

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of June 6, 2024

SSFUSD Equity Definition

Equity, in SSFUSD, is defined as giving students what they need, when they need it to fulfill their potential.

OPEN SESSION - 6:30 p.m.

A. CALL TO ORDER

CLOSED SESSION - 6:30 p.m.

1. Superintendent evaluation.

RECONVENE INTO OPEN SESSION - 7:00 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

Cabinet Members:

Dr. Shawnterra Moore, Superintendent - Present
Mr. J. Marwan Hannon, Assistant Superintendent, Human Resources and Student Services - Present
Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present
Mr. Ted O, Assistant Superintendent, Business Services - Present

C. PLEDGE OF ALLEGIANCE - was led by President Daina Lujan.

D. LAND ACKNOWLEDGEMENT STATEMENT

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

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

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

F. REVIEW OF AGENDA - No changes.

G. PTA COUNCIL REMARKS - None

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 - President Jolene Malfatti said even though this has been a year of ups and downs, we made it through. She is sad to say goodbye to the many wonderful classified and certificated employees who are retiring or leaving the District for other opportunities. "I continue to be somewhat concerned about low staffing levels in our District and the high costs associated with hiring a large number of contracted employees. I'm hoping that our cabinet will work with CSEA and CTA to find ways to recruit, retain, and restore normal staffing levels with permanent employees next school year." She reported that some classified employees at Los Cerritos ES have contacted her saying they are upset to lose their principal, Robin Pang-Maganaris. While this is an HR issue, she is sympathetic to the teachers and staff advocating to retain a principal who has made positive changes at the school. Ms. Malfatti wished every graduate the best start in the next chapter of their lives and believes every employee, including the Board members, have helped contribute to the success of all the students. She wished everyone a great summer.

I. PERSONNEL COMMISSION - Assistant Superintendent J. Marwan Hannon reported that the next Commission meeting will take place on June 17, 2024.

J. ITEMS FROM THE BOARD - None

K. SUPERINTENDENT'S REPORT

a. Promotions and Graduations - Superintendent Shawnterra Moore said last week was enjoyable and celebratory with the many promotions and graduation events. "The families were happy and engaged, the students were joyful and the ceremonies were incredibly meaningful, well attended and well designed. Congratulations to all of our students." She reported to the Board and community that SSFHS had 316 graduates and ECHS had 294 graduates.

b. Summer Meals Program - Dr. Moore wanted to inform the community that all summer meals will be served on-site this year beginning next Wednesday, June 12. The programs will be the Big Lift, Extended School Year, Elevate, STEAM, and High School Enrichment sessions 1 and 2.

Meal service to the public will be at Los Cerritos ES, Spruce ES, and SSFHS. Depending on the program needs, breakfast starts at 7:30 or 7:45 a.m., and lunch at 11:30 a.m. or 12:00 noon) for different sites. Nutrition Services will also provide additional snacks that are requested by teachers to support students' learning. The summer meals program will end on July 18.

L. PUBLIC COMMENTS

Ben Peralta, a neighbor of SSFHS, spoke about the baseballs that come over his fence when the field is in use. (He showed the Board two large pails filled with baseballs that he has collected from his yard.) The other residents on Wilms Avenue are also dealing with this problem. While he appreciates the efforts to make the field safer, the problem continues and someone will get seriously hurt. He said the players are not using the batting cages or the foul ball catcher. He stressed that something needs to be done as this is a safety issue.

Anne Malik Grindy, an employee, spoke about Los Cerritos ES's principal. She said Dr. Pang-Maganaris came out of retirement to work as the interim principal and has made a big difference for every parent, student, and staff member. She has integrity, energy, radiates love, is trusted and should be retained for the school. She said, "When you make a mistake, admit it, do something about it..." "Let's do what's best for Los Cerritos and please bring back Dr. Maganaris."

Amanda Sterner, a Los Cerritos ES teacher, spoke about not retaining Principal Pang-Maganaris" and told the Board, "I'm not here to ask you to change your mind as you've made it clear you have no intention of listening to anything we have to say." "Anything good or decent that Los Cerritos gets, it seems like you're trying to drive it away." She said the teachers make up for terrible choices and terrible curriculums. "And we've trained you that we will, that you don't have to take the time or the care, because we will break ourselves to make it happen." She said the Board thinks the teachers are expendable. "You talk all the time about how equity is your cornerstone. But I see no actions that represent that." "I don't know why you're determined to saddle us over and over again with staff and principals who will bring us down."

Danny Yanow, a retired Westborough MS teacher, spoke about substituting at the school. He shared that a regular sub makes \$240 a day, \$300 a day if they have a long-term sub job, and \$300 a day if they are a retired teacher. He said, "If you want retired teachers to take long-term sub jobs and you should, as we know the curriculum, we know the students, and we know how to teach, then you need to establish a higher level of pay for retired teachers who sub long-term." This is the case in a neighboring district. He asked that the Board consider this pay increase for the next school year. He recommended reducing the 5-minute passing periods to 4 minutes and adding the minutes to first period for morning announcements. "Without daily announcements there's no way to create a unified school culture, no way to organize clubs and activities, no time when everybody in the school is on the same page and in the same room."

M. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. 2024-25 LCAP

Assistant Superintendent Keith Irish provided a brief update on the District's 2024-25 Local Control Accountability Plan (LCAP). He said a public hearing on the LCAP will be held later on in this meeting.

