

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of June 8, 2023

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

OPEN SESSION - 6:00 p.m.

A. CALL TO ORDER

CLOSED SESSION - 6:00 p.m.

1. Superintendent evaluation.

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

B. ROLL CALL

Board Members:	Ms. Amanda Anthony - Present Dr. Chialin Hsieh - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - 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

D. LAND ACKNOWLEDGEMENT STATEMENT

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

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

E. REPORTING OUT FROM CLOSED SESSION - Nothing to report.

F. REVIEW OF AGENDA

Dr. Jay Spaulding noted two corrections in the Certificated Assignment order. On page 48, Samantha Pappas' name should be stricken as she will not be working in the District and on page 49, a retirement for Richard Rodriguez should be for Richard Gutierrez.

G. PTA COUNCIL REMARKS - President John Sanna congratulated and acknowledged Dr. Spaulding's years of service to the District on behalf of the PTA Council and District PTAs. He never ignored a parent concern and always tried to do his best, which was greatly appreciated. As this was his last meeting, Mr. Sanna reminisced about his 19½ years on the PTA, from a basic member to serving on the Board of Directors at the 17th District. He worked on several committees and with many different District employees. He thanked the parents and PTAs for trusting him to be their voice the last few years. He said, "I hope I have done a good enough job that people have been kept informed and you all have understood where we are coming from as parents when we have concerns. The future that the PTA has for you is very interesting. Our incoming president is looking at having this particular segment become sort of a group segment. Whenever a school is presenting, their president, hopefully, will be up here talking and speaking, first about council concerns and then about their own activities at their own school." He urged the Board to listen to their common concerns. He said his time with the PTA has been an adventure.

President Chialin Hsieh thanked Mr. Sanna for his years of service for the District and appreciated his leading the PTA.

Vice President Patricia Murray also thanked Mr. Sanna for his work with the PTA. "I know it's a hard job, and you put 110% in, in every school that you've been at and everything you've done..." She said they worked together when she was an ECHS PTA President and when they served on the PTA Council.

Trustee Daina Lujan also expressed her thanks for Mr. Sanna's service with the PTA. "You have always proven yourself to be very community-oriented, family-focused, and that has shown throughout your leadership."

Trustee Amanda Anthony said she appreciated Mr. Sanna's presentations and learned about the PTAs and what is going on at the schools.

Trustee Mina Richardson said she remembered Mr. Sanna when he served on the Measure J Citizens Bond Oversight Committee "...you always had your eye on what was right for our District back then...and you and Marty Romero were the forces that kept at it, and the voices of reason." "I appreciated you then, and appreciated you being the leader of the PTA. It seems like everyone had faith in your leadership. So thank you for all the years of your service to our community."

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators - None

South San Francisco Classroom Teachers Association - None

California School Employees Association Chapter 197 – None

I. PERSONNEL COMMISSION - Assistant Superintendent Spaulding reported that the next Commission meeting will take place on June 12, 2023.

J. ITEMS FROM BOARD - None

K. SUPERINTENDENT'S REPORT - None

L. PUBLIC COMMENTS - None

M. INFORMATION ONLY PRESENTATION

1. EDUCATIONAL SERVICES

**a. Teaching and learning presentation:
El Camino High School**

Principal James Briano shared educational priorities and programs at El Camino High School.

LCAP Goals/Site Goals

The school-wide goals reflect the four LCAP goals. During the first semester of the school year, SPSA goals were written around these four priorities. The Administrative Council and School Site Council worked to create actionable goals with strategies for helping them to come to fruition.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience. Principal Briano said this presentation focuses on the gas tank and he will share data on how the students performed on specific metrics laid out by the District, school, and State.

Mission Statement

El Camino High School's mission is to graduate resilient students through a rigorous and culturally relevant learning environment to become globally conscious citizens and lifelong learners.

District LCAP and School Site Goals

Principal Briano said ECHS's SPSA goals are in alignment with the District's goals.

LCAP and SPSA Goal 1 - Academic Achievement

At ECHS, they place an emphasis on supporting all students to become college and career ready. The goal also indicates which metrics will be used to determine whether or not they are making progress.

LCAP and SPSA Goal 2 - Professional Development (PD)

ECHS is committed to providing effective PD for all staff. By providing ongoing training and support, monitoring the quality of curriculum program implementation and student engagement through walkthrough observations, and using data to inform ongoing improvement efforts, the school can build the capacity and expertise of teachers and improve the quality of instruction for all students. The use of walkthrough observations as a measurement tool ensures that the school is tracking the effectiveness of the PD and making evidence-based decisions on ongoing training and support.

