000 for 1st year - implementation of this program, including hiring staff and purchasing materials, etc.. Amount increases as more classes are added each year	A program that develops bilingualism and biliteracy in English and a second language by integrating students of different language proficiencies.
District Enrollment - School Closures (23 - 24)	Amount of savings to be determined at a later time.	Reduction in staffing and overhead cost (utilities, crossing guard, etc.) of operating a school. Additional revenue from leasing out the facility.
Danielson Instructional Framework Implementation & instructional coaching program	Under \$100,000 - Cost to implement and train staff; cost associated with negotiations; possibility need to add staff to assist in implementation and provide trainings	Instructional frameworks provide a system that aligns curriculum, instruction, assessment, professional development, and tools to measure, monitor and evaluate our practices.
Scope & Sequence implementation - ELA & math	\$500,000 per year - covers cost of the 4 TOSA's; teacher leadership Meetings & PD for TOSA's and ELA/math tchs	The South San Francisco Unified School District Scope & Sequence serve as a guide for strategically sequencing and implementing the ELA and math standards outlined in the Common Core Standards..

Pillar (Priorities) for 2022-23

Superintendent Moore reviewed the items which the Board has prioritized around Academic Excellence (Teaching and Learning), Talent Management (Human Resources), Operational and Fiscal Stewardship (Budgeting), and Community Engagement and Connectedness (School Climate and Safety). She said some things they have been discussing are already in these priorities. When the conversation is on ranking, some of these items are not included because the Board has already approved the District to move forward.

Impact of Enrollment on Staffing

Dr. Spaulding said when the District was coming back to in-person, staffing was not tightened because of the social and emotional needs of both staff and students. The following table projects the decline in need of teachers, by elementary sites, based on declining enrollment. This will happen through attrition. The only schools that are not affected are Martin ES and Sunshine Gardens ES based on their enrollment. He anticipated losing two FTEs at the middle schools and one FTE at the high schools. Four schools,

Junipero Serra ES, Los Cerritos ES, Monte Verde ES, and Ponderosa ES will likely have split classes. President John Baker asked which District schools currently have a split class. Dr. Spaulding replied that Los Cerritos ES has one split class and may add a second one. The other site is possibly Junipero Serra ES.

Buri Buri	Loss of 1 FTE	Alta Loma	Loss of 2 FTE
Junipero Serra	Loss of 1 FTE*	Parkway Heights	Loss of 1 FTE
Los Cerritos	Loss of 2 FTE*	Westborough	Loss of 2 FTE
Martin			
Monte Verde	Loss of 1 FTE*	ECHS	Loss of 2 FTE
Ponderosa	Loss of 1 FTE*	SSFHS	Loss of 1 FTE
Skyline	Loss of 2 FTE		
Spruce	Loss of 4 FTE		
Sunshine Gardens			
* split classes / possibility			

Prioritization Discussion

Superintendent Moore recommended maintaining the Board priorities from 2021-22 as staff have not been able to accomplish all of them and do not want to stop when they have things already in motion.

- Review the Board's priorities and major projects from 2021-22.
 - Are there priorities which the Board wants to add and if so, what shall we remove as a priority going into this new year?
- Review the major projects for the 2022-23 school year
 - Are there major projects which the Board wants to add and if so, what shall we remove as a major project going into this new year?
 - Each Board member should review the major projects for the 2022-23 school year and identify the top three projects on which they want staff to focus next year.

The Board members agreed to maintain the 2021-22 Board priorities.

Dr. Spaulding asked the Board if there were any major projects not already on the list which they thought the District needed to add for next year. President Baker noted that the District has put extra emphasis on mental health in the last few years and he wants to maintain the seven additional Wellness Counselor positions. Assistant Superintendent Keith Irish said those positions are allocated out of the ESSER funds and they will continue for next year and the following year. President Baker said they may want to start thinking of how to keep the counselors when the ESSER funds expire. Dr. Moore confirmed it is covered in one of the Board's priorities under Community Engagement and Connectedness as social/emotional mental health support.

Board's Prioritization of Major Projects and Activities for 2022-23

Dr. Spaulding explained the activity for prioritizing the seven major projects. Board members were asked to force-rank each project with a number, one

being the highest priority, and seven being the lowest priority. He stressed that this does not mean any of these projects are not important. They also needed to consider the 2022-23, 2023-24, and 2024-25 timing of projects.