Overview of SSFUSD LCAP Goals

The District's supplemental allocation is approximately \$7.86M. The LCAP outlines how districts plan to achieve annual goals for all students focusing on specific areas and activities that address State and local priorities. There are 8 State priorities that the LCAP Goals must address: Student Achievement, Student Engagement, Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core, and Course Access. Additionally, the LCAP emphasizes action services or programs that best support student learning, particularly for English Language Learners, foster youth, and socioeconomically disadvantaged students.

The 2024-25 LCAP goals align with the District's new Strategic Plan priorities resulting in five key LCAP/Strategic Plan priorities: Exceptional Instruction, Engaged Students, Purposeful Partnerships, Empowered Educators, and Equity Centered Systems. Most of the supplemental funds are allocated for additional staffing, sections, programs, services, and improving student outcomes for our students, especially for English Learners and foster youth.

Trustee Mina Richardson noted that they had received a draft of the LCAP and asked when the final version will be submitted. Mr. Irish replied that he would try to integrate any feedback from the public hearing along with input from the County to make certain the LCAP is in alignment with the State requirements, so the final version will be presented at the June 20 Board meeting.

Dr. Chialin Hsieh said she wanted to mention how the LCAP goals are aligned to the Strategic Plan priorities.

b. Special Education Study

Anjanette Pelletier, of School Services of California, reviewed a Special Education study to offer an assessment of and recommendations on how to improve the impact of the District's program in a cost-effective and fiscally sustainable manner.

Purpose of the Study

- Creating effective, high-quality, and legally compliant Special Education programs is a goal for every California local educational agency (LEA)
- Districts are working to improve student achievement, ensure access to a broad continuum of social, emotional, behavioral, and mental health resources, and to have fiscally responsible and sustainable programs for all students.
- The pressures to achieve learning recovery, provide equitable access with inclusive practices, and hire qualified staff have amplified the challenges of running effective and efficient programs.
- The District requested a review of its Special Education Department to offer an assessment of and recommendations on how to improve the impact of its program implementation in a cost-effective and fiscally sustainable manner.
- The study used a multifaceted approach to engage with the Program and then recommended changes to help the District operate a fiscally responsible, high-quality, and legally compliant Program with a focus on inclusive practices, equity of access, and student outcomes.

Study Scope and Methodology

District Data

- Analysis of District-level data related to the program, including financial information, pupil counts, class sizes, caseloads, and staffing

Comparative Data

- Analysis of fiscal and Special Education data from LEAs of similar type and size to compare program revenues, expenditures, staffing levels, and costs

Interviews

- Interviews with District staff, including leadership and principals, special and general education staff, related services providers, and classified staff.

Ms. Pelletier said that the methods and data sources and the organization of the report were used to inform the recommendations made for the Special Education team.

Alignment

Ms. Pelletier said the Strategic Plan work is closely aligned with the LCAP and work the District's leadership team has committed to doing. "It's also clear that your Special Education Director is part of those conversations and is working to ensure that your Special Education program is also in alignment with the goals and outcomes for your community. "...your Strategic Plan goals are fantastic and inclusive goals that can meet the need of students with disabilities (SWDs)".

Alignment with Strategic Plan

- The goals of the Strategic Plan include opportunities to provide “exceptional instruction, engaging experience, and equitable and accessible opportunities and resources”.
- The priorities and initiatives include “actions that foster welcoming, self-affirming, and inclusive learning” environments.
- Goals for curriculum and instruction include “tailoring teaching methods to the specific needs of” students to “close achievement gaps, promote inclusivity, and ensure every learner has access to a high-quality education”.
- Staff, families, and students want differentiated instruction and support that meets the needs of all learners.
- Refined core values focus on community, relationships, resilience, and equity.

Program Strengths

- Interviews and data revealed many strengths and assets.
- The department consistently uses and analyzes student data and outcomes.
- Student needs guide service delivery, placement, and program support.
- Department policy and procedures for Special Education practices are strong, compliant, and easily available.
- Systemic themes of trust, strong communication, and clear expectations were reported by program staff.

District Enrollment and Number of SWDs

- The District has had declining enrollment in the past 12 years.
- Overall, the number of SWDs increased slightly over the same period, but year-to-year comparisons do not show a consistent pattern.
- With a slight increase in SWDs numbers, the rate of students identified for services has grown from 12.63% in 2010-11 and to 15.90% in 2021-22, while the Statewide average that year is 13.44%.

Special Education Percentage of Enrollment

For 2023-24, the current total percentage of 16.76% for SWDs continues to outpace the Statewide average. There are more SWDs in the District even with fewer pupils enrolled. Ms. Pelletier said, “We want to identify students who need support but we don’t want Special Education to be the only way that students who need support can get that support. Special Education is a very expensive program and if the only resource or intervention that is available or working is Special Education, you’re going to continue to see costs and [the] referral rate rise.”

Organizational Effectiveness

Assessment of organizational effectiveness, and the structures in place to oversee, manage, and support students with disabilities (SWDs)

Standards and Areas of Investigation

- The ability to provide effective instructional programs to meet the needs of students and ensure high-quality outcomes is dependent upon a culture of shared organizational values and expectations and a commitment to investing in staff and operational effectiveness. This is true of all programs, including those serving SWDs
- The collective goal should ensure a focus on student needs and outcomes are at the center of decisions about resource allocation and program implementation.
- An inclusive culture provides a foundation for integrated programming and services, high-quality educational experiences for all students, and an opportunity for equitable access to supports and resources. Parent engagement and inclusive practices to meet the needs of families and students are critical components of an inclusive culture.
- The department is equity and student centered.
- Program staff and sites benefit from extensive support from the leadership team and related services providers such as psychologists.
- Clear program policies and procedures exist, and roles and responsibilities are clearly defined and understood. Regular communication provides awareness of program activities and alignment with District initiatives.
- There is a need for professional development (PD) and inclusive capacity-building training for all District staff and administration.
- Implementation of universal design for learning and research-based curriculum in the general education classes is a critical need.