LCAP and SPSA Goal 3 - Student, Parent and Community Engagement

ECHS seeks to foster a culture of engagement and collaboration among students, parents, and the community to support student achievement and well-being. With Zoom, more people are virtually attending the PTSA meetings. By increasing engagement and involvement, they can create a more positive and inclusive school environment that promotes growth, development, and success for all students.

LCAP and SPSA Goal 4 - Special Education

ECHS is committed to maintaining the Least Restrictive Environment (LRE) for students with IEPs, while ensuring that their needs are met and they make progress towards their individual goals. By identifying students who may need SpEd services, providing a range of supports, and promoting collaboration among teachers, staff, and families, they can ensure that students with IEPs are successful and included in the general education environment to the fullest extent possible.

Demographics

The ECHS student population is predominantly Hispanic/Latinx at 38%, followed by Filipino at 32%, and Asian at 20% being the largest groups.

Of the 1,172 total students, 51% are male, 49% are female. 4% are identified as English Learners, 17% are Students with Disabilities

(SWD) and 28% are socioeconomically disadvantaged (SED). 40 EL students have been re-classified as fluent.

Attendance Snapshot (4/3/23 to 5/5/23)

Principal Briano shared the average daily attendance by ethnicity, gender, ELs, SWD, and SED students for this specific time period. It includes both excused and unexcused absences. For the total student population, the attendance average for this time period was 86%. The snapshot was taken when there was no CAASPP testing, AP assessments, or finals so they would get a clear picture of attendance. They are focusing on improving attendance for ELs and Pacific Islander/Native Hawaiian students.

2021-22 Dashboard Data

Dashboard Summary: School, District, and State

Indicator	ECHS	District	State
Chronic Absenteeism (K-8 only)		Very High	Very High
Suspension	Medium	Medium	Medium
ELA	Medium	Medium	Low
Math	Low	Low	Low
Graduation Rate	Very High	High	Medium
EL Progress	Medium	Medium	Medium

- Graduation Rate is higher than both the District and State averages and ELA is higher than the District average.
- Math results are well below the District and State averages.

2021-22 Smarter Balanced Summative Assessment (SBAC) ELA

Student subgroup	ECHS	District	State
Asian	High	Very High	Very High
Filipino	High	High	High
Native Hawaiian/Pacific Islander	N/A	Low	Low
Hispanic/Latinx	Low	Low	Low
African American	N/A	Low	Low
White	N/A	Medium	High
English Learners	N/A	Low	Low
Students w/Disabilities	Very Low	Very Low	Very Low
Socioeconomically Disadvantaged	Low	Low	Low
All students	Medium	Medium	Low

- 40% of students did not meet standards.

- Students within each ethnic and socio-economic group in the District performed as consistently as the State.
- The total student population in the District outperformed the total student population within the State.
- ECHS students are consistently performing as well as their peers within the State.

2021-22 Smarter Balanced Summative Assessment (SBAC) Math

Student subgroup	ECHS	District	State
Asian	High	Very High	Very High
Filipino	Medium	High	High
Native Hawaiian/Pacific Islander	N/A	Low	Low
Hispanic/Latinx	Very Low	Low	Low
African American	N/A	Very Low	Very Low
White	N/A	Low	Medium
English Learners	N/A	Low	Low
Students w/Disabilities	Very Low	Very Low	Very Low
Socioeconomically Disadvantaged	Very Low	Low	Low
All students	Very Low	Low	Low

- Groups are performing low, consistent with the District and State.
- Most groups scored low or very low on math.
- Group also has a high chronic absenteeism rate.
- Need more English support classes for this population.
- Math support classes; increase usage of the homework center: look at who is going and who is seeking help.
- Need to focus efforts in helping EL, SWD, and SED students.

English Learner Progress: Language Acquisition

Total progress for all students is medium for ECHS, District, and State.

- Spanish for Native Speakers 1 is new this year, and may help ELLs.
- They use this data to see how ECHS ELL students are doing vs. other ELLs in the District and discuss ways to improve.
- Discussions between staff on how to best support the students.
- Getting support from ELL teachers for Gen Ed teacher.
- Having a presentation from TOSA on how to best support ELLs.

Suspension Rate

Total for all students is medium for ECHS, District, and State. Asian subgroup is in the very low category, followed by Filipinos in low, and medium for all other student groups except SWD, which is high.

