

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of December 9, 2021

This meeting included closed captions which required the Board to provide a break, for the stenographer's benefit, after approximately every 1.5 hours.

OPEN SESSION - 6:30 p.m.

A. CALL TO ORDER

CLOSED SESSION - 6:30 p.m.

1. Conference with Labor Negotiators
Agency Designated Representative: District Assistant Superintendent for HR/Student Services
Employee Organization: SSFCTA
2. Conference with Labor Negotiators
Agency Designated Representative: District Assistant Superintendent for HR/Student Services
Employee Organization: CSEA Chapter 197
3. Conference with Labor Negotiators
Agency Designated Representative: District Assistant Superintendent for HR/Student Services
Employee Organization: SSFAFT

RECONVENE INTO OPEN SESSION - 7:06 p.m.

B. ROLL CALL

Board Members:	Mr. John Baker - Present Dr. Chialin Hsieh - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Samantha Avila Gomez, Student Board Member - Present
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Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present Mr. Ted O, Assistant Superintendent, Business Services - Present Dr. Jay Spaulding, Assistant Superintendent, Human Resources and Student Services - Present
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C. PLEDGE OF ALLEGIANCE was led by Ponderosa ES student Kendall Morales. Principal Julie Erskine said she is a devoted student and friend. She goes above and beyond to make sure that everyone feels included and embraces the differences of others. She is an eloquent speaker and has a positive attitude that is infectious.

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.

ACTION

1. HUMAN RESOURCES

a. Resolution No. 21-53 Honoring Commissioner Napoleon Garcia

Board Clerk Patricia Murray read the resolution.

MOTION #93 (Baker/Murray) to adopt Resolution #21-53: To honor Commissioner Napoleon Garcia for his years of service on the Personnel Commission. (AYES: Student Trustee Avila Gomez, Baker, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

F. REVIEW OF AGENDA - No changes.

G. RECOGNITION AWARDS - Principal Julie Erskine acknowledged her Ponderosa ES volunteers during her school presentation.

H. PTA COUNCIL REMARKS - President John Sanna acknowledged the Ponderosa ES PTA, which is a well-oiled, fine-tuned machine and meets every challenge. They are the epitome of PTAs in the District. He thanked Trustee Chialin Hsieh and Assistant Superintendent Keith Irish for attending Tuesday's PTA Council meeting. It was very enlightening, and Mr. Irish took away some information that he is addressing. Mr. Sanna said the PTA membership is steadily rising this year, even coming off of the pandemic. Smaller units that have never really had large membership numbers are rising and larger units have plateaued, so they almost all

have similar memberships. Two of the Title 1 schools are in the process of either doubling or tripling their highest pre-pandemic membership numbers at this time. Parents want to be involved and are asking a lot of questions, including how they can support certificated and classified staff in their negotiations. He reminded them PTA is an apolitical organization, but noted that if it were not for certificated and classified staff members, some units would not exist. He asked the Board to consider this, which is all he could say.

I. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators - None

South San Francisco Classroom Teachers Association - President Danny Yanow thanked President Sanna and said the Board got his message. Teachers feel beaten up, disrespected, and discouraged and communicated to the Board by marching, sending emails, leafletting, and standing on the street. Several sites have done a day of Work to Rule. Teachers want to stay in the District, but need to see appreciation of their struggles the last year and a half with a reasonable deal at the bargaining table. Not having an agreement exacerbated the difficult year they have had and the threat to take away duty-free prep time is "...the icing on the cake of despair." Mr. Yanow is concerned with teachers leaving SSFUSD or the profession at the end of the year, which will affect areas of critical need, such as SpEd, science, and math with unfilled vacancies. He told the Board "You are the stewards of this District, elected by the people to oversee their children's education. You have to think long and short term." He hopes negotiations tomorrow will lead to a temporary agreement acceptable to both sides.

California School Employees Association Chapter 197 - Senior Executive Assistant Nalani Allen-Cantley said President Jolene Malfatti had nothing to report.

J. PERSONNEL COMMISSION - Assistant Superintendent Jay Spaulding reported that the next Personnel Commission meeting will take place on January 24, 2022.

K. ITEMS FROM BOARD

Trustee John Baker reported that the Board Policies and Bylaws Committee met and will have a new set of policies coming within the next few cycles.

L. SUPERINTENDENT'S REPORT

a. CSBA Annual Conference Report - Superintendent Shawnterra Moore reported that she and three Board members had the privilege of attending the annual California School Boards Association (CSBA) conference last week. Two Trustees and ASB Student Trustee Samantha Avila Gomez are attending it virtually. This rewarding conference was the first time that

members convened in person since the pandemic and it was a wonderful experience. The useful sessions ranged from learning about educational equity to school facilities and bonds, supporting English Learner programs, ethnic studies, mental health, accelerating learning, and addressing learning loss and literacy support for students. She said there was a wide variety of relevant and meaningful sessions that enabled her and the trustees to reflect about SSFUSD in terms of what is being done well and what are the areas of growth and improvement needed. One speaker, Dr. Victor Rios, a UCSB professor, focused on the fact that human connection has no language and about the need to forge positive connections and relationships with one another and with students and families and empathize with others' experiences and circumstances. He highlighted the point about not pitying them because it is about helping students prosper in the educational system and finding ways to work together to ensure their success.

b. Holiday Greetings for the Community - Dr. Moore said she hopes the experiences of the past few years reminds everyone to slow down, be introspective, recharge, and forge human connections over the winter break. She wishes the entire SSFUSD community a wonderful and restful break spending time with loved ones, practicing self-care, appreciating moments together, and being grateful for what they have since tomorrow is not promised.

- ASB Reports

Malea Tuimavave, ASB Secretary, El Camino High School, and speaking on behalf of ASB President Abigail Verino, highlighted the following recent and upcoming events at her site: she acknowledged the performing arts department and winter band for their success; the Advanced Performing Dance Team competed in the Radx dance competition last weekend and won three 1st place awards; to engage the student body in the holiday spirit, ASB held a Santa Meet and Greet on December 1 where ASB advisors dressed up as Santa and an elf; the choir brought back the tradition of singing grams where students purchased them for their friends and the choir sang songs; ASB continued the tradition of the holiday card, thanking students' families, teachers, staff and any organizations and individuals who helped the growth of their class throughout the year; class officers are working hard to fundraise for prom next year; the junior class concluded their Cocoa Cube Bubba fundraiser yesterday and is working on a donut fundraiser where all funds will go to prom 2022; the senior class is planning for prom and fundraising events for next semester; senior class has concluded senior portraits and letterman jacket sales; plans for next year include a talent show on February 24 with auditions taking place on February 10 and 11; the WASC Accreditation Visiting Committee will be at the site on March 14

through 16; there are plans to celebrate the school's 60th anniversary during the week of March 14 through 18 with daily activities that highlight and celebrate the culture and talent of their students and staff.

Ms. Tuimavave said teachers are the foundation of the school community. They spend long hours helping students, give up their classrooms during lunch to provide a safe place for students, and offer the support and advice to keep the school thriving. "In light of the holiday season, the best gift would be finally listening to the voices of our teachers and being able to support them and the raise they deserve as they continue to selflessly support the entire student body no matter where they work up. We need to show up for our teachers in the way they show up for us."

She wished everyone a happy and safe holiday season and continued to encourage everyone to engage in acts of service and kindness towards one another.

- Samantha Avila Gomez, Fall Student Trustee and ASB President, South San Francisco High School, shared the following news from her school: She participated virtually in an all-day CSBA conference for Student Trustees and said she learned so much about how board districts work and was able to connect with teenagers across the State; about two weeks ago, the Culture Commission posted facts of missing and murdered indigenous women and students dressed in red on Monday to acknowledge them and on Tuesday they wore orange in remembrance of all children who died in camps; the commission also had a banner letting students know SSF is on stolen Ohlone land; the annual holiday concert took place on Friday, December 3, and Sunday, December 5; last week ASB held a series of lunchtime rallies for their fall sports and each day highlighted a different sport; students were educated on the International Day of Solidarity of Palestine and the liberation of the Palestinian people and their land and many students were grateful to finally be recognized on campus; for the Christmas season, they have a series of different fundraisers to get the school in the holiday spirit; on Monday, ASB sang carols to students in class; the Warrior Band and Choir have their holiday concert tomorrow; she thanked the cross country team, girls golf, girls tennis, football, and girls volleyball for their amazing seasons; they have started a campus-wide mural contest for artists to keep the school culture alive; ASB is starting to focus on the spring semester and beginning to plan for their winter ball on January 2 at Skyline College;

Ms. Avila Gomez said teacher are under pressure with finals approaching and they have been notifying parents and the community about how the Board is trying to cut their prep and how a pay raise is

nowhere in sight. Teachers will have to leave since the Board has not given them any choice. She told the Board “Your negotiators are smart and clever. You got the focus to be on taking prep away and away from raising pay, but we will be educated and we will come back stronger and we will fight for the teachers who provide for us year-round.” She said City Council meetings allow for remote public comment and asked that the District re-think making meetings more accessible, especially to the working class people of color.