Recommendations

- Establish clear policy, procedure, and communication protocols across the District.
- Continue to reinforce, communicate, and consistently implement clear and concise program policies and procedures.
- Continue PD opportunities and expansion of needed behavioral and mental health services.
- Take a more active role in the implementation and distribution of programs, including inclusive practices and access.
- Develop long-term plans to support department space and location needs.

Special Education Revenue and Expenditure

Standards and Areas of Investigation

- The Local Control Funding Formula (LCFF) has changed the way LEAs think about funding, as all students, including SWDs, generate funding to be used to provide base educational programs.
- In understanding funding, LEAs should keep in mind that Special Education is not a “stand alone” program.
 - It is meant to supplement the education offered to the general population of students and to assist SWDs in attaining the educational goals contained in their Individual Education Program (IEP).
 - Students in Special Education generate LCFF dollars first and those dollars should contribute to their educational program.
 - LEAs are required to spend the same State and local dollars on SWDs as they do on all students before any Special Education dollars are spent.
 - Services to any student, including SWDs, exclusive of IEP-required services are not a Special Education expense.
- District ranked the fourth highest in program revenue
- District ranked second highest in program expenditure and in contribution per average ADA
- District revenue per ADA was \$1,267, the District per-ADA expenditure was \$4,321, and the per-ADA contribution was \$3,054.

Outcomes

- The District is spending more on program services than comparative districts and significantly more than the Statewide average for unified school districts, but they also serve more SWDs proportionately. The Statewide average for unified school districts spending is 10.26% to support 13.44% of the students.
- The District spent more per ADA on personnel and contracted service providers combined than is typical Statewide, driven primarily by the amount expended for contracted providers.
- Salaries and benefits represent the largest share of program expenditures at 69% compared to 78% for the Statewide average.
- The District's contribution to Special Education is 16.46% of the total expenses, which is slightly higher than the percentage of students being served, which is 15.90%

Recommendations

- Develop a formalized and collaborative budget monitoring process aligned to the budget process followed by other departments, programs, and sites.
- Review the funding and work assigned for all program staff, particularly those paid for using Special Education resources and goals.
- Continue to implement and refine District transportation policies and procedures for SWDs.

- Develop a plan for hiring full-time instructional aides to help with staff retention, improve turnover rates, and improve support for the program with behavioral and instructional needs.

Special Education Cost Drivers

Standards and Areas of Investigation

- Staffing costs are driven by the number and types of students served by the District and by the programmatic choices made by the District. Data examined includes the number of students served as a percentage of total enrollment and the percentage of students served by disability.
- Having an effective process of early intervention is a proven, fiscally responsible way to address the academic, behavioral, and/or social-emotional needs of students.
- The use of research-based curriculum and interventions is required by the IDEA and Every Student Succeeds Act prior to referral, and determination of eligibility, for Special Education.
- MTSS is a critical component of ensuring the general education system is appropriately addressing the needs of all learners, providing access to intervention and prevention support, and reserving Special Education referral and assessment for those who are truly suspected of having a disability, not just learning differences.

Outcomes

- The District serves the highest population of SWDs in the comparative group at 15.90%. The average number of students receiving Special Education services in the comparative group is 11.97%.
- Except for Specific Learning Disability (SLD), the District rate of incidence by disability is similar to the comparison group. The rate of incidence for SLD is 42% and the comparable group is 34%.
- Data shows District referrals increased significantly in 2021-22, then decreased in 2022-23. 53% of referrals were initiated by parent requests, bypassing the Student Study Team (SST) process.
- The District has embraced having an MTSS with academic and social, emotional, behavioral, and mental health components. There are several parallel support systems within the District on the positive behavior and mental health side and there is evidence of training and commitment to MTSS. While District staff believe a system of support is in progress, they indicated through interviews they do not believe these intervention strategies are consistent and fully implemented at all school sites.
- Site differences in practice, expectations, and implementation of MTSS and SST influence the number of Special Education referrals experienced.

- Special Education referral and eligibility rates indicate current intervention practices are not effective in reducing referrals to Special Education.
- There are pervasive behavioral needs across the District which are impacting Special Education staff and increasing referral rates.
- While the District employs many instructional aides, the skills and capacity of the staff to meet the intensive levels of physical and academic support for students should be monitored. Behavioral challenges, and the need for additional social-emotional support, indicate capacity building for staff to provide behavioral support is needed.

Recommendations

- Implement MTSS with fidelity.
- Consider building capacity and extending the hours of staff to provide instructional and behavioral support.
- Train staff to consistently implement an SST process and monitor the results of Tier 1 and Tier 2 interventions as part of the MTSS.

Comparative Analysis of Special Education Staffing

Outcomes

- Appropriate staffing for related services specialists meet program population needs.
- Increased need for general education behavioral support and agreement contracted behavior staff may not be meeting the need.
- The department has a team of five management staff and two classified staff to serve the program needs.
- Program Specialist roles are in high demand.
- Vacancy at Assistant Director should be reworked into a Coordinator or Program Specialist role.
- Time for onboarding, providing relevant training, and time for consultation with teacher and classified staff are priority needs.
- Program teaching staff have reasonable caseloads are within comparable LEA staffing range.
- A critical need for increased training and capacity building in the classified staff is noted.
- Need is to provide consultation and planning time between paraeducators and teachers to grow the capacity to support student independence and educational goals.
- District has two clerical/technical support staff members who handle all Special Education data monitoring, reporting, and alignment.
- Tracking of contracted staff and overlap with vacancies is crucial.

