

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
AGENDA AND ORDER OF BUSINESS
Minutes of the Special Meeting – Wednesday, December 15, 2021**

OPEN SESSION - 6:00 p.m.

A. CALL TO ORDER

B. ROLL CALL

Board Members:	Mr. John Baker - Present Dr. Chialin Hsieh - Present Ms. Daina Lujan - Absent 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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Student Trustee Samantha Avila Gomez arrived at 6:05 p.m.

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. COMMUNICATIONS - None

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. Universal Transitional Kindergarten (UTK)

The Board and Cabinet members discussed the State's UTK program which will be gradually phased in over the next five years, until it includes all 4-year-olds by the 2025-26 school year. Superintendent Shawnterra Moore stated that this is for information only. Cabinet will identify some potential next steps and give the Board as much information as they have to date, recognizing that some information is not readily available yet.

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.

CAR (Communication, Achievement, Relationships)

Dr. Moore said the intent of the UTK program, in terms of the SSFUSD CAR on the road to equity and strengthening our system, is to create equitable opportunities for all students so when they enter into the K-12 system, they have the skills and the foundational knowledge to succeed throughout their schooling experience.

Overview of SB 1381 - Kindergarten Readiness Act

Transitional Kindergarten 2011

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

Teacher Student Ratio

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

Instruction

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

Options for Families

- Parents are responsible for finding extended care if the TK classroom operates half-day.
- TK classes are offered at limited sites. Parents may need to go to another site for TK and return to home school before kindergarten.

- Parents have choices to keep children in California State Preschool Programs (CSPP) preschool or enroll in TK.
- SSFUSD currently spends about \$630K on its TK program through General Fund reserves.

Superintendent Moore said as staffing is discussed, it is important for the Board to pay attention to the personnel aspect and what would actually be needed to make sure that the District is in compliance with this law.

Overview of AB 130 - Expansion of Transitional Kindergarten

- Could serve about 345,000 more 4-year-old students in UTK (CDE projection)
- Fully implement UTK by 2025-26 to be available to all 4-year-olds
- 2021-22 is a planning year for Universal Pre-Kindergarten (UPK) which includes UTK as a component of UPK
- UTK is one of three components of California's version of Universal Preschool in alignment with President Biden's Universal Preschool plans. UPK includes CSPP, UTK, and Community Based Organizations to provide full-day learning opportunities for all 4-year-olds
- Districts will develop a plan by June 30, 2022, for all children in attendance boundary to have access to full-day learning programs the year before kindergarten.
- Can receive LCFF Funding

Teacher Student Ratio

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

Instruction

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

Facilities

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

Options for Families

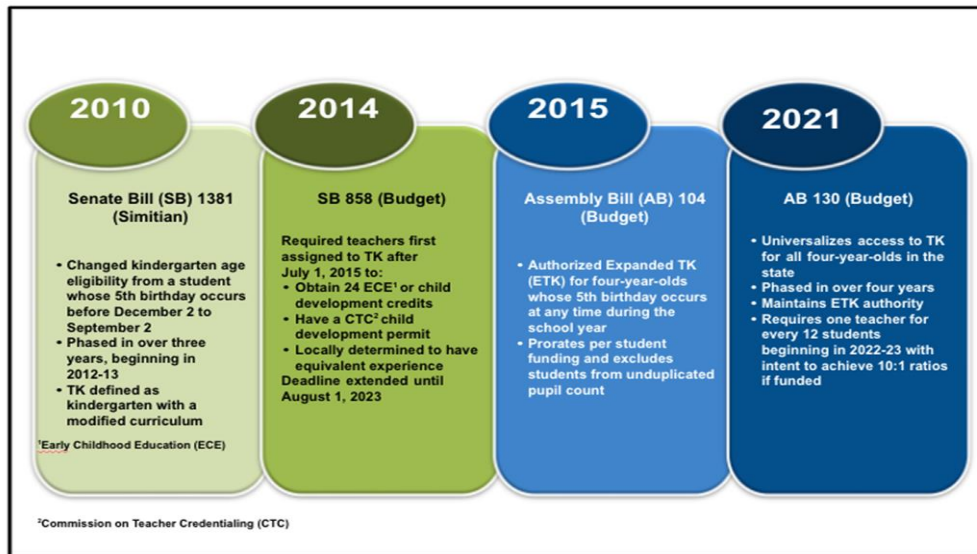
- Parents must find extended care if the UTK classroom operates half-day.
- UTK classes are offered at limited school sites. Parents may need to go to another school site for UTK and return to home school when entering kindergarten.
- Parents have choice to keep kids in CSPP preschool or enroll in UTK.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