M. COMMUNICATIONS

Public comments were submitted in advance of the meeting, were read by all Board members, and posted on the District’s website before the meeting.

The following were comments were made in-person:

Eric Jacobson spoke about longevity and that everyone has had a teacher who changed their lives. He has been a teacher for 25 years and said the only reason he could afford to purchase a house was because his ancestors settled here. He feels great when a child said his parent had him as their teacher. He noted the increase in prices on everything and asked the Board to consider this in negotiations. As an Athletic Director, he requested that prep time is not taken away as he needs it to mentally prepare for his next class. Mr. Jacobson thanked everyone for making him feel supported during Zoom classes. He also appreciated the way Dr. Moore represented them on TV and was proud of the good job she did. He said she is the best superintendent the District has ever had in his time and thanked her for her leadership. He asked that negotiations be done in good faith.

Mike Calvo spoke in support of the raise teachers deserve. She has attended SSFUSD schools since she was a young child. The biggest thing teachers taught her was to use her voice and know who she is. Teachers are not only here to educate, but they are also here for mental health services. “They open their classrooms for us to tutor in, to eat lunch in, to feel safe. These teachers are the foundation of who we are in our community so why not give them the raise that they deserve?” “Listen when these teachers plea about the struggles over the pandemic.”

Catrina Ellis read quotes from a few of her junior students at ECHS who completed a unit on Native American land rights. The students appreciated that the additional curriculum involved indigenous peoples and genocide, which was enlightening. Ms. Ellis said creating the unit took a lot of time for which she was not paid. “But then to come to this year and still be told that we are not valued enough in all that we give away, that you still have not done your job of directing Mr. O, directing all of your employees, because the Board - these are your employees. You are in

charge of them. They are suggesting to you but you are in charge of them. To hear that was very discouraging.”

Thomas Blochberger described that the role of a Trustee is “...to provide the very best education that that Board member can to all of our students in our District. When we consider the basics of a good education, this means providing each student with books, technology, and a teacher, hopefully high quality, in every classroom.” He said SSFUSD is experiencing a crisis due to not having enough teachers in the classrooms. “...the Board has gotten sidetracked with many other things and has lost the priority of providing a high quality education to our students. Without a teacher, students don't learn.” “If you don't increase the salaries by a significant amount this year, we may well see a mass exodus of teachers out of the District.” “We need budgets which address our needs in this current economy. The District's current budget was designed with irrational fears and paranoia. Stashing large sums of money away without overall specific plans is illogical. The Board is being given misinformation when they are told that they must choose to either give their employees a raise or pay the bills, but they can't afford to do both.”

Dani Dayao, an ECHS senior, spoke on behalf of the teachers in the District. She has attended SSFUSD schools since she was a young child. “...one of the things that remained constant is the teachers who are always willing to support the students. Teachers who are willing to spend hours after school just to make sure we students feel confident in our work, and teachers who are always willing to open their doors to us in the mornings, during lunch, and after school, despite not being paid just to give us a safe space.” She said the District is saving \$1.3M for a rainy day, which has already come. “...members of the Board, I urge you not to act with the concerns of politics or money on your mind, but instead, act with the same love and care that teachers act with every single day.

Joseph Sheppard, a SSFHS teacher, spoke in support of teachers. He has taught in public school for 16 years and SSFHS is his favorite site. He respects his co-workers and loves his students and their families. “But at the same time, I have never encountered such a disheartening District leadership...” “That we would come out of a pandemic, when I think our society perhaps began to realize the great value they're getting in this service of having these young people cared for, provided for and educated in our public schools, to then hear that our District is essentially bargaining for a pay cut...”, if it is a raise less than inflation. He said leadership wants to take away the duty-free prep time and must think they are not using the time preparing for their classes. The Board directs Cabinet, not the other way around. “Make the decision for our community that's right.”

Alanna Wong, a Westborough MS teacher, spoke in support of teachers. “We have worked through and continue to work through one of the worst crises that any of us have ever known to support our students and we still don't have the only recognition that really matters: a contract.” All she wants for Christmas is a contract and asked the Board to think about the certificated and classified

employees who continue to work through the pandemic and support the students. “Please show that you actually do respect us. Give us the only present that matters this year. Give us our contracts.”

Allison Light echoed comments of previous speakers regarding negotiations. “This round of negotiations has lasted since last spring. The District has appeared to be unprepared or unwilling to engage in good faith negotiations, while nearby districts settled...”. “During the themes here, it shows disinterest in keeping experienced, quality teachers in the District. It is disheartening. If you want educators to continue to step up, to continue to work with the intensity that we have been working for the past year and a half to meet our students' needs, to meet the families' needs in this community, then the District needs to step up and they need to show support for us.” “Quality education relies on quality educators.’ Teachers will stay where they are valued and do not have to stay where they are not.

Delaney Jures, a Skyline ES teacher, spoke in support of teachers. “It is a privilege to be a teacher here because it is not a job that pays the bills.” “Without my partner, I could not afford to live in the Bay Area and be a teacher here.” “And it is unreasonable that we should have to rely on a partner's income or get a second job in order to be a teacher.” “I am on the Leadership Committee, the School Site Council and the PTA board. I do everything I can to support my students, our school, and our committee.” She has a huge class of 31 students. Teachers are being burnt own, especially those who go above and beyond. “The ones affected the most in all of these decisions are the students. The students who should be at the forefront of your decisions.”

Denise Steffey, a Los Cerritos ES teacher, spoke in support of teachers. Her co-workers talk about getting second jobs. One teacher shared that “...in my almost two decades of teaching, I have never felt so devalued and disregarded by a school district that I work for so hard. I no longer feel supported, respected or valued whatsoever. I'm ashamed I work for a district that I had to beg for a livable wage.” “...it no longer is about the raise, but...rather about respect, honesty, and working for a district I believe in. Good luck in retaining dedicated teachers.” Ms. Steffey said, “I agree with what my colleagues said, and I hope you can come to change your mind and value us the way we value each other.”

Amanda Haver, an alumna, spoke in opposition to taking away teacher prep time. She said students know about the negotiations and have asked their teachers why they stay since they could do much better elsewhere. Many of her teachers have left the District, which is sad to see happening. She said teachers and students deserve better and it is embarrassing that negotiations take so long again.

Christopher Nichols, the ECHS Director of Student Activities and teacher, spoke about teacher pay raises in the District. He described his living situation in SSF. “...despite us being well-educated people with respectful careers, we cannot afford to rent a single-family home in this community...” Many young teachers leave the

District for better-paying opportunities. Parents have asked him to stay so he can teacher their children. "Education is the closest thing to magic that we have in this country. So please give the magicians, our teachers, what they need."

Andrew Ta, a SSFHS senior and teacher's aide, spoke in support of teachers. "It is essential that you pay our teachers what they deserve and listen to their complaints." As an aide he sees "...the hours of planning, the hours of grading and hours of work just to make sure our students get the quality education they deserve." "If we don't put funding into our teachers and our school immediately, then they will leave by the end of next year." "By not supporting our teachers and staff, you will be failing us immensely, and this wouldn't be the first time ever."

Susan Cossette, a 20+ year District teacher, spoke in support of teachers. She referenced Cabinet salaries with Dr. Moore having received a 51% increase from 2015 to 2019 and a 46% increase for Dr. Spaulding in the same time frame, while her salary with benefits increased 30%. "These percentages alone tell me how much or little you value me as an employee." Teachers have had to go before the Board at many meetings, send emails, write letters, and protest to be heard. "Please show us the respect we deserve. Treat us like we deserve to be treated, and pay us what we deserve."