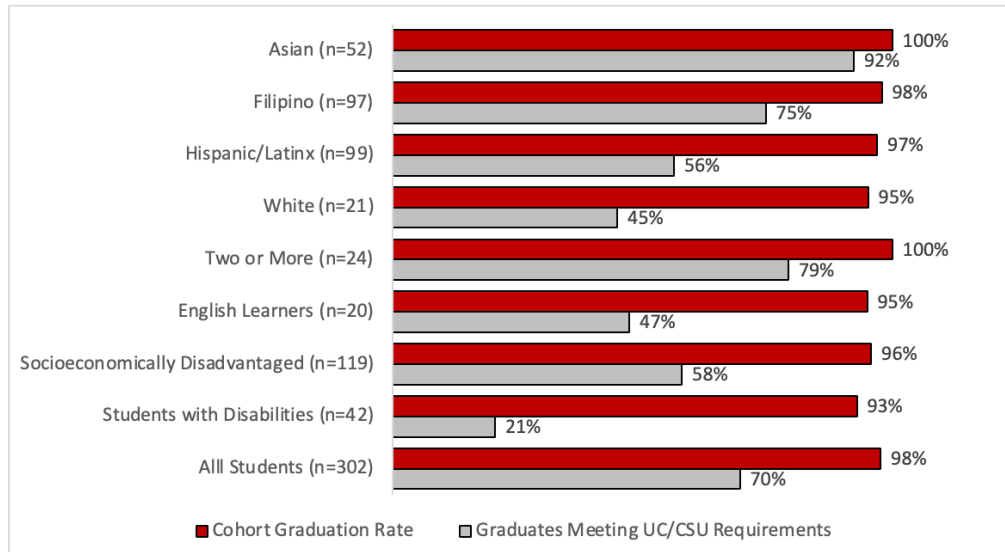
Graduation Rate

- Total for all students is very high for ECHS, and high for the District and State.
- There are no student groups in medium, low, or very low status.
- All ECHS students are above 95% for graduation rates.
- 2022 was an anomaly since more students were able to graduate with 130 credits due to AB 104. Going forward, students will need to earn 220 credits to meet graduation requirements.
- Certificates of Completion do not count for graduation, so students should be on a diploma track.
- Create more supports for English Language Learners.
- Ensure students are in the least restrictive environment.
- Keep class sizes small; all students receive the supports they need.
- Maintain focus on the College and Career readiness indicators.
- Continue shift to standards-based and equity-based grading.

Advanced Placement

ECHS usually offers 12 AP courses per year for sophomores to seniors. Students have access to more of a variety of courses they want to take. AP Environmental Science was offered for the first time last year, based on student request. Next year students will have the opportunity to take AP Physics. Principal Briano said 20% of students were in at least one AP class this year.

Post-Secondary Success (ECHS Class of 2022)



Adjusted 4-year Cohort Graduation Rate (ACGR) as reported from California Department of Education DataQuest, based on data submitted via CALPADS through the Class of 2022.

For the ACGR, a “regular high school diploma” is the standard diploma awarded to the preponderance of students in a State that is fully

aligned with the State's standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals.

ECHS had a 98% graduation rate and 70% of students met UC/CSU requirements. SWD need support in this area. 62% of the class of 2021 and 70% of the class of 2022 met UC eligibility requirements, which exceeds the District goal of 66%.

ECHS Graduates Pursuing Post-Secondary Education

Percentage of ECHS Graduates Enrolling in Post-Secondary Education Institutions Immediately After High School

Principal Briano said that over time, students do attend post-secondary education institutions, even if they do not enroll immediately after high school. One of the goals of ECHS's counseling program is to provide students with the information and tools they need to pursue their goals. He shared, "This is the second year that SSFUSD has partnered with the National Student Clearinghouse Student Tracker to gain insight into post-secondary enrollment trends for our students. The Tracker matches data about our graduates with enrollment records from participating post-secondary institutions during the fall enrollment period and then again in the spring. We are also able to see data on students completing certificate and degree programs for some of our previous cohorts. While not all our graduates or post-secondary institutions are included in this data, these reports provide some insight into where our students land after high school, since the other data we have is largely self-reported by students in the spring of their senior year."

71% of last year's ECHS graduates went to college, either a two-year college (42%) or a four-year college (29%).

Professional Learning Communities (The Cycle of Inquiry)

For the 2022-23 academic year, ECHS had 23 PLCs. Members are engaged in intentional and guided collaboration throughout the year.

- PLCs conduct two Cycles of Inquiry per year.
- Each cycle Includes common lesson planning, common formative assessments, and an analysis of data and instructional strategies.
- They commit to next steps.
- They will consider what to do as individuals and as a team, or a department, to continue the cycle of improvement.

Supporting Social and Emotional Learning in the Community

- Academic Counselors, a Wellness Counselor, Wellness Groups, a School Safety Advocate, and Professional Development provide ongoing support.

- Their team has participated in a restorative practices workshop and teachers have engaged in a crisis prevention/intervention strategies workshop.
- They continue to meet weekly to discuss supports for students experiencing various social and emotional challenges.
- Also looking at possibilities for PD for entire counseling staff to better support the needs on campus.