History and Legal Parameters

AB 130 Requirements

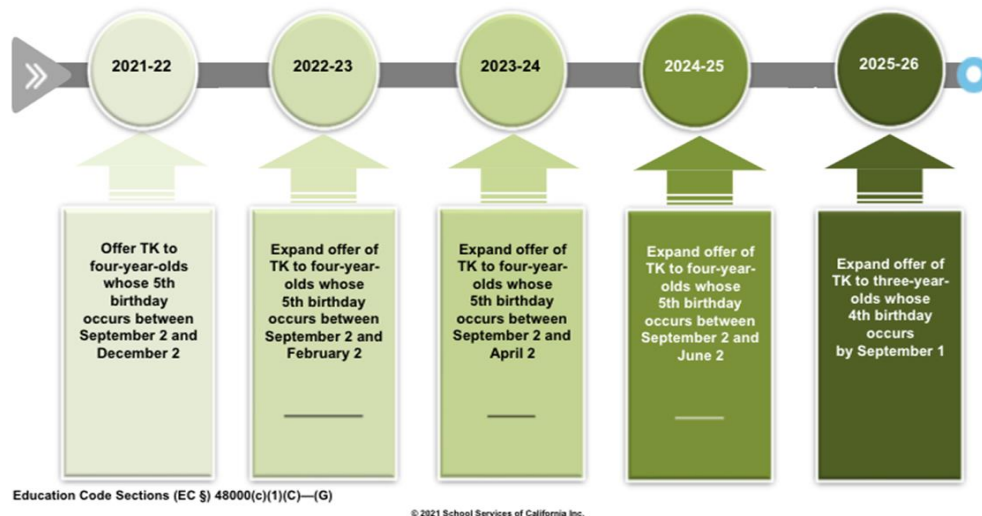
- Extends the deadline by which certain TK teachers must obtain additional authorizations to teach or continue teaching in a TK classroom to August 1, 2023
- Allows CSPP to provide wraparound services to CSPP eligible students enrolled in a TK or a kindergarten program
- Retains parent choice to enroll their four-year-old child(ren) in TK or another government subsidized program for which they are eligible, including CSPP, Head Start, or General Childcare
- Ed Code 48000 does not require school districts and charter schools to offer full-day TK, nor does it require them to adopt a TK expansion plan as part of the Universal TK law
- Additionally, Ed Code 37202(b) allows a district to maintain differing instructional days for TK and Kindergarten programs during the school day at the same school site or at different school sites.
- However, for funding purposes, both TK and kindergarten are subject to the same minimum daily and annual instructional minute requirements, which is a minimum of 180 minutes each day

The following graph is a representational history of TK



Legal Requirements of UTK

The graph shows the years when the District would be expected to start transitioning based on the birth dates of each student.



Funding Considerations

Assistant Superintendent Ted O reviewed the following information.

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

Pre-K Planning Grant Estimates

- The 2021 Budget Act signed by Governor Gavin Newsom on July 9, 2021 included \$300M in one-time planning grants for the California Pre-kindergarten Planning and Implementation Grant Program
- \$200M will be distributed to districts based on 2019-20 kindergarten enrollment and LCFF unduplicated pupil percentage (English Learners, students on free and reduced meals, and foster youth).
- For SSFUSD, it would be approximately \$200K in one-time funds.
- Districts must develop a plan by June 30, 2022, as a condition of receipt of the grant funds.
- It requires the governing board to consider a plan on or before June 30, 2022, and does not require Board adoption.