The Trustees ranked the priorities as follows. All the numbers for each priority were added together and the higher the number, the lower the priority would be and the lower the number, the higher the priority.

Ranking of District Priorities by Trustee						
Priority	Murray	Lujan	Hsieh	Baker	Total	Priority #
Equity focused strategic planning	1	2	2	1	6	1
Fac. Master Plan/bond & parcel tax	4	3	1	4	12	2
Workforce Housing	3	4	6	2	15	3
UTK	5	6	4	3	18	4
School closures	7	1	3	7	18	5
Virtual Academy	2	7	5	5	19	6
Dual Immersion	6	5	7	6	24	7

Trustee Hsieh asked if the District were to get the bond parcel tax, whether the Workforce Housing will be part of that. Mr. O replied it would be if the Board wanted to include that as part of the bond.

Trustee Daina Lujan said the District needs to offer UTK. She stated that teaching a split class is not financially responsible or good for students. Trustee Hsieh agreed and said it is important to plan ahead so it does not become urgent down the road. They need to prepare themselves and the community. Trustee Patricia Murray said she was considering kids needing to walk farther if their home school was closed. She asked how families answered the TK survey and Mr. Irish said 40% of the respondents do not have a child eligible for TK right now, which is something to keep in mind. President Baker said there are ways to increase enrollment at schools without throwing out the system. For example, the 2020 Census illustrated that the elementary school with the lowest enrollment is very close to the school with the second highest enrollment. He suggested drawing lines and rearranging the areas to make the schools better fitting. He also questioned a possible school bond to improve campuses and needing a back-up campus while each school is being worked on.

Dr. Spaulding confirmed with President Baker that Equity Focused Strategic Planning was the number one priority for 2022-23. The Facilities MP/bond and parcel tax was second. Dr. Spaulding reiterated that this would need to get to the voters for the November 2022 election. President Baker asked if the District is far enough along in the process for this year. Mr. O replied the District’s financial advisors have confirmed there is enough time.

Dr. Spaulding reminded the Board that staff cannot do everything well, but they can do a few things really well. He asked about priorities for 2023-24 and 2024-25. Dr. Moore said that since things change and if the Board

selects items now, they can revisit and re-evaluate, in the future, if a project is still a priority. President Baker asked the Trustees if they wanted to push the other priorities to the following year. Dr. Spaulding said it would be a stressor to include UTK next year. Trustee Lujan agreed to shifting the other priorities to future years, but noted that workforce housing in JUHSD took five years to complete. Mr. Irish said for the UTK presentation on March 24 the Board will need to give direction on applying for the grant. There are two steps. One step is applying for the grant and depending on whether the District receives it, that might help make a decision. If approved, all existing five classrooms need to be converted to the UTK nine-hour program, which would be very difficult to achieve in a short amount of time. For now, this priority was not slotted into any year. Declining enrollment and school closures would be a conversation for the 2023-24 school year. Dual Immersion, which received the lowest priority was moved to 2024-25. For the Virtual Academy, President Baker asked if this mandate would be for next year. Mr. Irish replied that the District will be required to provide an alternative program for students who do not return to in-person. He will have a proposal to change the independent study program for next year. He said the Virtual Academy would be a huge undertaking and is similar to distance learning, but would be a superior educational option and an alternative program format. Dr. Hsieh said some students thrived with distance learning and appreciated Cabinet thinking ahead to support those students.

District Priorities Assigned by Year				
Priority	TBD	2022-23	2023-24	2024-25
Equity focused strategic planning		X		
Fac. Master Plan/bond & parcel tax		X		
Workforce Housing		X		
UTK	X			
School closures			X	
Virtual Academy	X			
Dual Immersion				X

Superintendent Moore thanked the Board for being prepared for the discussion and said it is never easy to prioritize. At a future time, they will have a discussion to revisit and re-evaluate the priorities and assess whether or not the District has the capacity, infrastructure, funds, and technology. She is proud the Trustees had the foresight and thought about how to be good fiscal stewards of the District, which will help achieve a positive budget.

Trustee Hsieh thanked Cabinet for preparing the Board with the comprehensive information and explaining each impact for the priorities. This helped them with informed decision-making.

ADJOURNMENT – 6:34 p.m.