Aaron Haffner, an ECHS teacher, spoke in support of teachers. During his six years, he has felt like he is part of the community and has earned the trust and respect of those around him. He asked the Board to respect him by leaving his prep time alone and to pay him enough to feel safe and secure. "I've looked over the State audits of spending and savings, and the money that we are asking for is there. Please sustain the community your teachers have built. Please meet us at the bargaining table with respect and in good faith."

N. PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Ponderosa Elementary School

Principal Erskine shared educational priorities and programs at Ponderosa Elementary School. She also recognized the following parent volunteers who will receive certificates of appreciation from the Board: Cinthya Costakis, Andrea Isla, Nicole Longa, Nicole Rael, Danielle Sainz, and Matt Sanford.

Demographics

Principal Erskine said the site has a very diverse student population that is predominantly Latinx at 37%, followed by White at 21%, Asian at 20%, and Filipino at 17%. 22% of students are English Learners. 20% are students with disabilities. 27% of Ponderosa ES students are

socioeconomically disadvantaged. They pride themselves on being a very inclusive campus and every student is a general education student first, and all students are included in everything.

Attendance (one month snapshot 10/18 to 11/23/21)

Principal Erskine said all groups have a consistent attendance pattern.

District LCAP Goals

Ponderosa ES is working on all three LCAP goals and is focusing on Academic Achievement. They constantly ask if they are supporting the District-wide goals.

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 Erskine is focused on the steering wheel for where they are going and the gas tank that checks student progress toward goals.

Five Areas of Focus

1. Soul Shoppe and PAX - used in the school yard and in the classroom.
2. Common Language - academic language and also social language and supportive behavior.
3. Small groups - every student at the school is part of a small group, not just for intervention, but to get more individualized attention. The site's Reading Specialist also does small group intervention.
4. Literably - common data used across all grade levels.
5. Priority standards – emphasize is school-wide in all curriculum.

2021-22 Literably Data

Principal Erskine said they use Literably to inform their instruction. It measures whether students are achieving or not, meaning they have met a benchmark or not. Ponderosa ES is about 50/50, but they have made an effort to look at that more closely to help support the students. She noted a challenge with the attendance data. 23 students have missed more than ten days of school while in quarantine.

She shared photos of students walking on Ruby Bridges Day, participating in a decorating contest, dressing up as picture book characters for Halloween, and wearing hats and making crafts celebrating Thanksgiving and friendship. She thanked her colleagues for going above and beyond each day and her amazing PTA members.

The Board recessed at 8:32 p.m. for a break and reconvened at 8:42 p.m.

Trustee Hsieh spoke about the Literably data and asked about the pattern with 1st, 2nd, and 3rd graders having met or exceeded the goal while it is reversed for 4th and 5th graders. Principal Erskine said Literably is a teaching tool and not an assessment. They have found many students leveled higher than they have come out on Literably so they are using it as a tool instead of determining if this student is on grade level or this student is not. She said that while it would be nice if the data came out very clean, it is important that they use the tool how it is designed to be, as a space to use for instruction.

Dr. Hsieh asked about desegregating the data by English Learner, Hispanic, SpEd, or social economic disadvantaged students. Mr. Irish replied they are working on using the reports with Illuminate to help disaggregate it, but other priorities have delayed some of that work. They are still in the process of training with EduClimber and working on Literably reports. There have been some testing issues with Literably such as noise in the classroom and not having enough subs to isolate kids when they are being given the assessment.

Trustee Baker questioned whether PAX and Soul Shoppe were used during distance learning. Principal Erskine said Soul Shoppe continued with recorded sessions which the teacher played, but there was a lot of instruction that went along with it. PAX staff got creative and used the program across all grade levels online. Staff also gave Panther Points electronically and mailed home postcards to acknowledge students. She said that language and efforts of the staff have transformed their campus, which they can see through school data. She noted that it is nice to say something that is the same to a 1st or 5th graders and they know what it means. It is not only a socioemotional piece for the students, but for the community which has been the greatest benefit of a common language.

Trustee Murray asked how many fewer kids are enrolled this year than last year. Principal Erskine said four years ago their student population was 425, last year it was 385, and is now around 380.

Vice President Mina Richardson said parents take the lead with their donations and respond to appeals to contribute. She complimented Principal Erskine on her presentation.

Student Trustee Avila Gomez asked how the site is working to integrate students with disabilities, SpEd students, and English Learners into their great events. Principal Erskine stressed that every student with an IEP is part of a general education classroom and participates in all school wide activities. They meet their needs.

President Daina Lujan thanked Principal Erskine on her presentation and said two words come to mind, holistic and comprehensive with the focus on the whole child, the whole staff, and the whole school. Her leadership is commendable and she thanked her for the ways she brings together the community for the benefit of every single student.

**b. Teaching and learning presentation:
District's Child Development Program (CDP)**

Coordinator Eric Claybon shared information on the District's child development program. The Children's Center grew out of a need for childcare during WWII and has been serving families since 1943. Currently, the half-day State preschool program offers subsidized services, funded by the Department of Education, the SMCOE, and the Department of Social Services. The program also offers limited preschool spaces to full cost families.

Program Locations

There are three **licensed preschools** serving a total of 223 students at the Children's Center, Hillside Child Development Center, and Martin ES.

There are four **before and after school locations** serving a total of 238 students at the Children's Center, a subsidized program, and the Extended Day Care Program (DEDAP) serves students at Buri Buri ES, Skyline ES, and Junipero Serra.

Mission Statement

It is aligned with SSFUSD's Vision, LCAP Goal 3 (student, parent, and community engagement) and District Priorities. The CDP focuses on providing a loving and caring environment for the child and provides parent education and support to strengthen the connections between their staff, students, and families. It is reviewed annually.

Working as a team, the administrators, teachers, paraprofessional and support staff will:

1. Provide a loving and supportive environment for each child.
2. Promote each child's positive self-awareness and high self-esteem.
3. Promote each child's awareness of social rules, importance of mutual respect, understanding, caring, and getting along with others.
4. Emphasize school readiness and assist in supporting children's self-expression by promoting each child's development to the highest potential in cognitive, language, fine motor, and gross motor skills.
5. Extend each child's concept development through real-life

- experiences.
6. Promote each child's awareness of nature and concepts of science.
 7. Provide for basic nutritional needs and health care for each child directly and through referrals to outside agencies as appropriate.
 8. Provide parent education and support for positive parenting skills.
 9. Provide referrals and resources to parents to promote family well-being.
 10. Contribute to team effort at all levels as we work toward the Mission.

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. Mr. Claybon said as a program, they are consistently intending to communicate in ways that are honest, transparent and professional. They further intend to celebrate the achievements of their students and staff while striving for equity in educational access for all. Also, they are striving to continue to build and strengthen their relationships to ensure academic, developmental, and program growth.

Communication

Learning Genie is an innovative tool, an app that connects the District's program to parents and families. Families can receive program information as well as their children's reports including photos, reminders, events, and school updates in real time.

Remind 101 provides the opportunity to send a text message update and/or reminder to parents for upcoming events or in case of an emergency.

Zoom has been a very effective communication platform. Through Zoom they have and continue to conduct parent orientations, parent/teacher meetings, which are held two times a year, monthly Parent Advisory Committee Meetings, parent education meetings, and CCP staff meeting.

Assessment Tools

Desired Results Developmental Profile (DRDP)

- Administered twice a year - data is analyzed by CC staff that leads them to make instructional decisions for students (individually and collectively).
- A formative assessment instrument developed by the CDE for young children and their families to be used to inform instruction and program development in the Child Development arena.

- Made up of eight domains. The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental construct.
- Made up of 39 measures that are the developmental continuum along which a child's behavior is assessed. This tool is used to determine individual student developmental and academic level as well as to inform classroom planning.

Early Childhood Environment Rating Scale (ECCERS)

- A classroom assessment tool designed to measure the quality and overall effectiveness of the classroom environment for infants, toddlers, preschoolers and school-agers.
- A 43-item rating scale organized into seven environmental subscales focused on measuring and strategically improving areas in the environment both inside and outside the classroom.