Crystal Colt Award

C - Caring, Compassionate member of the ECHS Community

O - Outgoing individual, demonstrating high levels of School Spirit

L - Leads by example, seeking ways to help others

T - Team player who works collaboratively to achieve an objective

Awards are given each quarter. At the end of the year, students and staff vote for one certificated and one classified employee to receive the excellence Crystal Colt Award and have their names on a plaque.

Celebrations and Dedications

Principal Briano highlighted two recent events. He said on November 3 a tribute to educator Jim Cresta was held with the dedication of a plaque and bench in the school's garden. There was also a celebration for the new bridge which provides ADA access between the new science building and the humanities building.

Trustee Richardson complimented Principal Briano on his leadership and for acknowledging his staff and the work being done on issues they have had this year. She asked if staff attend PD meetings on their own time. He replied there are several optional PD opportunities which staff can engage in and they will be paid.

Trustee Richardson asked if there was information on the middle college graduation rates and the State rates for these students. Principal Briano said he is a firm believer in middle college programs and while he does not have data, he would like to see more students participate in the program as those students tend to be very successful. She then asked Assistant Superintendent Keith Irish for actual graduation rate data. He replied that since 2018, 100% of the students that go to middle college graduate on time.

Trustee Anthony asked if the relatively high suspension rates for SWD is reflective of their disability or other things. Principal Briano replied that his administrative team is focusing on that data. He said, "But we do have to keep in mind that even if they're in the Alternative to Suspension Program, that's considered a suspension. So they are not allowed to participate in their regular education environment."

Trustee Anthony asked how the PLC works with just the one person. Mr. Briano said a dance or band person will collect their own data and

then meet with an administrator...and do the data analysis together. "Since we've done this for several years, they can compare to data from previous years so we might do that, but we at least have another human being that can engage with them in the analysis protocol."

Trustee Lujan thanked Principal Briano for the presentation and his leadership. "I wanted to thank you for the deep dive into the data. Both the high spots, bright spots like the graduation rates, as well as the areas of opportunity." "...I just wanted to elevate...the alignment across your SPSA goals. I really value the fact that there's a focus on least restrictive environment and then another focus on co-teaching. Those align really well." She valued the staff appreciation and connectedness.

Vice President Murray said she appreciated the reflection on the data and they are going in the right direction. She thinks Principal Briano is doing a great job.

President Hsieh thanked Principal Briano for an amazing presentation. She asked where students who don't attend UCs/CSUs or community colleges after high school go. He said he could pull the data on who went into the trades, or military, or other areas at his next presentation.

b. 2023-24 LCAP

Assistant Superintendent Irish highlighted a few changes and some key components of the District's 2023-24 Local Control Accountability Plan (LCAP). Most of the plan is unchanged.

Overview of SSFUSD LCAP goals

Mr. Irish briefly reviewed the highlights of each goal. He spoke about mental health supports and what the District is putting in place to try to address that.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning. They have been focused on the GPS, looking at data. They realize the need to provide more social emotional support (SEL) in the schools, as students have come back from the pandemic.

LCAP Goal 1 - Academic Achievement

Mental Health

- Continued focus on student mental health
- SSFUSD was awarded a Student Behavior Health Incentive Program (SBHIP) grant.

- Mr. Irish and Dr. Hew are the Ed. Ser. representatives. Dr. Spaulding, Mr. Sebers, and Coordinator Young are the representatives for the project plan.
- Focus on targeted interventions that increase access for students to obtain preventive or early intervention behavioral health services with:
 - Wellness Centers
 - Peer Counseling classes and training which will be implemented in the near future
 - Preventive Substance use programs - working as a County and a State to figure out billing in the system so the District can get more families qualified and receive reimbursement.

Chronic Absenteeism

- Current work plan:
 - Re-establish consistent processes with truancy/attendance
 - Set up annual meetings on procedures in chronic absenteeism/truancy process and review with current site leaders/assistant principals who oversee attendance
 - Positive and informative messaging regarding importance of daily school attendance
 - Data collection/data integrity - need to understand and uniform attendance reasons and codes, when to clear an absence, etc.
 - Infinite Campus - SIS; standardize attendance codes so it is clear and consistent throughout all schools
- District is partnering with EveryDay Labs to send out notifications (mail, text, and email) to families and assist with data collection/data analysis tools for all schools.
- **EveryDay Labs** - Strong evidence from John Hopkins University research in reducing chronic absences by 11-15% by proactively engaging families with information and resources to overcome barriers to student attendance.
- SSFUSD will provide additional hours of site office staffing at the elementary level to at least 2.0 FTE; already have sufficient staffing at the secondary level (middle and high).
- In addition, a District classified staff member will be the point person to pull reports, assist in monitoring District and schools' data, and ensure that staff follow the processes.
- Work with site leaders on their SPSA plans, which will include goal of reducing absenteeism in their school's with actions and steps to be taken in 2023-24.