Recommendations

- Ensure monitoring and calibration of position control and position monitoring across the departments.

- Provide relevant and appropriate onboarding, training, and capacity building to classified staff.
- Develop and provide an in-house behavioral support program.

Summary of Program Review

- The Department has a strong leader and a dedicated team and staff supporting a program focused on continuous improvement and growth, including alignment with instructional practices identified in the Strategic Plan.
- The District must evaluate the implementation of MTSS, and ensure the interventions, instructional practices, and curriculum meet the needs of all students, especially those of struggling learners to ensure Special Education is not the only option for intervention.
- Site leaders and general education staff must hold shared responsibility for the teaching and learning of all students, including SWDs.
- The District's mission to provide an inclusive environment for all learners through “exceptional instruction, engaging experience, and equitable and accessible opportunities and resources” requires the commitment of all levels of the system.
- The program and department are valuable partners and critical components of meeting the needs of SWDs when the MTSS and general education program need support.

Dr. Hsieh said this was an amazing study with a lot of important information for the District to continue to improve. She asked about the District having a lean team, but the expenditures are higher than a comparative group. Ms. Pelletier replied, “What I mean by a lean team is that there are a lot of needs in your system...in terms of supporting ...things and the places you want to get. So you need support for students who are placed out of your District and in other programs. You have a large preschool population. You are trying to engage in inclusive practice at elementary and at middle and high and you also have moderate severe programs [and] you've brought back students from County programs...rolling out new curriculum and at the time that you have people asking for behavioral support and the nation is trying to implement learning recovery and return to quality learning while still dealing with chronic absenteeism. There's so many pieces to those puzzles. And your District has continually been making progress, but in terms of the number of students and the types of needs, we really are now thinking more about that very high percentage of SWDs, it makes sense you need more staff. And the only way you're going to bring that percent of SWDs down is with the type of support that your strong and full leadership team would be able to provide to your program.” She said leaders should be able to do curricular and classroom support, behavioral support, and assist new teachers. But

staff cannot be everywhere at once and without an Assistant Director, supervisory and evaluation support, the Director is handling all evaluations. Educator support for the new curriculum needs to be met and the Assistant Director position might be converted to a program specialist for curricular support. Dr. Hsieh questioned whether the District was trying to do too many things at the same time or was not prioritizing them. Ms. Pelletier said all Special Education departments are impacted by the same set of demands. Many are federal or State requirements and all districts are monitored for compliance. She said the Director is focused on reasonable items and "...when she shared with us her multi-year plan, it does require focusing on some things and making progress. So hopefully as people get more time under their belts, that that focus can continue to shift in ways that decrease both your Special Education referrals and increase your student outcomes."

Trustee Richardson asked about the English Learners. Ms. Pelletier replied that SSFUSD has a lot of multi-language learners and the assessment teams are "...doing a good job of differentiating between language needs and disability." She added that, "...the kinds of strategies and tools that you would use in all of your classrooms for English Language Learners are the same kinds of instructional strategies that are very supportive for students with any types of learning differences."

Trustee Patricia Murray said the report confirms that Director Yacoub is amazing. She asked about the District enrollment and SWDs and why it went down from 2010 to 2016 and they went up afterwards. Ms. Pelletier replied that several changes occurred including Common Core State Standards, how State assessments are done, changes in curriculum, the pandemic, and referrals to Special Education across the State. She added, "If we know that all of our students need an intervention, then maybe we should not be providing it only in Special Education."

Vice President Amanda Anthony asked if SSC spoke with parents. Ms. Pelletier replied, "At the time of our orientation call for this study, there had been quite a substantial amount of public engagement and parental engagement for your strategic planning and so the decision was made to move forward focused more on the data and staff interviews." Vice President Anthony mentioned the increased need for general education behavioral support and asked what the current or contracted staff are not doing well or are things they can improve upon. Ms. Pelletier said they interviewed principals, teacher leaders, Special Education teachers, psychologists, and behavioral staff who said current and contracted staff are being pulled into more intensive behavioral consultations than what they are used to seeing. "They are used to having classroom management skills and having different ways

of reinforcing and providing positive reinforcement...but the types of issues that they're experiencing are much more intensive, and so they feel as if they're not meeting the students' needs, so they really appreciate it when the behaviorist comes in, when the mental health staff come in, when the psychologist comes in. Those people are applying slightly more sophisticated behavioral intervention strategies that may have a foundation in psychology or in cognitive behavioral thinking or in even applied behavior analysis and looking at what is happening in the environmental analysis, and what's sustaining behavior and what replacement behaviors might be needed, and the majority of staff are saying I know those things exist and I don't know how to do them. I feel if I knew how to do them better, that I might be able to do some of that work without needing the psychologists." Vice President Anthony they need to invest more in professional development, which may increase costs in the short term. She asked if other district have done that and then seen a drop in referrals. Ms. Pelletier confirmed this happens, "Where we see districts really invest in inclusive practice, in PD to support teachers where they say they need support and then having support for the whole system, we do see improvements. And usually those improvements are both in reduced referrals or reduced suspensions, for behavioral reasons, we often see improved attendance because there's more stability and capacity in classrooms, and often there are fewer referrals to Special Education because with less behavior and more attendance, students are learning more so they're not missing out on as much instruction." She mentioned the wellness centers and said referrals improve because students then have a place to get their needs met.