Classroom Assessment Scoring System (CLASS)

- An observation instrument which considers three categories, or domains, that support a child's learning and development. The three domains this scoring system focuses on are Emotional Support, Classroom Organization, and Instructional Support.
- Each of the domains contains features, or dimensions, that look at detailed aspects of classroom interactions such as: classroom interactions which involve teacher-to-student, student-to-student and the interaction that exists between the student and their learning environment.

Achievement

Site Monitoring Review Rating Summary 2016-19

The three domains in the scoring system focus on emotional support, classroom organization, and instructional support. These assessment tools are compiled by an outside agency and then used to determine a preschool programs' overall quality of rating. Mr. Claybon reviewed the summaries for the Children's Center, Martin preschool, and Hillside preschool. Many ratings were 4's and 5's, considered exceptional, on a scale of 1-5.

Relationships

The CDP is committed to building and nurturing strong relationships with the students, staff, and program community. They continue to serve with an open door policy and endeavor to provide quality care in the preschool and school-age programs. CDP has built many wonderful partnerships with several notable agencies.

Successes

- Dedicated/hard working classroom staff - Mr. Claybon said that as

essential workers, his staff worked throughout the pandemic, providing quality care in a Covid-safe environment for all.

- Amazing office and administrative staff
- Supportive professional partnerships
- An engaged and supportive parent community
- Strong teacher-to-student relationships
- A strong parent educational component
- Safe preschool enrollment numbers

Challenges

- Sufficient qualified staffing - CDP, like SSFUSD, has had staffing challenges before and during the pandemic. Many individuals have difficulty meeting minimum requirements for positions due to not having enough ECE units or they cannot pass District tests or performance assessments.
- Sufficient operating space

Student Trustee Avila Gomez asked if the West Orange Avenue library would become a preschool or daycare center. President Lujan said that would be a conversation with the City of SSF.

Vice President Richardson said the District's focus is shifting to early childhood education, especially this year. It is becoming increasingly important and the great statistics mean the student population in Title 1 schools will be helped. She supports increasing Transitional Kindergarten as well. She acknowledged the wonderful partnerships with the City and other agencies. She appreciated that the Children's Center staff worked throughout the pandemic.

Trustee Murray asked for clarification on the challenge of operating space. Mr. Claybon replied that they offer wraparound services, not only preschool, but school aged programs. While spacing is currently adequate, if programs are enhanced moving forward, they do not have the additional space needed. They have a waiting list for all the preschool and school aged sites.

Trustee Baker also recognized the staff for working onsite when other employees were at home with distance learning because childcare was in such demand in the community, especially for the essential workers last year. He acknowledged that more childcare and preschool spots are needed. On behalf of the Board, he asked Mr. Claybon to pass on their thanks to his staff.

Trustee Hsieh said the presentation was amazing and provided good communication tools. Parents can have peace of mind that children in Mr. Claybon's care are safe and learning. She asked how teachers can use the assessment tool with more than 200 measures for 460

students. Mr. Claybon said that at full capacity, the measures are assessed only for the preschool, which would be 223 students. He complimented his teachers, who are professionals, for starting the assessments early on and working through the process. "...staff is able to manage those instruments because they are proficient at what they're doing."

Student Trustee Avila Gomez asked if the library is turned into a preschool daycare center, would those on the waiting list be automatically included or whether a new list would be created. Mr. Claybon said they would take the students on the list, but once that list is exhausted and through community outreach there are more applicants, then more staffing would be needed.

President Lujan thanked Mr. Claybon for his presentation and extended heartfelt thanks to his staff for "...showing up and working throughout the pandemic and being there for the students and the families."

c. Performance Management – Career Technical Education (CTE)




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)

Director Jason Brockmeyer and CTE Coordinator Jennifer Rockett reviewed the District's Career Technical Education in terms of Performance Management as a tool for analysis and improvement of performance. The career, technical, and education program integrates core, academic knowledge with technical knowledge to provide students with a pathway to post-secondary education and careers. The District is focusing on LCAP goal one, academic achievement, to ensure all students engage in high quality, relevant and rigorous pathways that ensure their college and career success. Over the last years, the CTE team has worked hard to strengthen their programs to ensure students are prepared for the 21st century workforce.

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. Referencing the CAR graphic, Director Brockmeyer said the main focus of the work aligns with the seats in the car, ensuring they are providing relevant and rigorous pathways aligned to the CTE curriculum standards, community college pathways, and industry expectations that lead students to attaining high wage, high skill, and high demand jobs.

College and Career Indicator (CCI)

This measure is based on the number of high school graduates who are prepared for college or a career. College or career readiness means completing rigorous coursework, passing challenging exams, or receiving a State seal. The following measures are approved as indicating this readiness (bolded items are directly related to student success in high quality CTE pathways):

- A. Career Technical Education Pathway Completion (2 full years or 300 hours)**
- B. Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics
- C. Advanced Placement Exams
- D. International Baccalaureate Exams
- E. College Credit Course (formerly called Dual Enrollment)**
- F. A-G Completion**
- G. State Seal of Biliteracy
- H. Military Science/Leadership

12 Elements of a High Quality CTE Program/Pathway

Ms. Rockett shared that the State has mandated these elements for a CTE program.

- Standards aligned and integrated curriculum

- Sequencing and articulation
- Student assessment
- Prepared and effective program staff
- Engaging instruction
- Access and equity
- Business and community partnerships
- Facilities, equipment, technology, and materials
- Student career development
- Career and technical student organizations
- Work-based learning
- **Data and program improvement** - this is a new element since the State thinks any program or pathway should be data driven. The main data to look at first is regional labor market trends. The State wants to know the pathway prepares students for high school and high wages for in demand careers. Also, conversations with industry partners can give teachers insights on expectations for their careers. The data also measures whether the pathway actually leads students into getting into a college or career.

These 12 elements provide guidance in order to determine whether or not a new pathway will be introduced and how improvements can be made to existing pathways.

SSFUSD CTE 5-year Plan

Ms. Rockett clarified that while the plans were addressed in certain years, they are being reevaluated through 2022-23.

2018-19

The CDE has deemed these as foundational elements for starting a CTE program.

- 2+ Year Pathways - determined whether a student is going to be considered a completer.
- Ensure Standards Based Curriculum - aligned with the anchored standards from the CDE.
- Increase CTE Credentialed Teachers - it is important to have a CTE credentialed teacher and it affects the ability to have a pathway and to get monies from the State.
- Increase Course Access - also looking into work based learning opportunities.

2019-20

- Increase College Credit Course Agreements / Dual Enrollment
- Increase UC A-G approved courses
- Expand Advisory Boards

2021-22

- Increase Industry-recognized certifications
- Increase work experience/internship opportunities

2022-23

- Explore and establish CTSOs opportunities
- Establish middle school college and career focused electives
- Utilize pertinent data to expand and improve high school CTE pathways

CTE Key Indicators

Ms. Rockett pointed out one key indicator as a hallmark for what is happening in the other red areas, which is the number of CTE teachers. There are currently 10 teachers in SSFUSD. Unlike a single subject credential, to qualify for a CTE credential, experience of a minimum of 1,000 hours within an industry is needed. So, a decrease in CTE teachers, such as retirements, leads to decreased student enrollment since fewer pathways can be offered.

One highlight is dual enrollment or what is known as course credit courses that are associated with the pathways. New courses this year are culinary arts and photography classes.

	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	
C&C Indicator Prepared	27.9%	30.3%	41.9%	N/A	N/A	
# of Students Enrolled	1043* (521)	946	1386	1692	1306	
# of CTE Teachers	11	13	14	15	10	
# of HQ CTE Pathways	6	9	11	11	8	
# of Completers	104	185	338	267	N/A	
# of Dual Enrollment Courses	0	3	4	6	8	
# of Industry Recognized Certifications	0	1	2	2	3	
CTSOs	0	0	0	0	0	

CTE Grant Monies

- The District has had a steady increase in receiving CTE grant funds. There are three main grants associated with CTE.
- Most recently, SSFUSD received two Strong Workforce awards:

- The first one is focused on extending CTE-STEM pipelines into the middle schools. The second grant is focused on increasing equity in access and dual enrollment.
- All remaining funds are 2 for 1 matching grants meaning they need to spend \$2 of District funds on CTE programs for every grant fund received.
- These monies have very specific but difference requirements for spending and reporting.