Full-Day Kindergarten Facilities Grant Program

- AB 130 amends the Full-Day Kindergarten Facilities Grant Program to include California Preschool and transitional kindergarten to provide

\$477M in one-time grants to school districts to construct new school facilities or retrofit existing school facilities for the purpose of providing TK classrooms and full-day kindergarten classrooms.

- The funds will be administered by the State Allocation Board
- School districts will need to apply for these funds
- Priority will be given to districts with a high percentage of students eligible for meal subsidies and/or located in underserved communities
- Funds cannot be used to purchase or retrofit portables
- The grant requires matching funds from the District
- For new construction project, the State will pay 50% of the cost and the district pays the other 50%
- For a modernization project, the State will pay 40% of the cost and the district pays the other 60%
- The funding is limited to four classrooms for new construction or retrofit projects
- To apply for this funding, the District must pass a Board resolution stating its intent to offer or expand TK enrollment

Other One-time Sources of Funding

- The District received many restricted categorical Federal/State stimulus grants to address the pandemic and the student learning loss
- Some of these funds may be used to help cover the cost to expand this program
- However, these are one-time funds and will go away in one to two years
- If the District decides to expand the TK program, it will be an ongoing cost
- The District will need to put aside additional funds in its budget each year for this ongoing cost

Cost of UTK Program

SSFUSD Current TK Program

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

Staffing Considerations and Estimated Costs

Assumptions to Determine Costs

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

TK Staffing Configurations - Option #1

- Have one credential TK teacher for each class of 12 students
- This would cost the District approximately \$110,674 per class as follows:
 - Cost of 1.0 FTE Teacher is \$109,874
 - Materials & Supplies per a class of 12 students is \$800
- This configuration is ideal in a world where there is excess facilities and staff and the State funds 100% of the costs
- It is not practical for most school districts

TK Staffing Configurations - Option #2

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

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

- Another configuration is the AM/PM model, which has been used for years for kindergarten students at some school districts
- TK Teacher 'A' is the "lead" teacher in the AM and TK Teacher 'B' is the "lead" teacher in the PM, but both teachers are present all day
- This model would allow up to 48 students in one day, with one classroom (24 students in the morning and 24 students in the afternoon)
- This would cost the District approximately \$222,948 per a class as follows:
 - Cost of 2.0 FTE Teacher is \$219,748 (\$109,874 x 2)

- Materials & Supplies per a class of 48 students is \$3,200
- \$222,948 for class of 48 students (\$55,737 per class of 12 students)
- This model only works if there are at least 48 TK students at a school
- Less classrooms would be needed for this model

TK Staffing Configurations - Option #4

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

TK Facilities Requirements

Full-Day Kindergarten Facilities Grant Program

- TK is legally considered kindergarten, so TK classrooms must meet the same laws that govern kindergarten classrooms
- Some for these requirements include:
 - New permanent TK classrooms must be at least 1,350 square feet
 - Restrooms must be self-contained or in the kindergarten complex
 - Allow for supervision of all classroom areas and play yards

SSFUSD Enrollment and Projections

Assistant Superintendent Jay Spaulding reviewed the following information.

District Historical Enrollment

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

Site Historical Enrollment

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

Kindergarten Historical Enrollment

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

TK Historical Enrollment

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

Dr. Spaulding said anticipation for space next year is probably an additional four TK classrooms. Depending on which option is used, with the 12

students to one adult ratio, the District could have classes of 12 or classes of 24 with an additional teacher, or adult in that classroom.

Human Resource Management

The essential function of the HR department is to provide staffing levels in accordance with an LEA's program objectives and the Local Control and Accountability Plan (LCAP).

Ensuring that staffing levels are met to fulfill legal requirements and LEA objectives requires that HR develops a strategic recruitment plan.