President Lujan thanked Ms. Pelletier for the informative presentation and work she did. Ms. Pelletier thanked Mr. O's Director, Raj Bal, for being very involved in the Special Education expenditures.

Trustee Hsieh commented on balancing program excellence where the District's excellent Special Education program serves students well, yet our budget is higher than the State's. She said, "So balancing those two can be challenging, but it is very important for the sustainable success. So I would like to re-emphasize with all the Board members that we need to have a clear prioritization for the Special Education program aligned with our Strategic Plan..." "And the other one is the efficient resource allocation or reallocation. We cannot continue adding new money and there are so many needs for the District. The reallocation reflects our commitment to equity, and equity is not just [for] our Special Education students." Ms. Pelletier added "I am working with districts who are currently struggling with numbers in the 20s, so your efforts are having some impact."

2. BUSINESS SERVICES

a. 2024-25 Preliminary Budget

Assistant Superintendent Ted O presented information on the District's 2024-25 preliminary budget. There will be a public hearing on this version of the budget later in the agenda to provide an opportunity for the community to comment. He said on June 20 the Board will be adopting the proposed 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 2024-25, the District is required to budget \$7,855,225 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.

2024-25 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

2024-25 Preliminary Budget General Fund Projected Revenues

The majority of revenue for SSFUSD is from property taxes.

REVENUES*	2024-25	PERCENTAGE
LCFF Revenue	\$144,557,780	86.98%
Federal Revenue	\$3,467,323	2.09%
Other State	\$11,851,097	7.13%
Other Local	\$6,292,416	3.79%
Transfers In	\$13,301	0.01%
TOTAL	\$166,181,917	100%

The State requires school districts to use the same categories for consistency in revenue and expenditures reporting. These amounts, include both restricted and unrestricted funds. They will change when the budget is finalized in two weeks.

2024-25 Preliminary Budget General Fund Projected Expenditures

EXPENDITURES*	2024-2025	PERCENTAGE
Certificated Salaries	\$65,703,578	39.55%
Classified Salaries	\$25,753,058	15.50%
Benefits	\$43,765,500	26.34%
Books & Supplies	\$5,286,155	3.18%
Services	20,308,559	12.22%
Capital Outlay	\$218,534	0.13%
Other Outgo	\$1,476,011	0.89%
Transfers Out	\$3,634,220	2.19%
TOTAL	\$166,145,615	100%

The \$7.8M LCAP supplemental budget is included in these figures.

Excess Minimum Reserve Requirements

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.

Adopted Budget			
2024-25 Budget Attachment			
Balances in Excess of Minimum Reserve Requirements			
Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves (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.)			
Combined Assigned and Unassigned/unappropriated Fund Balances			
Form	Fund	2024-25 Adopted Budget	
01	General Fund	\$28,681,531.00	<-- a) Form 01
17	Special Reserve Fund for Other Than Capital Outlay Project	\$17,243,983.00	<-- b) Form 17
Total Assigned and Unassigned Ending Fund Balances		\$45,925,514.00	
District Standard Reserve Level		3%	<-- Source: Form 01CS Line 10B-4
Less District Minimum Reserve for Economic Uncertainties		\$0	<-- Source: Form 01CS Line 10B-7
Total Assigned & Unassigned Ending Balance in Excess of Minimum		\$45,925,514.00	
Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties:			
SACS Form	Fund	2024-25 Adopted Budget	Description of Need
01	General Fund	\$1,165,081.0	STRS/PERS Projected Increases 27/28 & 28/29
01	General Fund	\$8,500,000.0	Property Tax Re-Payment - Litigation (Est.)
01	General Fund	\$3,000,000.0	Set aside for Reduced Class-size for Gr. 4 & 5 Title I
01	General Fund	\$11,749,130.0	Set aside for maintaining ongoing salaries paid with one-time expiring/depleted stimulus funds
01	General Fund	\$4,267,320.0	Set aside to cover on-going non-FTEs costs paid with one-time expiring/depleted stimulus funds
17	Special Reserve Fund for Other Than Capital Outlay Project	\$4,243,983.00	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 deficit
Total of Substantiated Needs		\$45,925,514.00	
Remaining Unsubstantiated Balance		\$0.00	Balance should be Zero

Next Steps

- June 20, 2024: Adoption of the 2024-25 LCAP and Budget
- September 2024: 2023-24 Unaudited Actuals
- December 2024: 2024-25 First Interim Report

Trustee Richardson commended Mr. O for his diligent work and for keeping the District solvent.

Dr. Hsieh thanked Mr. O for staying within the budget and keeping the Board aware of any issue. She asked if the revenue covers the expenditures and there is no negative spending at this point. Mr. O replied they are projecting a lot more revenue in the coming years to help cover any deficit spending.

Trustee Murray thanked Mr. O and his team for their great job. Vice President Anthony and President Lujan echoed this compliment.

N. PRESENTATION WITH POTENTIAL ACTION - None

O. CONSENT AGENDA

Trustee Mina Richardson acknowledged the \$50K donation from the Alcalde family for their scholarship fund and how the SSF Ed Foundation has given schools new books and sports uniforms.