Current CTE District Pathways

- The pathways currently at District schools include photography, video arts, culinary arts, computer science, biotechnology, auto, Ballet Folklórico, and digital photo. Several are eligible for dual enrollment credit Though pathways were initiated as Baden, due to various factors the pathways need to be revisited.
- The District is limited on space in high schools, so they may house a pathway at one school and make it accessible to other high schoolers, such as the current Biotech program.

Possible High School Pathway Expansion

Director Brockmeyer said the District has a unique opportunity with having money to expand programs and improve current ones, but struggling to find CTE teachers. Last year, three pathways were lost, which is significant. He would like to introduce the following pathways into the high schools. While the grant money is available, they are aggressively trying to fine CTE credentialed teachers.

Pathway	Building Trades (SSFHS) Construction Pathway	Health Sciences (ECHS) Patient Care	Automotive Technology (ECHS)	Engineering (ECHS/SSFHS) (PLTW)	Early Childhood Education (ECE) (ECHS/SSFHS/BS)
Year 1	Intro to The Trades	Health Science Careers 101	Automotive Fundamentals 1	Introduction to Engineering Design	Introduction to Education
Year 2	Intro to the Union: MC 3 Certification	Health Sciences 101 Kinesiology- Anatomy in Motion	Automotive Fundamentals 2	Computer Integrated Manufacturing	Child Development
Year 3		Medical Assisting, EMT, Nutrition, Dental Assisting Counseling 100		Engineering Design and Development	Child, Family and Community

CTE Expansion Pathway Requirements

While identifying and implementing relevant and rigorous pathways, the District considers:

- Are students interested in the pathway?
- Does the pathway prepare students for high growth jobs?

- Does the pathway lead to jobs with sustainable wages and growth potential?
- Does pathway lead to a robust regional labor market?
- Do community colleges in San Mateo County offer programs?

Current HS CTE Pathway Needs

- SSFHS Folklórico - Need adequate space and flooring
- Auto shops - SSFHS is currently empty and ECHS is pending
- SSFHS Wood shop - Currently empty

There are several large vacant spaces. Mr. Brockmeyer may closedown SSFHS's auto space, transfer everything to ECHS and when they get an auto shop teacher, ECHS would have that pathway.

Middle School Elective Program Expansion

Intended outcome is to provide a stronger and broader course of study for students with a focus on STEM and College and Career Awareness. Director Brockmeyer said it is imperative to align middle school elective programs with high school programs.

North County Next Steps

- Collaborative event partnering SSFUSD, JUHSD, and Skyline Community College.
- Offered to second year CTE pathway students from both districts.
- Fosters an understanding of postsecondary transition options.
- Workshop sessions cover career readiness topics.

Trustee Hsieh said in the future she would like some data to indicate how many students are enrolled in each pathway, if students are successful, whether a certain pathway is favored by a specific demographic to see if there is an equity issue or if the District is doing a great job. Director Brockmeyer replied that when the District went to the 7-period day, that was very intentional to open up access. The numbers did provide for better access and there was a significant increase in various demographics that they tracked. The pandemic clouded this, since it is challenging, in many pathways, to do the work from home. He said they look at grade data and have seen students struggle, so they are now getting access to support hours.

Dr. Hsieh asked about dual enrollment and would like to see the statistics on the number of courses which are increasing and to know if students are successful or whether there are any gaps which can be improved upon. She asked, for example, how they know the Ballet Folklórico meets the pathway requirements. Will those students find a job that will sustain them on their wages and if they can attend any community college with that skill. Mr. Brockmeyer said it has been a pathway for several years and would be difficult to put within the CTE

framework because of those questions. They are looking at a pathway that would lead to a community college for those students and transition back into the fine arts, but there is some alignment with the community college.

Trustee Baker asked when the appropriate time is to put in applications for new space, such as the wood shop at SSFHS. When would they start looking at how to upgrade those facilities? Director Brockmeyer said he and Ms. Rockett are currently working with site leadership to identify a space. Some spaces would require a serious upgrade for any other purposes.

Student Trustee Avila Gomez said the Ballet Folklórico students would like to use the wood shop, but have expressed that they want to share it with the other two SSFHS dance classes, the Hip Hop Club, and possibly the Color Guard and Cheer. She asked about the Culinary Arts pathway being an elective at ECHS, but not at SSFHS. Mr. Brockmeyer said it is currently not listed because the program was just added this year. While they are using the same adopted curriculum, the window for the District to apply for UC A-G approval does not open until February. But when it does open, it will be added for SSFHS.

Trustee Murray said it is exciting to provide students with a variety of pathways for success when they graduate because not one pathway alone meets the needs of all District students. She inquired about a possible construction trades pathway and whether they were working with the construction trades union. That is an aging workforce and those are jobs which pay good wages and benefits. Mr. Brockmeyer said they would like to add such a pathway to understand the possibilities and are close to hiring a teacher. It has been very difficult other the last few years to get a commitment from union leadership within the trades.

Vice President Richardson thanked Mr. Brockmeyer for the presentation and welcomed Mr. Rockett to the District. She said she is supportive of the trades, which require a certain amount of math and preparations. The trades want the students to be mature and WILL accept students up to age 30. She asked about a plan to get students interested in the work after they graduate and where the trades could qualify for the CTE certification. Director Brockmeyer said those who would qualify are still of the age where they can work and make a good salary, but that is not going to be associated with teaching. What they can make in the industry compared to a District teaching position, makes it difficult to find qualified people because the State has very strict rules for CTE teachers and State funding requires a CTE credentialed teacher. He said the District has the support and money

to build out the program. This is a pre-apprenticeship that comes from a union. Vice President Richardson noted that females are coming into the trades and they were represented at the trade show. She is happy to see the number of choices for middle schoolers and introducing them to the pathways at a young age.

Student Trustee Avila Gomez noted that Early Childhood Education is a possible pathway for Baden HS and asked if there is a plan to bring other pathways there also. Mr. Brockmeyer said it depends on the pathway and the investment in locating the campus that best fits the pathway and opening up access to all students in the District. Baden HS needs as pathway. She asked if there could be a future option for students to participate in pathways at sites other than their home school, as they currently do with the Biotech ones. He replied that that is exactly the idea.

President Lujan thank them for the presentation, their honesty about the space and staffing needs, and opening up access for all students.

2. BUSINESS SERVICES

a. First Interim Budget Report

Assistant Superintendent Ted O presented the 2021 - 22 First Interim Budget for the period ending October 31, 2021. The main purpose of the report is to review the financial condition of the District's general fund budget to ensure that the fiscal obligations in the first quarter and the end of the fiscal year projections can be met.

Positive Developments Since Adopted Budget

- Improved state and national economies
- Vaccines are available for adults.
- Vaccines are available for students ages 12 and up.
- Vaccines for students ages 5 to 11 were recently approved by the FDA and are rolling out.
- Booster shots are now available.
- Merck's oral antiviral pills for COVID-19 is closed to getting approved for emergency use.
- High percentages of people are now vaccinated.
- California announced COVID-19 vaccine will be added to list of required school vaccinations.
- More certainty that schools will not have to close due to COVID.

Ed Code Certification

Education Code Section 42130 (a) (1) defines the certifications.

- A Positive Certification: WILL MEET their financial obligations for

the current and two subsequent fiscal years.

- A Qualified Certification: MAY NOT MEET their financial obligations for the current OR two subsequent fiscal years.
- A Negative Certification: WILL BE UNABLE TO MEET their financial obligations for the current OR two subsequent fiscal years.

2021-22 Assumptions

- Property taxes budgeted with latest estimates
- Estimated RDA revenue from COE is budgeted
- District will remain community funded/Basic Aid
- Estimated step & column cost included
- Enrollment/ADA declining
- Estimated STRS/PERS increase included
- Mandated Block Grant and Lottery Funds are budgeted
- Program carryovers from prior year are included
- Contributions to Special Ed and transportation are budgeted
- Contributions for routine restricted maintenance and deferred maintenance are budgeted
- One-time Stimulus Funds are budgeted
- Contributions to the District’s other funds are budgeted

2021-22 General Fund Projected Revenues

<u>Revenues</u>	<u>Dollar amount</u>	<u>Percentage</u>
LCFF Revenue	\$106,083,699	80%
Federal Revenue	\$ 13,784,675	10%
Other State	\$ 10,676,465	8%
Other Local	\$ 2,266,859	2%
Transfers In	<u>\$ 13,301</u>	0%
TOTAL	\$132,834,999	

SSFUSD is a community-funded district, and the bulk of its revenue in the unrestricted general fund revenue comes from property taxes.