- Identify if there are staffing shortages within the service area.
- Establish qualification and certification requirements.
- Develop essential job responsibilities and a corresponding job description.
- Implement a strategic approach which considers both internal and external staffing resources.
- SSFUSD currently has six TK teachers, two with split shifts.

Dr. Spaulding said if the District were to have all 4-year-olds in TK in 2025, he does not know if the District would be able to recruit a teacher for every classroom. That would be something to think about because the number of teachers coming out with the TK credential requirements are going to be needed in many districts, resulting in a shortage of TK teachers. When thinking about which option, it might not be the best idea to have two TK teachers in a classroom of 24 TK students.

TK Certification Requirements

EC § 48000(g) requires credentialed teachers who are first assigned to a TK classroom after July 1, 2015, to have one of the following by August 1, 2023:

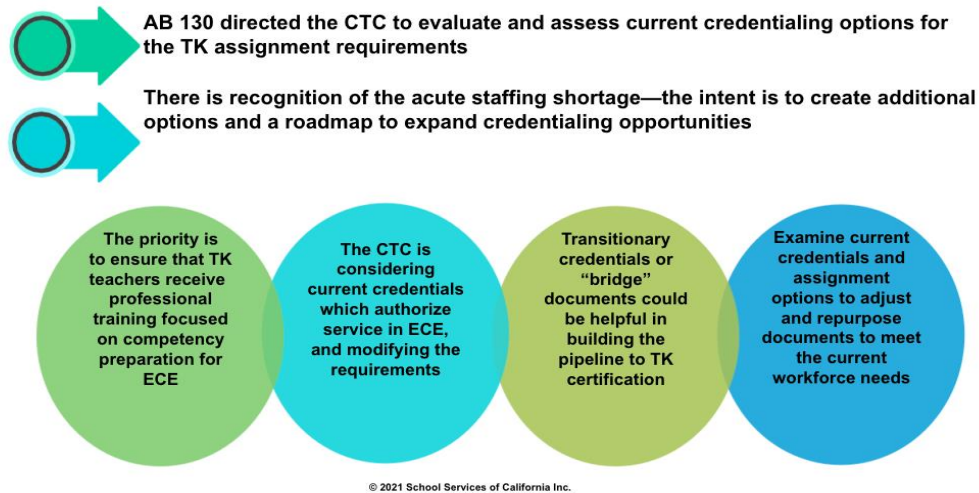
- At least 24 units in ECE, or childhood development, or both
- Professional experience in a classroom setting with preschool age children comparable to the 24 units of education described in bullet 1 (comparability determined by the local employing agency)
- Child Development Teacher Permit issued by the CTC

Staff Authorizations for Serving Four-Year-Olds

Four-year-olds can be, and often are, served in several programs in an LEA-State Preschool, TK, and even kindergarten classes, each with different certification requirements for staffing. A preschool teacher needs a teacher permit or higher under the CTC's Child Development Permit Matrix. A TK teacher needs a multiple subject credential issued by the CTC, but additional requirements will apply starting August 1, 2023. A kindergarten teacher also needs a multiple subject credential issued by the CTC.

On the Horizon: TK Credentialing Pathways

The CTC is working on a TK credentialing pathway, but it is unknown when a plethora of TK teachers would be coming out of that program



Implementation Challenges

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

Next Steps

Dr. Moore said the Board needs to adopt a resolution to apply for the Facilities grant.

- Determine when the application is out and due/deadline.
- Need to survey families to gauge interest .
- Need to determine/confirm the funding amount SSFUSD would receive.
- Need to determine whether or not the District applies for the Facilities grant.
- Need the Board to determine which school site(s) to house the TK program based on Cabinet’s recommendation (not at this time).
- Need to determine if we continue to move forward with this expansion of TK.
- Need to determine the TK staffing configuration that works best for our District, based on availability of staffing and facility availability.
- Need to gather additional information and bring back before the Board.

Vice President Mina Richardson asked if the legislature could help in funding some of this program. Mr. O replied that at this time, there is no

additional information on funding for preschool. For this program, it is only for TK and the only thing that the State is providing is the implementation grant, of about \$200K for the District. He added that they can also apply for facilities funding for up to four classrooms.