MOTION #104 (Murray/Hsieh) to approve Item 1a, Minutes to the regular Board meeting, April 25, 2024; Item 1b, Minutes to the regular Board meeting, May 9, 2024; Item 1c, Minutes to the special Board meeting, May 11, 2024; Item 2a, ECHS staff member to travel to Boston, MA; Item 2b, SSFHS staff member to travel to Santa Barbara, CA; Item 2c, SSFHS staff member to travel to Anaheim, CA; Item 3a, Certificated Personnel Assignment Order; Item 4a, Gifts to the District, May 2024; Item 4b, 2023-24 and 2024-25 fundraising events; Item 4c, Professional service agreements under \$25,000. Motion Carried. (Unanimous)

PUBLIC HEARINGS

a. 2024-25 Draft Local Control Accountability Plan (LCAP)

A public hearing provided an opportunity for members of the public to comment on the draft 2024-25 Local Control Accountability Plan (LCAP).

The Board meeting was suspended to open the public hearing at 8:16 p.m.

There were no public comments.

The public hearing was closed and the Board meeting resumed at 8:16 p.m.

b. 2024-25 Preliminary Budget

A public hearing provided an opportunity for members of the public to comment on the 2024-25 preliminary budget.

The Board meeting was suspended to open the public hearing at 8:17p.m.

There were no public comments.

The public hearing was closed and the Board meeting resumed at 8:17 p.m.

ACTION

1. ADMINISTRATION

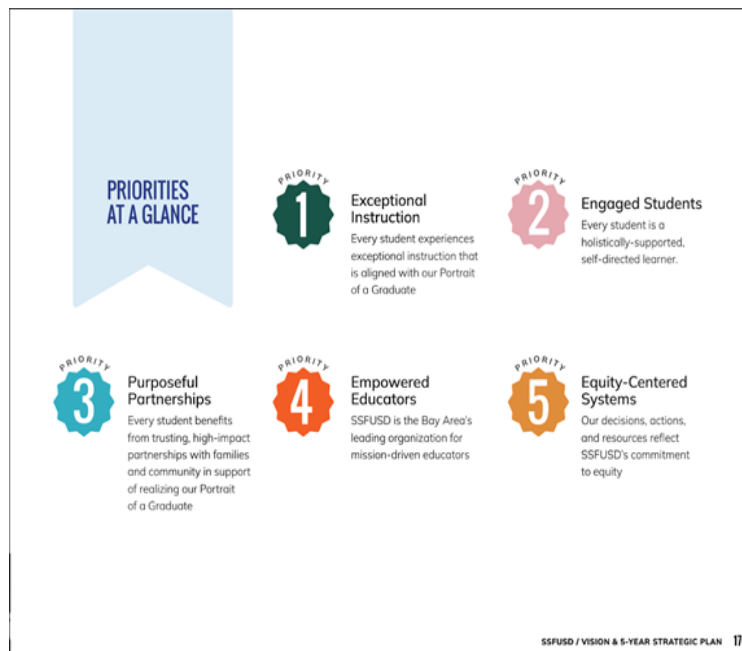
a. Adoption of Policies for the November 5, 2024 Governing Board Election and Resolution #24-38 Calling for an Election of Two (2) Governing Board Members and Approval of the Service Agreement with the San Mateo County Elections Division

Vice President Anthony noted that the candidate statement is expensive and can be prohibitive for candidates who have not raised a lot of money for their campaign. She suggested that for future policies, the District could possibly consider bearing the cost for the statement which would help to increase the diversity of people willing to run.

MOTION #105 (Murray/Anthony) to adopt the policies for a 200-word limit on a candidate's statement, the candidate is charged for their statement, and in the event of a tie, the candidate will be selected by lot and adopt Resolution #24-38 Calling for an Election of Two (2) Governing Board Members (Areas A and B) and approval of a service agreement with the San Mateo County Elections Division. (AYES: Anthony, Hsieh, Lujan, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

b. Approval of Updated SSFUSD Governance Handbook

Dr. Hsieh said the old Board goals would be replaced with the priorities which align with the Strategic Plan priorities. For example, priority one, Exceptional Instruction – Every student experiences exceptional instruction that is aligned with our Portrait of a Graduate, is aligned with the Strategic Plan priority. The following graphic was included in the revised Governance Handbook and posted on the District website.



MOTION #106 (Murray/Anthony) to approve the SSFUSD Governance Handbook, which was updated at the May 11, 2024 Board workshop with the change noted above. Motion Carried. (Unanimous)

c. Approval of Board of Trustees Compensation

MOTION #107 (Hsieh/Murray) to approve a three percent compensation increase for a total of \$466.83 per month, and the continuation of a monthly \$100 stipend for mileage expenses for Board members for the 2024-25 school year. (AYES: Hsieh, Lujan, Murray, Richardson; NOES: Anthony). Motion Carried on a 4-1 vote.

The Board recessed at 8:30 p.m. for a break and reconvened at 8:40 p.m.

2. EDUCATIONAL SERVICES

a. Approval of an Agreement with Newsela to Provide Online Services for the 2024-25 School Year

MOTION #108 (Hsieh/Anthony) to approve an agreement with Newsela, an instructional online tool/platform featuring articles on current events to support relevant curriculum in the 2024-25 school year. Motion Carried. (Unanimous)

b. Approval of Supplementary Instructional Materials for the 2024-25 School Year

MOTION #109 (Murray/Hsieh) to approve the supplementary instructional materials submitted for adoption for the 2024-25 school year. Motion Carried. (Unanimous)

c. Approval of an Agreement with the Boys and Girls Club of the Peninsula (BGCP) for Summer Services

Trustee Richardson asked if the District hires the teachers. Mr. Irish replied that the \$170K, to be paid to the BGCP, for the Expanded Learning Opportunity Program (ELOP) in the months of June and July, is State funded. The only District money, from the General Fund, is the \$7K to the BGCP to support the transportation of the Future Grads Program students to Foothill College.