2021-22 General Fund Projected Expenditures

<u>Expenditures</u>	<u>Dollar amount</u>	<u>Percentage</u>
Certificated	\$ 52,540,252	34%
Classified	\$ 20,253,326	13%
Benefits	\$ 32,917,503	21%
Books and supplies	\$ 25,328,842	16%
Services	\$ 17,123,050	11%
Capital Outlay	\$ 620,899	1%
Other Outgo	\$ 4,187,819	3%
Transfers Out	<u>\$ 1,850,000</u>	1%
TOTAL	\$154,821,691	

The amounts include program carry overs unspent in a prior year.

General Fund – Unrestricted and Restricted

General Fund Summary	2021-22 Unrestricted	2021-22 Restricted	Total
Revenues w/Contribution	75,173,127	57,638,571	132,811,698
Interfund Transfer In	13,301	-	13,301
Total Sources of Funds	75,186,428	57,638,571	132,824,999
Expenditures	84,752,107	68,219,584	152,971,691
Interfund Transfer Out	850,000	1,000,000	1,850,000
Total Usage of Funds	85,602,107	69,219,584	154,821,691
Net Increase/Decrease In Fund Balance	(10,415,679)	(11,581,013)	(21,996,692)
Beginning Fund Balance	31,669,911	17,174,845	48,844,756
Projected Ending Fund Balance	21,254,232	5,593,832	26,848,064
Nonspendable	250,904	-	250,904
Restricted (Program Carryovers)	-	5,593,832	5,593,832
Committed	-	-	-
Assigned/Designated			
Various Designations *	13,262,243	-	13,262,243
Unassigned/Unappropriated			
Designated for Economic Uncertainties	7,741,085	-	7,741,085
Undesignated Reserve	-	-	-

The restricted fund must be spent on a specific purpose. The District received a lot of federal state stimulus funds last year and this year. which are basically one time restricted funds that must be spent on goods and services allowed by the CDE. They may not be used to add new programs to the District or pay for employee raises. The \$7.7M is required for unexpected liabilities. It is the restricted categorical funds and must be spent on the intended program purposes.

General Fund – Adopted vs. 1st Interim

General Fund (Unrestricted and Restricted)	2021-22 Adopted	2021-22 1st Interim	Change
Revenues	124,651,809	132,811,698	8,159,889
Interfund Transfer In	13,301	13,301	-
Total Sources of Funds	124,665,110	132,824,999	8,159,889
Expenditures	133,305,216	152,971,691	19,666,475
Interfund Transfer Out	1,850,000	1,850,000	-
Total Usage of Funds	135,155,216	154,821,691	19,666,475
Net Increase/Decrease In Fund Balance	(10,490,106)	(21,996,692)	(11,506,586)
Beginning Fund Balance	48,844,756	48,844,756	-
Projected Ending Fund Balance	38,354,650	26,848,064	(11,506,586)
Nonspendable	250,100	250,904	804
Restricted	16,985,871	5,593,832	(11,392,039)
Committed	-	-	-
Assigned/Designated			
Various Designations *	9,831,000	13,262,243	3,431,243
Unassigned/Unappropriated			
Designated for Economic Uncertainties	6,757,761	7,741,085	983,324
Undesignated Reserve	4,529,918	-	(4,529,918)

* Details provided on Slide 13

General Fund Summary Comparison (combined)

	2021-22 Adopted Budget	2021-22 1st Interim
Assigned/Designated		
STRS/PERS Increases: 2024-25	350,000	350,000
STRS/PERS Increases: 2025-26	650,000	650,000
Property Tax Re-Payment - Litigation (Rough Estimate)	8,500,000	8,428,001
Staffing - Grounds Keepers (2)	188,000	0
Staffing - Custodian at Hillside (1)	85,000	0
Reduction in Expenditures Needed	(1,000,000)	0
Carryover - Site LCAP Funds 20/21	620,000	0
Carryover - Site Discretionary Funds 20/21	438,000	0
*Set-aside for Staff Raises	0	3,834,242
	9,831,000	13,262,243
* Added since Adopted Budget		

Mr. O said the \$3.8B is newly added as a set aside for employee raises for 2021-22 based on the District’s latest offer to the employee groups. Negotiations are still taking place and this may change with the final settlement.

Changes from adopted budget to 1st interim

Revenue - The net change is approximately \$8.2M.

- Proceeds from sale of RDA property, \$0.5M
- Increase in one-time Federal and State Stimulus Funding, \$4.7M
- Increase in Special Education funding, \$0.6M
- Net increase in Federal, State and local program allocations, \$0.1M
- Increase due to carryover of 20/21 Federal and State revenues, \$2.3M

Expenditures - The net change is approximately \$19.7M.

- Increase in one-time Federal and State Stimulus Funding, \$4.7M
- Increase due to carryover of 2020-21 Federal, State and local revenues, \$13.4M - these funds were received late in the year and the District was not able to spend the funds yet.
- Net increase in Federal, State and local program allocations, \$0.4M
- Increase contribution to Routine Restricted Maintenance , \$0.3M
- Net increase in various budget adjustments, \$0.9M

2021-22 and 2022-23 Multi-year Projection (MYP) Assumptions

- Property tax increases - estimated at 3.5%
- Estimated RDA revenue is budgeted
- Estimated STRS/PERS increase included
- Estimated Step and Column costs included
- Enrollment/ADA projected to decrease by 2% per year
- Mandated Block Grant and Lottery funds are budgeted
- Contributions to other funds are budgeted
- Contributions to Special Ed and transportation

- Contributions to routine Restricted Maintenance program
- District will remain community funded/Basic Aid

Multi-Year Projections – Actual/projected ending fund balances

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

Unrestricted and Restricted Funds	First Interim 2021/22	Proposed Budget 2022/23	Proposed Budget 2023/24
Revenues	\$ 132,811,698	\$ 133,398,202	\$ 136,266,560
Interfund Transfer In	13,301	13,301	13,301
Total Sources of Funds	\$ 132,824,999	\$ 133,411,503	\$ 136,279,861
Expenditures	\$ 152,971,691	\$ 135,786,768	\$ 137,373,477
Interfund Transfer Out	1,850,000	1,300,000	1,000,000
Total Usage of Funds	\$ 154,821,691	\$ 137,086,768	\$ 138,373,477
Net Incr/Decr in Fund Balance	\$ (21,996,692)	\$ (3,675,265)	\$ (2,093,616)
Beginning Fund Balance	48,844,756	26,848,064	23,172,799
Actual/Projected Ending Fund Balance	\$ 26,848,064	\$ 23,172,799	\$ 21,079,183

Ending Fund Balance Designations

Unrestricted and Restricted Funds	First Interim 2021/22	Proposed Budget 2022/23	Proposed Budget 2023/24
Actual/Projected Ending Fund Balance	26,848,064	23,172,799	21,079,183
Nonspendable			
Revolving Cash	25,103	25,103	25,103
Stores	68,117	68,117	68,117
Prepaid Expenditures	157,684	157,684	157,684
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.)	8,428,001	4,426,983	19,031
Set-aside for Staff Raises	3,834,242	6,021,742	8,271,742
Reduction in Expenditures Needed (On-going)	0	(975,000)	(975,000)
Reserve:			
Reserved for Economic Uncertainties	7,741,085	6,854,338	6,918,674
Undesignated Reserve	0	0	0

Mr. O said they were able to balance the budget for all three years by first reducing the \$8.5M one-time set aside for property tax repayment.