LCAP Goal 2 - Professional Development

- Focuses on professional learning for staff
- Need to focus on two areas in this goal

- Research and set up Instructional Coaching Program to support the implementation of the Danielson Instructional Framework.
- Need to work with new HR Assistant Superintendent on getting a core group of staff trained to assist in the implementation of Danielson Instructional Framework for certificated staff.

LCAP Goal 3 - Student, Parent, and Community Engagement

- Done speaking tours, through the Strategic Plan, and heard many families do not feel connected. They have addressed this by adding three more Community Liaisons to assist non-English speaking families/students with enrollment procedures/resources.
- Created an intake survey to assist in matching up resources with families
- Funding an interpreting services company named Certificated Languages to assist in direct communication with District staff and non-English speaking families
- Provided an allocation for Student Advisory Committee members to provide training to enhance leadership skills

LCAP Goal 4 -Special Education

- Provided funding for specialized tutoring services for SWD via Air Tutors
- Continue implementation of specialized curriculum for SWD - (SPIRE, UNIQUE etc.)

Vice President Murray thanked Mr. Irish and his staff for the amazing job they did in completing the monumental LCAP task, especially with the community outreach.

Trustee Anthony said she is excited about making it easier for parents to communicate with teachers.

Trustee Richardson asked what it means to be chronically absent. Mr. Irish replied the State defines it as 10% or more of scheduled school days or about 18 days of missing class whether they are excused or not. While this is a low threshold, it makes sense since students need to be in class. Due to policies with COVID, many families were out. They did not accept that "...because we already had and we knew which student groups at certain schools...who were absent too much so we're not using that as an excuse and we're moving forward and trying to address all students... and there are specific student groups that we need to focus on."

Trustee Richardson asked if the District can keep up with the several different languages in the community. Mr. Irish said he thinks this will lead to more engagement for families other than English or Spanish speaking as the communication channels between them and the school will open. This is especially true for parent conferences and

when teachers want to communicate without a language barrier. He said something similar has been used during IEP meetings for SWD.

President Hsieh commended Mr. Irish on this work. She appreciates the leadership from Dr. Shawnterra Moore and the entire team for thinking outside of the box in taking on chronic absenteeism, the number one goal. "...if a student is not in school, they cannot learn, and they cannot have success...". "It's a very creative way that we address students' needs..."

2. BUSINESS SERVICES

a. 2023-24 Preliminary Budget

Assistant Superintendent Ted O presented information on the District's 2023-24 preliminary budget.

Education Code Reporting Requirements

Education Code Section 42127 (a)(1) states that:

On or before July 1 of each year, the governing board of each school district shall accomplish the following:

- Hold a public hearing on the budget to be adopted for the subsequent fiscal year
- Adopt the budget in a separate meeting
- Submit the budget to the SMCOE for approval - if the District is not able to balance the budget for all three of the years, it would not be approved.

LCAP Goals/Actions in Budget

- Under the Local Control Accountability Plan (LCAP), districts are required to put aside funds to provide additional support for the unduplicated students in the District.
- The unduplicated students include English Learners, Students on Free and Reduced Price Meals, and Foster Youth/Homeless.
- For 2023-24, the District is required to budget \$7,699,756 as LCAP-Supplement Funds to support these students.
- To further support these students, as well as others, SSFUSD has budgeted additional funds as LCAP-Base.

2023-24 Assumptions

- Projected increase in property tax
- Projected for on-going RDA revenue
- District will remain Community Funded/Basic Aid
- Estimated Step & Column cost included
- Enrollment/ADA declining
- LCAP Goals/Actions are included in the budget
- Maintain contribution to Routine Restricted Maintenance

- Estimated STRS/PERS increase included
- Contribution to Special Ed and Transportation are budgeted
- Gifts and donations are budgeted when received
- Program carryovers not budgeted until books are closed

2023-24 Preliminary Budget General Fund Projected Revenues

REVENUES*	2023-24	PERCENTAGE
LCFF Revenue	\$127,660,263	88.15%
Federal Revenue	\$3,390,280	2.34%
Other State	\$8,793,436	6.07%
Other Local	\$4,972,883	3.43%
Transfers In	\$13,301	0.01%
TOTAL	\$144,830,163	100%

These amounts, which include both restricted and unrestricted funds. They will change when the budget is finalized in two weeks.