Trustee Patricia Murray asked why community schools are not being provided extra funds. Mr. O said the State is looking at the funding the same way as K-12, which is by ADA, and since SSFUSD is funded by property tax and not State-funded, it will not get anything.

Dr. Moore noted that through information sources, Cabinet has learned that when the State is looking at facility grants, they are going to be focused on school districts that have a high supplemental and concentration of students with free and reduced lunch, English Learners, homeless, and foster youth. So, even if the District decides to apply, the priority is for districts that have more students who may be in need.

Student Trustee Avila Gomez noted that parents would have to sign their children up for after school daycare if they want it and asked if students would attend the current after school programs or a different program that the District would have to implement. Dr. Moore replied that it would follow a similar process to what is in place now. Parents that have their kids enrolled in District elementary and middle schools have options. Depending on their school, if they have a program within the District, then they can apply for that program and otherwise it would be a City-facilitated program. Assistant Superintendent Keith Irish added that funding is always based on families and how they qualify. Over the last few years, especially due to all the free meals, the District's free and reduced rate has been reduced from 42% to 32% because the applications are not being submitted. So that will be the baseline and probably how the State funds the District, as they do for Title 1 and all federal programs.

President John Baker asked if the District were to receive \$200K in one-time funds, how that grant would be used. Mr. Irish suggested it be used to pay for teachers, but they need to get more specificity on the parameters. President Baker referenced the grant application and that priority will be given to districts with a high percentage of unduplicated students, the free meals, foster care, etc. and asked if it will be on a per school or per District basis. Mr. Irish said it will be District-based, unfortunately.

Vice President Richardson asked where the District would get the extra money to qualify for the grant. Mr. O said, as of now, the implementation grant funding is determined based on the 2019-20 number of kindergarten ADA and the District's unduplicated students.

President Baker noted a grant requirement says the District must pass a Board resolution stating its intent to offer expanded TK enrollment. To be

prepared, if the Board decides to apply for the grant, he will work with Dr. Moore to agendize it.

Trustee Chialin Hsieh thanked Cabinet for the presentation and addressing the student demand, kindergarten enrollment, and projecting the number of students using census data. She sees option 3 as the best way to go. She noted the many requirements for UTK teachers and being able to estimate staffing needed. While it will be nice to serve the community, they have to make sure they have that bottom line required by law.

Mr. Irish said the option is really going to then drive the potential demand. Because parents and families need to know what the setup is. If option 3 is selected, the District would need to look at community partnerships with the City and the Boys and Girls Club for the after school and before school care. Putting the four options together for the Board to consider is the first big decision. It is hard to survey parents right now because they do not know what the configuration of the program will be.

Student Trustee Avila Gomez noted that in 2025-26, UTK will expand to 3-year-olds and asked if they would be in the same classroom with 4-year-olds or if two different classrooms would be needed for these children. Dr. Spaulding replied that combination classes could be possible, based on the location. He said parents like to send their children to their home school, not necessarily across the City boundaries, but some of the larger schools would probably be able to do that.

President Baker asked if a student turns 4 on August 30 and the District starts its year on August 15 would they start in that year. Dr. Spaulding said they would not, but they would start the following year as an older 4-year-old because the cutoff was based on 5-year-olds starting kindergarten.

Vice President Richardson asked if any type of classroom modifications would be needed for children that have not yet been potty trained, specifically 4-year-olds. Mr. O replied that over the next few years, as students keep getting younger there might be some challenges, but they are unknown at this time. Dr. Spaulding said they work with the parents to try to get them potty trained before the TK program. He also said some kindergarten classrooms have bathrooms in them but not all of them, and that would be something to look into. Trustee Murray said she was also wondering about the developmental appropriateness of 4-year-olds attending school, since some are not potty trained. She asked if this is going to be a requirement for all 4-year-olds unless the parent opts out. Dr. Moore replied that it is optional, but just like kinder enrollment in TK, parents do not technically have to enroll their child until they are six. So, while parents do not have to do it, Districts are expected to offer the access to it.