Dr. Hsieh pointed out that in the first paragraph of the agreement, the 'e' in June is missing.

MOTION #110 (Anthony/Murray) to approve an agreement with the BGCP to provide ELOP Summer Services for K-6 grades, and

transportation for high school students to Foothill College with the correction noted above. Motion Carried. (Unanimous)

d. Approval of the ILC Illustrative Mathematics (IM) Curriculum and Digital Access Quote for the 2024-25 School Year

Vice President Anthony asked if this item will be brought back for the Board to decide whether to adopt for K-12. Mr. Irish stated that it would only be grades 3 through 12, grade 3 through Algebra 2. She asked if the recommendation were to only be for a portion of those grades, such as 6-8 or 9-12, would it be adopted piecemeal or only the complete grades. Mr. Irish replied there are currently different publishers for different grade spans and the piecemeal was possible. Vice President Anthony asked if the books are different than what was piloted this year. He said they are the same books. She noted that some opinions the Board received about the pilot and curriculum were inconsistent and, "...it actually doesn't matter what curriculum you choose. Illustrative Mathematics is about how we teach so if you are changing your teaching strategies it doesn't matter what curriculum you receive." She added, "I just want to put that on the record, that I think it will be real important to address both of those sides as we go through this pilot. And figure out...if it is about changing your teaching methods and we are really talking about professional development about how kids learn math and the curriculum isn't the most important thing, which I have to believe that it has a pretty big impact, then I just want to make sure that we're addressing those." Mr. Irish said 48 teachers will be participating in the pilot and Educational Services. knows they need to provide professional support through monthly collaborations at site level on instructional shifts. He noted that they will need periodic updates to be transparent and provide opportunities for teachers to look through the instructional materials. Vice President Anthony said she wants to make sure the Board can figure out how to address feedback in a meaningful way. "...if we're going to be implementing this, can we co-create assessments maybe not as part of the pilot, but as part of our implementation plan so that we're not asking teachers to all create their own assessments and then everybody's stressed out about it."

MOTION #111 (Richardson/Murray) to approve a quote for participating educators to pilot the IM curriculum and provide recommendations on whether to adopt it or consider an alternative for the 2025-26 school year. Motion Carried. (Unanimous)

e. Approval to Continue the Air Tutors Program for the 2024-25 School Year

MOTION #112 (Anthony/Richardson) to approve continuing and expanding the Air Tutors program which ensures the accessibility for District students with learning disabilities to work with and develop a relationship with a specific tutor designed to address their needs. Motion Carried. (Unanimous)

f. Approval to Continue Contracts Which Fulfill the Curricular Needs of Students with Disabilities for the 2024-25 School Year

MOTION #113 (Richardson/Anthony) to approve contracts in order to fulfill the curricular needs of students with Individualized Education Plan (IEP) agreements for the 2024-25 school year. Motion Carried. (Unanimous)

g. Approval to Continue Contracts with Non-Public Schools (NPSs) and County Programs for the 2024-25 School Year

MOTION #114 (Anthony/Richardson) to approve contracts in order to provide Special Education placements at Non-Public Schools (NPS) and County Programs for students with Individual Educational Plan (IEP) agreements for the 2024-25 school year. Motion Carried. (Unanimous)

h. Approval to Continue Contracts with Agencies Which Provide Transportation Services for the 2024-25 School Year

MOTION #115 (Murray/Anthony) to approve continuing to work with transportation agencies in order to fulfill Individualized Education Plan (IEP) agreements for the 2024-25 school year. Motion Carried. (Unanimous)

i. Approval to Continue Contracts with Agencies Which Provide Interpretation and Translation Services for the 2024-25 School Year

Trustee Richardson asked what signing or language interpretation this request is for. Mr. Irish replied it is a requirement for IEPs where parents request translated documents in their language. The entire IEP document is translated for Spanish speakers and interpreters attend the meetings. Interpretation for all families is provided to make sure they understand what is happening at the meetings, especially concerning IEPs.

MOTION #116 (Murray/Hsieh) to approve continuing to work with interpretation and translation agencies in order to fulfill Individualized Education Plan (IEP) procedural safeguards for the 2024-25 school year. Motion Carried. (Unanimous)

j. Approval to Continue Contracts with Non-Public Agencies (NPAs) Which Provide Mental Health Services for the 2024-25 School Year

MOTION #117 (Richardson/Hsieh) to approve continuing to work with mental health care providers to fulfill Individualized Education Plan (IEP) service agreements for the 2024-25 school year. Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Approval of Triennial Update to the SMCOE Provision of Educational Services to Expelled Students

MOTION #118 (Anthony/Murray) to approve an up-to-date description of the District's program(s) for their expelled students and submission of same to the San Mateo County Office of Education. Motion Carried. (Unanimous)

4. BUSINESS SERVICES

a. Resolution No. 24-37 for Budgetary Increases and Year End Transfers

MOTION #119 (Murray/Hsieh) to adopt Resolution #24-37: for Budgetary Increases and Transfers at year end of the FY2023-24. (AYES: Anthony, Hsieh, Lujan, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

b. Resolution No. 24-40 to Reappoint Citizens Bond Oversight Committee (CBOC) Members

MOTION #120 (Murray/Hsieh) to adopt Resolution #24-40: To reappoint members Miguel A. Nava, Daniela Jonguitud, and Vishal Patel, to the Independent CBOC. (AYES: Anthony, Hsieh, Lujan, Richardson, Murray; NOES: None). Motion Carried. (Unanimous)

c. Approval of an Award of Contract to Zone 4 Construction for Conversion of a Lab to a Classroom at ECHS

L. PUBLIC COMMENTS *(continued)*

Megan Connery, an ECHS teacher, said this item was overlooked when the other science classrooms were converted to math classrooms. She noted that the amount of money is in line with the amount of work needed for the remodel. She shared that the teacher for that classroom will appreciate the change. Trustee Richardson asked how many students will be using the converted classroom. Ms. Connery replied 180.