2023-24 Preliminary Budget General Fund Projected Expenditures

EXPENDITURES*	2023-2024	PERCENTAGE
Certificated Salaries	\$60,673,046	39.68%
Classified Salaries	\$23,510,390	15.37%
Benefits	\$39,518,576	25.84%
Books & Supplies	\$5,635,310	3.69%
Services	18,580,150	12.15%
Capital Outlay	\$217,809	0.14%
Other Outgo	\$1,785,453	1.17%
Transfers Out	\$3,000,000	1.96%
TOTAL	\$152,920,734	100%

Excess Minimum Reserve Requirements

Adopted Budget 2023-24 Budget Attachment Balances in Excess of Minimum Reserve Requirements			
Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves <small>(Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.)</small>			
Combined Assigned and Unassigned/unappropriated Fund Balances			
Form	Fund	2023-24 Adopted Budget	
01	General Fund	\$18,210,446.00	Add total of Object Codes 9780/9789/9790 from: a) Form 01
17	Special Reserve Fund for Other Than Capital Outlay Project	\$16,899,146.00	b) Form 17
Total Assigned and Unassigned Ending Fund Balances		\$35,109,592.00	
District Standard Reserve Level		3%	Source: Form 01CS Line 10B-4
Less District Minimum Reserve for Economic Uncertainties		\$4,587,622	Source: Form 01CS Line 10B-7
Total Assigned & Unassigned Ending Balance in Excess of Minimum		\$30,521,970.00	
Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties:			
SACS Form	Fund	2023-24 Adopted Budget	Description of Need
<i>(These are samples only; please modify as appropriate)</i>			
01	General Fund	\$1,093,175.0	STRS/PERS Projected Increases 26/27 & 27/28
01	General Fund	\$8,500,000.0	Property Tax Re-Payment - Litigation (Est.)
01	General Fund	\$379,000.0	Carryover - 22/23 Site Discretionary Funds
01	General Fund	\$1,740,000.0	Wellness Counselors & Mental Health Coor (2 Years)
01	General Fund	\$2,439,374.0	Needed to cover deficit spending in 24/25 & 25/26
17	Special Reserve Fund for Other Than Capital Outlay Project	\$3,370,421.00	Reserve for insurance deductible for flood and
17	Special Reserve Fund for Other Than Capital Outlay Project	\$13,000,000.00	3-months Payroll Reserve to cover district's deficit
<i>Insert Lines above as needed</i>			
Total of Substantiated Needs		\$30,521,970.00	
Remaining Unsubstantiated Balance		\$0.00	Balance should be Zero

The District sets aside funds for reserved designation. This shows what the District is designating in reserves, including both the State required reserves as well as the District set aside reserves. When they are aware of a future expenditure, the District set aside is a designation because they will eventually need to pay that expenditure.

Next Steps

- June 22, 2023 - Adoption of the 2023-24 LCAP and Budget
- September 2023 - 2022-23 Unaudited Actuals
- December 2023 - 2023-24 First Interim Report

The Board recessed at 8:25 p.m. for a break and reconvened at 8:35 p.m.

N. PRESENTATION WITH POTENTIAL ACTION - None

O. CONSENT AGENDA

MOTION #131 (Murray/Lujan) with two corrections from Dr. Spaulding, to approve Item 1a, Minutes to the regular Board meeting, April 27, 2023; Item 1b, Minutes to the Special Board meeting, May 8, 2023; Item 2a, CTE staff to attend a CTE conference in Rancho Mirage, CA; Item 2b, SSFHS students to participate in the Ballet Folklórico Joint Concert trip to Mexico; Item 2c, Additional funding for SpEd transportation; Item 2d, MOU with Health Plan of San Mateo; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 4a, Gifts to the District May 2023; Item 4b, Professional services agreements under \$25; Item 4c, Dairy products award for 2023-24; Item 4d, Fresh produce award for 2023-24, Item 4e, Commercial Food and Supplies award for 2023-24; 4f, Processed USDA foods award for 2023-24. Motion Carried. (Unanimous)

Trustee Richardson asked if there is room for the Wellness Center. Assistant Superintendent Irish replied it is part of the San Mateo and SSFUSD (SBHIP) MOU that is in for approval. He explained that he is “meeting with every secondary school site leader and their administrative team. We're trying to find a room and existing structure that we can use this money to convert it for the time being. If we cannot, we are then thinking through the bond as we do facility upgrades where the wellness center is going to be on that campus. So the vision is every secondary school will have a wellness center on their campus.”

Trustee Richardson asked about the peer counseling program in the SBHIP MOU. Mr. Irish said the District is creating a peer counseling class at both ECHS and SSFHS where junior and seniors, along with a teacher, would receive training in conflict mediation and resolution. Many students prefer to resolve a conflict with one of their colleagues rather than an adult on campus. This program has worked in several neighboring districts. The grant will pay for the training.

PUBLIC HEARINGS

a. 2023-24 Draft Local Control Accountability Plan (LCAP)

A public hearing provided an opportunity for members of the public to comment on the draft 2023-24 Local Control Accountability Plan (LCAP).