Trustee Murray asked that since there is currently a teacher shortage, if there will be enough teachers for this program moving forward. Dr.

Spaulding said the question of not enough teachers is universal. One selling point for teachers coming out of a program, is that TK has smaller class sizes with a paraprofessional or other support, unlike a 4th or 5th grade class with 30 students and no support. One of the options that parents like is having wraparound daycare services before and after TK programs.

Trustee Murray said she favors option 3, but agreed the District would need to partner with the City because of their preschool program and to make sure everyone is on the same page.

Student Trustee Avila Gomez said the Children's Center by Spruce ES has a requirement for students to be potty trained. Dr. Spaulding stated that the District does not currently have any requirement that a child must be potty trained to enter a TK or kindergarten classroom. He said it may be a requirement for federally funded programs like the Children's Center. He added that some upper grade students are not potty trained. It is rare, but it does happen, and the goal is to work with parents to try to have their child prepared for TK and kindergarten. President Baker shared that the District does have Special Education students with both physical and certain developmental disabilities where the sites have to deal with the lack of potty training.

Dr. Hsieh referenced the program configuration and said if they have an idea what that looks like, then parents will understand. Then they will be able to gauge the student demand. And then from that point, they can gauge the staffing requirements. She said the Board will follow Cabinet's lead on those things.

President Baker said he also likes option 3. Regarding the potential 10-1 ratio, he asked if there has been a case where a teacher had ten students in the morning, had lunch, and then had another ten students in the afternoon. Dr. Spaulding replied that it is not currently done, but it could be.

Dr. Moore told the Board that they reached out and asked what would happen if the District could not do this program. She was advised that there is currently no penalty for community-funded districts to not offer this UTK program yet. They are still gathering more information, but do not have all the facts yet and the application has not even been released.

Vice President Richardson said while the enrollment is declining, she is worried about having enough space for 24 morning and 24 afternoon students (option 3). President Baker said it is basically swapping the room. Dr. Spaulding said the 12:1 ratio would only be for next year, then it would go down to 10:1 or 20 morning students and 20 afternoon students.

President Baker asked if a teacher was certified and wanted to take TK, if there is an option where they could simply go to CSM or CCSF and take those additional 23 units in early education to add to their existing credential. Dr. Spaulding said they currently have a 5th grade multi-subject

teacher who is earning ECE credits. When TK started, there was a time period for teachers to earn their ECE units. But they could be in TK and be grandfathered/grandmothered in. He confirmed they would not have to re-enroll in a university, but could just take the ECE classes for the necessary units. Right now, there is a one-year grace period but that will close out. He is anticipating that the CTC may expand that due to the demand of TK.

Next Steps

Trustee Murray, recommended starting with the survey to gauge interest and UTK may be a moot point at this point.

Vice President Richardson suggested forming a committee of parents to include their insights. She said surveys do not receive adequate responses.

President Baker asked how the Board can best help at this point and what direction Cabinet needs.

Dr. Moore said there is some interest in exploring option 3, which they would need to cost that out, assess the personnel, and determine the staffing need for running a model based on the projected numbers. She also heard that the District should survey and gauge interest. It might be a good step to see if they can generate enough responses from parents who have a child between this age and this age and provide all the options before saying which option is being considered. The survey would also ask if they would enroll their child in SSFUSD, enroll them in child care, or keep them at home.

Dr. Moore summed up the next steps which would be to gauge interest via a survey, trying to figure out more information about option 3, what that would cost and look like, and then bring back a resolution of intent for a future conversation about next steps. Hopefully by that time, they would have more information about the application and what that entails. President Baker confirmed the next steps because the survey, resolution, and the pricing out will be needed for a lot of the next meeting steps for the expansion. Dr. Hsieh said putting it on paper will help them articulate ways to help each other out.

ADJOURNMENT - 7:03 p.m.