MOTION #121 (Murray/Richardson) to approve the award of contract to Zone 4 Construction, in the amount of \$172,449, for the conversion of a lab to a classroom at ECHS. Motion Carried. (Unanimous)

d. Approval of a Proposal from Campbell Keller for Human Resources Department Workstations

MOTION #122 (Murray/Hsieh) to approve a proposal from Campbell Keller to provide furniture and set-up for the workstations in the relocated HR Department. Motion Carried. (Unanimous)

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

June 20, 2024

- Presentation on SLO MOU with student data
- Information on Daybreak Mental Health and approval of MOU
- Approval of Children's Center Program annual self-evaluation reports
- Approval of Star Vista Early Childhood Mental Health Consultation Ser. agreement for 2024-25
- Approval of agreement with Imagine Learning (Edgenuity credit recovery) for 2024-27
- Approval of Local Indicators
- Approval of Qualtrics agreement for 2024-25
- Approval of YSB Counseling and Safe School Advocates Services agreement for 2024-25
- Approval of CCAP Dual Enrollment for 2024-27
- Approval to increase facility use fees for 2024-25
- Approval to increase District rental/leasing rates for 2024-25
- Approval of 2024-25 LCAP
- Adoption of 2024-25 Preliminary Budget
- Approval to continue NPS contracts for 2024-25
- Resolution on Education Protection Account Funds

July 18, 2024

- Presentation on Information Technology Department
- Approval of Superintendent's contract extension
- Approval for Superintendent and Board to participate in the annual CSBA Conference
- Approval for Superintendent to participate in 2024-25 conferences and seminars
- Approval of SMCOE Outdoor Education dates for 2024-25
- Williams report for 4th quarter ending 6/30/24
- Approval of Scoot Education MOU
- Approval of Swing Education MOU
- Approval of Education Team MOU

August 15, 2024

- Introduction of Student Trustees/ASB High School Presidents
- Presentation on Summer School
- Approval of San Mateo Co. 2024-25 CSPP preschool contract
- Approval of Consolidated Application and Reporting System Spring 2023 data collection
- Public Hearing and resolution for confirmation of sufficient student textbooks/instructional materials
- Resolution for Attendance Awareness Month (September)

September 12, 2024

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

September 26, 2024

- Teaching and learning presentation - TBD
- Presentation on the SSF Education Foundation
- Approval of San Mateo Co. 2024-25 CSPP preschool contract
- Update on enrollment for the 2024-25 school year
- Resolution honoring Filipino American History Month (October)
- Approval of the Board Governance calendar for 2024-25
- Approval of SMCOE Induction Program agreement for services in 2024-25
- Resolution for California Week of the School Administrator (October)

October 10, 2024

- Teaching and learning presentation - TBD
- Presentation on Genentech and Science
- Presentation on Fiscal Services
- Williams report for 1st quarter ending 9/30/24
- Update on OpTerra Energy solar savings
- Resolution honoring Native American and Alaska Native Heritage Month (November)
- Approval of ESSER III Expenditure Plan for 2024-25

October 24, 2024 - Community Forum

- Topic(s) TBD

November 14, 2024

- Teaching and learning presentation - TBD
- Presentation on Assessment/Accountability (CAASPP, CAST)
- Update on Safe School Plans
- Public Hearing on Educator Effectiveness Block Grant

December 14, 2024

- Teaching and learning presentation - TBD
- Presentation on Performance Management - CTE
- Approval of San Mateo Co. QRIS block grant for 2024-25
- Presentation and approval of First interim budget report “positive certification”
- Resolution for School Board Recognition Month
- CSBA Delegate Assembly nomination(s)
- Approval of the Effectiveness Educator Block Grant
- Approval of 2025 Summer School Program

December 17, 2024 - Reorganization meeting

- Resolution ratifying November 5 election
- Ceremonial Oath of Office for new Board member(s)
- Board of Trustees reorganization
- Resolution honoring outgoing Board President
- Selection of Trustees to District sub-committees/committees

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Trustee Richardson spoke about the many events she attended which included a Senior breakfast, an ECHS BBQ, the Spruce ES promotion, and the SSFHS graduation ceremony. She said it was another wonderful year and wished everyone a nice vacation.

Dr. Hsieh wished everyone a great, safe, summer break.

Trustee Murray congratulated all the graduates. She also attended several promotions, lunches, breakfasts, and graduation ceremonies. “I want to thank all of our teachers and staff for everything they do. Our kids end up in these graduation gowns because of you. And we appreciate it.”

Vice President Anthony reported that she had a great time attending the promotions and graduations. “Thank you for a great year, have a great summer, good luck, stay cool.”

President Lujan hoped everyone has a wonderfully restful summer. She said she has a Board meeting at JUHSD on December 17 and therefore could not attend the SSFUSD Board meeting that night.

ADJOURNMENT – 9:03 p.m.