Contributions to Other Funds

As a result of COVID-19 and changes in the law, a contribution from the General Fund is needed to help the District’s other funds balance its books:

- More meals being served as a result of Universal School Free

Meals Program Act and the increased food and other operating costs due to inflation

- Loss of revenue due to less students participating in the preschool and childcare programs
- Loss of revenue due to many programs being inactive and the reduction of fees collected in the Adult Education program

One-time Federal & State Stimulus Funds

One-time Funding	2020-21	2021-22
ESSER *	\$697,331	
GEER *	\$562,594	
Coronavirus Relief *	\$4,366,627	
State General Fund *	\$664,740	
ESSER II	\$2,756,312	
ELO Grant **		\$3,489,231
ESSER III		\$6,197,727
TOTAL	\$9,047,604	\$9,686,958

ESSER – Elementary & Secondary School Emergency Relief

GEER – Governor’s Emergency Education Relief

ELO – Expanded Learning Opportunity

* All Spent

** Amount reduced by CDE to create additional new programs

2020-21 Stimulus Funds Expenditures

Expenditure Categories	Amount
7,198 Chromebooks	1,999,803
650 Apple MacBook Airs, 1,900 iPads & 5 Dell Laptops	2,176,150
3,650 Hot Spots	878,735
Online Digital Forms for Distance Learning	16,858
License for DocuSign	18,630
Distance Learning Software Licenses and Student Support	477,067
Spam Filter, Anti-virus and Firewall Upgrades	156,368
Instructional Materials for Distance Learning	18,829
Mental Health Services for Teachers and Staff	20,000
Distance Learning Professional Development for Teachers & Staff	566,234
Essential Protective Equipment and Supplies	119,561
Total	6,448,235

Additional Federal/State Stimulus Funds

Program Funding Types	Amount
ELO Grant: ESSER II State Reserve	782,289
ELO Grant: GEER II	179,512
ELO Grant: ESSER III State Reserve-Emergency Needs	509,585
ELO Grant: ESSER III State Reserve-Learning Loss	878,455
Homeless Children and Youth II	16,729
A-G Access/Success Grant*	234,793
A-G Learning Loss Mitigation Grant*	234,792
Educator Effectiveness Block Grant	1,990,473
Expanded Learning Opportunities Program	1,326,171
Total	6,152,799

Positions Paid with One-time Federal Stimulus Funds in 2021-22

If the District wants to continue with these positions after the stimulus funds are spent, it would need determine a funding source.

- Wellness Counselors (7 new positions) - \$719K
- Teacher on Special Assignment for Social & Emotional Learning (1 new position) - \$103K
- Paraprofessional (Various positions) - \$858K

Areas of Concern:

- STRS/PERS Increases
- Increases in Special Education Costs
- Re-payment of property taxes due to litigation
- Aging facilities with not enough funding to repair/replace
- Declining Student Enrollment
- Shortage of teachers, nutrition service workers, substitutes and other staff
- Global supply chain crisis
- Additional expenditures due to COVID-19
- Increasing cost for goods and services (Inflation)
- Contributions to other funds to balance budget
- Positions paid with one-time stimulus funds
- Cost of Universal Transitional Kindergarten Program - this is a State mandate which has very strict staffing ratios.
- Potential impact of the Omicron Variant on the economy

Next steps

January: 2020-21 audit report, Governors proposed 2022-23 budget

March: Second Interim Report

The Board recessed at 10:14 p.m. for a break and reconvened at 10:24 p.m.

MOTION #94 (Murray/Hsieh) to extend the meeting to 11:15 p.m.
Motion Carried (Unanimous)

Vice President Richardson said she hopes everyone understands that there is pressure on the District's budget. The District must think of what the State has provided for it to work with. She commended Mr. O for his leadership and said the District is doing a great job.

Dr. Hsieh said the presentation was very clear and comprehensive. She appreciates the helpful overall summary in "Areas of Concern". She asked about the cost of Universal TK and when it would need to start. Mr. O replied it is supposed to start next year and transition over the following four or five years. He said more details will be provided in the study session next Wednesday.

Trustee Baker asked about the General Fund Projected Expenditures. While the District is generally at about 95%, it is now around 68% or about \$25M higher, and much of it appears to be larger than usual costs for services and books and supplies. Mr. O said this year the District received a lot of the federal stimulus money late in the year. A plan on how to spend the money must be developed, so the money is carried over. Trustee Baker asked for a few examples of restricted funds in the Ending Fund Designation since it is the second largest line item. Mr. O replied that all the restricted funds include the restricted categorical funds, such as Title 1, Title 2, all the State stimulus funds, and gifts and donations to the schools.

Trustee Baker said the Genentech property litigation is frustrating and has been going on for seven years now. It is his hope that Genentech says the District can use those funds for students because they would be asking for money that was paid in the budget many years ago.

Trustee Baker spoke about the positions the District paid for using one-time federal stimulus funds. Seven Wellness Counselors were hired and with a wellness room at SSFHS and one coming to ECHS, it is a priority of his to continue to find ways to pay them and maintain those programs. Also, TOSA's and paras are very much needed. When the budget is discussed in June, he wants to hear of some alternatives if the District does not get all the extra revenue.

Trustee Murray thanked Mr. O and his staff for the amazing work they do and providing an overall picture to the Board.

President Lujan also thanked Mr. O and his staff for the presentation and the tireless hours he spent preparing it.

O. CONSENT AGENDA

MOTION #95 (Murray/Baker) to approve Item 1a, Minutes to the regular Board Meeting, October 21, 2021; Item 1b, Minutes to the special Board Meeting, November 10, 2021; Item 1c, Minutes to the regular Board Meeting, November 18, 2021; Item 2a, ECHS students to travel to Brentwood, CA; Item 2b, ECHS students to travel to Napa, CA; Item 2c, ECHS students to travel to Gilroy, CA; Item 2d; Westborough MS students to travel to Washington D.C. and New York, CA; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 4a, Declaration of surplus items Item 4b, Gifts to the District for November 2021; Item 4c, fundraising events; Item 4d, Professional service agreements under \$25,000. Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. EDUCATIONAL SERVICES

a. 2022 Summer School Programs

Assistant Superintendent Irish said the 2022 Summer School will include the standard list of programs, such as Big Lift, preschool, elementary school programs, middle, school, STEAM for 3rd through 8th graders and students will be able to partnership in the seamless meal program. The only change is that the District is looking at possible partnerships with the City and the Boys and Girls Club to provide childcare for before and after school and STEAM programs. He noted that the City's Parks and Recreation Division is also experiencing staffing shortages. The City would need to have City Council approval as well.

Trustee Baker asked about the number of students since he wants to see a more robust than usual opportunity for summer programs. Mr. Irish replied that the District served over 1600 students last year. There are some virtual opportunities as well and there will be Big Lift expansion with five more days this year.

ACTION *(continued)*

1. ADMINISTRATION

a. CSBA Delegate Assembly Nomination(s)

There are three CSBA Delegate Assembly seats up for election this year in subregion 5B (San Mateo County).

MOTION #96 (Richardson/Baker) to nominate Board member Murray to run for the CSBA Delegate Assembly. Motion Carried. (Unanimous)

2. EDUCATIONAL SERVICES

a. Approval of the 2022 Summer School Programs

MOTION #97 (Murray/Baker) to approve the 2022 summer school programs. Motion Carried (Unanimous)

b. Approval of the Educator Effectiveness Block Grant

MOTION #98 (Baker/Richardson) to approve the Educator Effectiveness Block Grant for 2021-26. Motion Carried (Unanimous)

c. Approval of Math Intervention at Skyline ES

Trustee Murray asked if there would be a problem hiring a teacher for this position. Assistant Superintendent Irish replied that the site has a staff member to fill the position.