The Board meeting was suspended to open the public hearing at 8:40 p.m.

There were no public comments.

The public hearing was closed and the Board meeting resumed at 8:41 p.m.

b. 2023-24 Preliminary Budget

A public hearing provided an opportunity for members of the public to comment on the 2023-24 preliminary budget.

The Board meeting was suspended to open the public hearing at 8:41p.m.

There were no public comments.

The public hearing was closed and the Board meeting resumed at 8:42 p.m.

ACTION

1. ADMINISTRATION

a. Approval of Board of Trustees Compensation

Superintendent Moore provided some background on prior compensation for Trustees, as stated in the Board memo. For the 2021-22 and 2022-23 years, the Board approved yearly 2% increases. Dr. Moore noted that for the 2023-24 school year, staff will receive a 5% increase. The Board needed to indicate what percentage increase they wanted to provide for themselves.

Trustee Anthony said she thought the Board did not need any increase.

Trustee Lujan noted that in the 2020-21 year, the Board did not approve an increase and paused on the mileage stipend due to the pandemic

The Superintendent, with the help of Senior Executive Assistant Nalani Allen-Cantley, researched the history of the Trustees' compensation. It was a 5% yearly increase until 2018-19, when it went to 2%, and in 2019-20 it was 5%.

Trustee Richardson asked about a provision in the Ed Code regarding a stipend. Dr. Moore replied "...there is provision in the Ed Code for this to happen annually, to discuss what percentages you would like to give yourself...so we're bringing it back to the Board for its conversation." She said their current compensation is \$444.34 per month. Should the Board approve a 5% increase for the fiscal year 2023-24, the amount staff will be receiving, their compensation would be \$466.56 per month.

Trustee Lujan stated that the Board will decide what increase amount they want between 2% and 5%. The Superintendent reminded the Board that Ed Code states the maximum would be a 5% increase.

Trustee Richardson said she would agree to 2% to give them a cap and an increase up to the limit and also maintain the \$100 mileage stipend per month.

MOTION #132 (Lujan/Richardson) to approve a two percent compensation increase and the continuation of a monthly \$100 stipend

for mileage expenses for Board members for the 2023-24 school year. (AYES: Hsieh, Lujan, Murray, Richardson; NOES: Anthony). Motion Carried and a 4-1 vote.

2. EDUCATIONAL SERVICES

a. Approval of Skyline Middle College Memorandum of Understanding (MOU)

President Hsieh noticed there is an increase to \$7,038 per student. Mr. Irish said it is the first increase since the District's partnership with the San Mateo Community College District began. It previously was \$6,800, but was raised due to increased costs. This is happening with all the partner school districts, not just SSFUSD

Trustee Lujan abstained as Skyline College is one of her employers.

MOTION #133 (Murray/Richardson) to approve the Skyline Middle College MOU for the 2023-24 school year, with the cost of \$7,038 per student. (AYES: Hsieh, Murray, Richardson; NOES: None; ABSTAIN: Lujan). Motion Carried and a 4-0 vote.

b. Approval of the Qualtrics Agreement for the 2023-24 School Year

MOTION #134 (Lujan/Anthony) to approve the Qualtrics agreement and trainer consultant to provide authorized District users the ability to enter, amend, use, delete, or otherwise process data for the 2023-24 school year. Motion Carried. (Unanimous)

c. Approval of the SAVVAS Adoption for the 2023-24 School Year

MOTION #135 (Lujan/Anthony) to adopt the SAVVAS digital high and middle school math for the 2023-24 school year. Motion Carried. (Unanimous)

d. Approval of New High School Course Implementations

Trustee Richardson said she appreciates the Construction Trades course which her constituents have been asking for. She asked if it was one course per semester or whether there will be course one, two, and three taught at all three District high schools. Mr. Irish replied the course is a separate pathway which started this year with three sections at SSFHS. This new course, if adopted, would be expanded and also meet the a-g requirements. It would start with Construction Tech 1 and if they add more sections, one section can be a level 2. "So the whole idea is to expand to five this upcoming year, give time for this teacher to collaborate, build Construction Tech 2 so we can

have a pathway for the following year.” “...there are some students that want to re-take the course and do more advanced work in this class already.” This will make the students ready for a technical trade school such as carpentry. He added that the District will have a CTE teacher for this course who meets all the credentialing requirements.