MOTION #99 (Richardson/Hsieh) to approve hiring of a substitute teacher to provide Tier II math support at Skyline ES. Motion Carried (Unanimous)

d. Approval of the After School Academic Programs for 2021-22

MOTION #100 (Murray/Baker) to approve the agreement with the After School Academic Program through Daly City Partnership Tutoring at Skyline ES, for the remainder of the 2021-22 school year. Motion Carried (Unanimous)

e. Approval of Sports for Learning Agreement at Skyline ES

MOTION #101 (Richardson/Hsieh) to approve the Sports for Learning agreement to provide a social emotional learning and physical education program at Skyline ES, for the remainder of the 2021-22 school year. Motion Carried (Unanimous)

f. Approval of Sports for Learning Agreement at Los Cerritos ES

MOTION #102 (Baker/Murray) to approve the Sports for Learning agreement to provide a social emotional learning and physical education program at Los Cerritos ES, for the remainder of the 2021-22 school year. Motion Carried (Unanimous)

g. Approval of Sports for Learning Agreement at Martin ES

MOTION #103 (Richardson/Hsieh) to approve the Sports for Learning agreement to provide a social emotional learning and physical education program at Martin ES, for the remainder of the 2021-22 school year. Motion Carried (Unanimous)

h. Approval of Individual Service Agreements with Non-Public Schools for 2021-22

MOTION #104 (Baker/Murray) to approve individual service agreements with two Spectrum non-public schools in order to fulfil Individualized Education Plan (IEP) agreements for the remainder of the 2021-22 school year. Motion Carried (Unanimous)

i. Approval of Professional Service Agreement with Non-Public Agency for 2021-22

MOTION #105 (Richardson/Murray) to approve a professional service agreement with the Welldom non-public agency to fulfil Individualized Education Plan (IEP) agreements, for the remainder of the 2021-22 school year. Motion Carried (Unanimous)

3. HUMAN RESOURCES

b. Approval of Juneteenth National Independence Day as a District-observed Holiday

Dr. Spaulding clarified that the annual cost would be \$35K, not \$8K as was written in the Board memo.

MOTION #106 (Baker/Murray) to approve Juneteenth National Independence Day, which recognizes the end of slavery in the United States, as a District-observed holiday. Motion Carried (Unanimous)

c. Approval of the Minimum Wage Increase

Vice President Richardson asked if the increase was mandated by the State or whether the District could wait until its finances were a little bit better. Dr. Spaulding confirmed they cannot wait.

President Lujan questioned if the minimum wage will be changing on January 1 in coming years as well. Dr. Spaulding said that was correct.

Trustee Baker noted that the State was making an increase to \$15 but the District was going to \$15.80 to match the City's wage. This

ensures that the District is doing better than the actual minimum wage.

MOTION #107 (Murray/Hsieh) to approve the SSFUSD minimum wage increase to \$15.80 per hour beginning January 1, 2022. Motion Carried (Unanimous)

3. BUSINESS SERVICES

a. Approval of First Interim Budget Report “Positive Certification”

MOTION #108 (Murray/Baker) to approve a “positive certification” for the First Interim budget. Motion Carried (Unanimous)

b. Approval of Ratification of Superintendent Designee’s Action to Award a Contract for Construction of the SSFHS Baseball Field Fencing Phase II Project

Vice President Richardson asked if the project goes over budget is there is enough money to fund any change orders. Mr. O replied that the money was coming out of Fund 40, the Facilities Fund, and there is enough to cover the project.

MOTION #109 (Richardson/Baker) to approve the ratification of the Superintendent designee’s action to award a contract for construction for the SSFHS Fencing Phase II Project to the lowest responsive, responsible bidder, West Coast Netting, Inc. in the amount of \$313,500. Motion Carried (Unanimous)

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

Board meetings have returned to in-person and are being held in the Baden HS gym.

President Lujan advised the Board that due to her attendance at a JUHSD Board meeting on the same night, she would not be participating in the December 15 SSFUSD meeting.

December 13, 2021 – Special Meeting/Board Reorganization

- Board of Trustees reorganization
- Resolution honoring outgoing Board President
- Selection of Trustees to District sub-committees/committees (Board Policies and Bylaws, City sub-committee, and County Committee on School District Organization)

December 15, 2021 – Board study session

- Universal Transitional Kindergarten (TK)

January 5, 2022 – Board study session (*Board room*)

- Equity Network 2.0 discussion session #2

January 13, 2022

- Recognition for outgoing Student Trustee Avila Gomez
- Teaching and learning presentation - Monte Verde ES
- Presentation on Performance Management - Special Education
- Audited actuals report for the fiscal year ended June 30, 2021
- Measure J/P Bond Audit for the fiscal year ended June 30, 2021
- Approval of SARCS
- Update on Governor's 2022-23 budget proposal
- Resolution honoring African American History Month (February)
- Williams report for 4th quarter ending 12/31/21

February 10, 2022

- Introduction of new Student Trustee Verino
- Teaching and learning presentation - Westborough MS
- Presentation on Genentech and Science

February 24, 2022

- Teaching and learning presentation - ECHS
- Presentation on Performance Management - English Learners
- Resolution honoring Women's History Month (March)
- Resolution for Red Cross Month (March)
- 2022 CSBA Delegate Assembly election

March 10, 2022

- Teaching and learning presentation – Buri Buri ES
- Presentation on BTSA program
- Presentation and approval of 2nd interim budget report “positive certification”
- Approval of dates for 2022-23 LCAP and Budget Hearings and Adoptions

March 16, 2022 – Board study session (*Board room*)

- Equity Network 2.0 discussion session #3

March 24, 2022

- Teaching and learning presentation - Alta Loma MS
- Presentation on Curriculum
- Presentation on Skyline College Board
- Resolution for Child Abuse Prevention Awareness Month (April)
- Resolution for Autism Awareness Month (April)
- Resolutions for retirees

April 14, 2022

- Teaching and learning presentation – Sunshine Gardens ES

- Presentation on Performance Management - College and Career Readiness
- Williams report for 1st quarter ending 3/31/21
- Resolution for Earth Day (April 22)
- Approval of declaration of need for fully qualified educators, 2022-23
- Resolutions for retirees

April 28, 2022

- Teaching and learning presentation - Parkway Heights MS
- Presentation on Performance Management - Information Technology
- Resolution honoring Asian Pacific American Heritage Month (May)
- Resolution for Day of the Teacher (5/11)
- Resolution for Classified School Employee Week (5/15-5/21)
- Resolutions for retirees

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.
- Approval of designated representatives to CIF (California Interscholastic Federation)
- Approval of DWK contract for legal services in 2022-23
- Resolution for Fund 11 & Fund 14 account balances

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Student Trustee Avila Gomez sent good luck to students getting ready for their finals. She wished everyone happy holidays and that they have a fantastic and safe break.

Vice President Richardson said she attended Supervisor Dave Canepa's kickoff campaign for Congress at Seton Hospital. He held numerous meetings with doctors and staff and was instrumental in keeping that facility open when it was on the verge of closing. She, along with Trustee Murray, Trustee Baker, and Superintendent Moore attended the CSBA conference from December 1 through 4. She had a wonderful time at the Ballet Folklórico family event and noted that there was no police presence. The costumes were beautiful and an alumna sang and provided a wonderful performance. She noted that the City of SSF held their reorganization.

Trustee Hsieh thanked Cabinet, teachers, and staff and wished everyone happy holidays.

Trustee Baker said he and Vice President Richardson went to the unveiling of what he calls the City's 911 Center and also saw the holding cells. He attended the CSBA conference and noted that his favorite sessions focused on improving student outcomes for English Learners, parcel taxes for employee compensations, engaging with families in a post-pandemic world, current issues affecting board policies, sports and academics, and family and community engagement. He said at this educational learning conference, they spend a lot of time taking notes and hopefully, come back with ideas to implement in the District. He wished everyone happy holidays.

Trustee Murray reported that she also attended the CSBA conference, the yearly professional development for Board members. She participated in a legal symposium and her favorite classes were on advocacy, school funding, and workforce housing. She also attended several City events this week where Congresswoman Jackie Speier said SSF grows leaders, but Trustee Murray thinks SSFUSD grows leaders. These leaders include new Mayor Mark Nagales, Speaker Pro Tem Kevin Mullin, Congresswoman Speier, former Board member and current City Clerk Rosa Govea Acosta, other community members and police officers, and she also graduated from ECHS. She, Trustee Baker, and Dr. Moore went on a tour of SSFHS and she loved seeing teachers at work. She wished everyone happy holidays and a great winter break.

President Lujan said she wanted to take the opportunity to thank Mrs. Allen-Cantley for changing her CSBA conference from in-person attendance to virtual when her mother suffered a stroke. He also wished everyone happy holidays and thanked them for everything they do each and every day. She hoped the winter break provides everyone an opportunity to rest, recharge, connect with loved ones, and be present in their lives.

ADJOURNMENT – 11:02 p.m. in memory of

- **Solomon Paul Ferrer Anselmo**, who passed away on November 28 at the age of 22. He graduated from ECHS and was a Skyline College student who was one class away from completing his degree in Graphic Design.