MOTION #136 (Murray/Lujan) to the new CTE course, Construction Trades, for implementation at SSFHS and the new course, Introduction to Ethnic Studies, for implementation at ECHS and SSFHS for the 2023-24 school year. Motion Carried. (Unanimous)

e. Approval of the ELLevation Agreement for the 2023-24 Through 2025-26 School Years

MOTION #137 (Murray/Richardson) to approve the agreement with ELLevation, a comprehensive EL program management platform that organizes all EL student data, supports critical meeting and monitoring processes, enables accurate reporting and supports instructional planning for multilingual students for the 2023-24 through 2025-26 school years. Motion Carried. (Unanimous)

f. Approval of McGraw Hill/StudySync Renewal for the 2023-24 School Year

MOTION #138 (Lujan/Murray) to approve the McGraw Hill/StudySync ELA renewal as the core digital curriculum for students in grades 6-12 for the 2023-24 school year. Motion Carried. (Unanimous)

g. Approval of the *Systemic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)* Program

Trustee Anthony noted that the recommendation portion of the memo is off by 90 cents and the approved amount is actually \$91,226.98.

MOTION #139 (Murray/Anthony) to approve the SIPPS phonics curriculum to help both new and struggling readers in grades K-12, including English Language Learners (ELLs) and students identified with dyslexia. Motion Carried (Unanimous)

3. HUMAN RESOURCES

a. Approval of Scoot Education Memorandum of Understanding (MOU)

MOTION #140 (Murray/Richardson) to approve the Scoot Education MOU to provide the District with an additional pool of certificated substitutes on an as needed basis. Motion Carried (Unanimous)

4. BUSINESS SERVICES

a. Adoption of Resolution No. 23-45 Declaring the Futility of Public Bidding and Approval of Change Order #3 to the Cumisky Construction Corp. Agreement

Trustee Richardson asked about the progress on this repair. Mr. O replied he would need to confirm it with Mr. Savidge, but noted that each time they work on the project, they find other things to address so it is difficult to determine when it will be completed. Mr. Savidge estimates it might run into the next school year.

MOTION #141 (Lujan/Anthony) to adopt Resolution #23-45 Declaring the Futility of Public Bidding of additional construction work and approve Change Order #3 to the Cumisky Construction Corporation agreement on the Toilet Pods Repairs Project at Alta Loma MS, Monte Verde ES, and Skyline ES. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

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

June 14, 2023 – Board study session *(Board room)*

- Equity Network 2.0 discussion session #2

June 22, 2023

- Presentation on Daybreak Mental Health and approval of MOU
- Approval of SMCOE Outdoor Education dates for 2023-24
- Approval of Children’s Center 2023-24 CSPP childcare contract
- Approval of Local Indicators
- Approval of the SLO MOU with 2022-23 student data
- Approval to increase facility use fees for 2023-24
- Approval to increase District rental/leasing rates for 2023-24
- Adoption of 2023-24 LCAP
- Adoption of 2023-24 Preliminary Budget
- Resolution on Education Protection Account Funds

July 20, 2023

- Presentation on Information Technology Department
- Approval for Superintendent and Board to participate in the annual CSBA Conference
- Approval for Superintendent to participate in 2023-24 conferences
- Approval of Children’s Center Program annual self-evaluation reports for 2022-23
- Williams report for 2nd quarter ending 6/30/23
- Presentation and approval of MOU for YSB Counseling and Safe School Advocates Services

August 10, 2023

- Introduction of Student Trustees/ASB High School Presidents
- Summer School report
- Approval of Star Vista Early Childhood Mental Health Consultation Ser. agreement for 2023-24
- Approval of San Mateo Co. 2023-24 CSPP preschool contract
- Approval of Consolidated Application and Reporting System Spring 2022 data collection
- Public Hearing and resolution for confirmation of sufficient student textbooks/instructional materials
- Resolution for Attendance Awareness Month (September)

September 7, 2023

- Teaching and learning presentation - TBD
- Presentation and approval of year end unaudited actuals
- Renaissance Learning agreement renewal for 2023-24
- Discussion of October 19 Community Forum topic(s)
- Resolution Honoring Hispanic Heritage Month (September 15 - October 15)
- Resolution on GANN limit

September 21, 2023

- Teaching and learning presentation - TBD
- Update on enrollment for the 2023-24 school year
- Update on Safe School Plans
- Resolution honoring Filipino American History Month (October)
- Approval of the Board Governance calendar for 2023-24
- Resolution for California Week of the School Administrator (October)

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Trustee Richardson reported she attended the San Mateo County Fair and will participate in the SSF Pride march. She wished everyone a nice summer. She thanked Dr. Spaulding for his work in the District, especially the teacher contract.

Trustee Anthony wished everyone a happy summer.

Trustee Lujan wished everyone a good summer and to have fun, rest, and recharge.

Vice President Murray said they had a great Board self-evaluation on Saturday and did a lot of bonding. In her estimation, they are doing well. She wished everybody a happy summer and encouraged them to read.

President Hsieh wished everyone a great summer vacation.

ADJOURNMENT - 9:04 p.m.