

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of September 26, 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 – 7:00 p.m.

A. CALL TO ORDER

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 Ms. Jamie Wong, Student Board Member - Present
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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
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C. PLEDGE OF ALLEGIANCE was be led by Westborough 8th grade student and ASB President Jodi Basina.

Principal Rossi De Campos introduced student Jodi Noelle Basina. She praised Jodi for representing the Wildcat culture well and highlighted her roles as ASB President and a member of the leadership class. Principal Rossi De Campos mentioned that Jodi's work during the sixth-grade orientation in August has jumpstarted her leadership activities, and she has been involved in many student events. Lastly, she shared Jodi is a strong student who gets along well with her teachers and classmates.

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. REVIEW OF AGENDA

Assistant Superintendent Keith Irish informed the board for consent item 2a that the South San Francisco High School wrestling team event at Clovis High School, originally scheduled for October 4 to 6, has been rescheduled to October 11 to 13.

F. PTA COUNCIL REMARKS

Sueanna Wong addressed the attendees, introducing herself as the President of the Westborough Middle School PTSA and sharing her 14 years of volunteer experience with the PTA. She mentioned her connection to the school, with one child having graduated in 2019 and another currently in seventh grade. Ms. Wong outlined several upcoming events across the district, including support initiatives for teachers during conference week. She encouraged community members to join the PTA or PTSA, emphasizing that membership supports parents, volunteers, students, and teachers, and that joining online is easy. She also highlighted the Westborough PTSA's appreciation for parent volunteers and teachers and highlighting events at Westborough, which include career talks on October 4 with parents sharing their professions, a color run on October 18, and a holiday shop on December 7 featuring local vendors. Ms. Wong concluded by thanking everyone for their support.

G. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – None

South San Francisco Classroom Teachers Association – Shari Giusti

President Shari Giusti addressed the SSFUSD board and community, expressing her love for her profession, sharing a recent positive experience with animals, and highlighting the challenges she faces as the CTA President. She noted that the union is currently dealing with numerous issues, particularly class sizes. Despite a tentative agreement allowing stipends for teachers with large classes, many fourth and fifth-grade teachers are facing class sizes of 32 or more, even in Title I schools. She explained how large class sizes hinder effective communication between teachers and families, especially during limited conference times. Teachers are

struggling to manage their schedules and provide adequate support for families needing translation. She emphasized the need for solutions to ensure equity in education and to strengthen relationships between teachers and families.

California School Employees Association Chapter 197 – Jolene Malfatti

President Jolene Malfatti addressed the audience, sharing two updates. She began with an update on Meet the Candidates Night, praising Trustee Murray for experience and dedication to her role. She shared Amy Lam, who is running unopposed, also introduced herself, and expressed appreciation for Trustee Richardson's support of classified employees, which has boosted morale during challenging times. Ms. Malfatti mentioned ongoing issues faced by paraprofessionals and called for another town hall meeting on October 8 at the South San Francisco High School Library. She emphasized the importance of addressing complaints directly from the community rather than through livestreams, expressing hope that collaboration would lead to resolutions and improved morale. She noted that Mr. Hannon is already aware of the issues and is working to address them.

Trustee Anthony inquired about the time of the upcoming town hall meeting, which Ms. Malfatti confirmed would be on October 8 at 4:30 PM. She expressed gratitude for the support she has received over the years and thanked Trustee Murray for her ongoing commitment to the community. Ms. Malfatti invited questions and encouraged everyone to attend the meeting. President Lujan thanked her for the update.

H. PERSONNEL COMMISSION

Assistant Superintendent Marwan Hannon reported that the next Personnel Commission meeting would take place on Monday, October 21, at 5:00 PM in the South San Francisco Unified School District office Boardroom.

I. ITEMS FROM THE BOARD

Trustee Hsieh expressed gratitude for the teachers who shared their experiences with the pilot math curriculum, highlighting the invaluable feedback regarding increased student engagement, collaboration, and critical thinking skills. She noted that the curriculum benefits all students, including those with special needs, and praised the teachers' dedication despite initial challenges. She thanked them for their enthusiasm and commitment to prioritizing student learning, affirming the Board's support for their important work.

J. SUPERINTENDENT'S REPORT

- a. SSFUSD Guiding Coalition** - Dr. Moore discussed the Guiding Coalition, part of the district's strategic plan focused on creating an instructional

vision aligned with the Portrait of the Graduate and co-creating a Portrait of an Educator. She summarized the first meeting, which included diverse participants from certificated and classified staff, along with speakers like the CTA president and representatives from Bay Ed Fund. The session emphasized relationship building through collaborative activities, helping participants understand current goals and future directions. They engaged in exercises to assess their understanding of the strategic plan and its connection to the instructional vision. Participants also brainstormed key categories to shape the instructional vision, ensuring their voices were heard. Overall, Dr. Moore noted that the feedback indicated the meeting was successful and would significantly advance efforts towards exceptional instruction in the district.

- b. South San Francisco High School WASC** - Dr. Moore reported on a recent WASC visit at South San Francisco High School, which involved a rigorous self-study and peer review process focused on school improvement, equity, and access to high-quality learning opportunities. She noted that the visiting committee held discussions with various community members, including staff, students, and parents, and observed classroom activities. The district office representatives also met with the visiting team to discuss how the district can continue to support the school's leadership, governance, resources, and student supports. Dr. Moore shared that the committee provided a very positive assessment, praising the staff for their thoughtful self-study and identifying both strengths and opportunities for growth. She shared that the next step involves the visiting committee writing a full report, which the school will use to guide ongoing improvements. She concluded by expressing pride in the staff for their efforts.

K. STUDENT TRUSTEE REPORTS

1. Jamie Wong, Fall Student Trustee and ASB President ECHS, shared updates about the school's exciting homecoming week, highlighting the creativity and spirit shown by each class through decorations and skits. She mentioned the closing events, including a rally to celebrate the homecoming royal and announce class winners, emphasizing that every class is a winner in embodying the values of the Portrait of a Graduate. Ms. Wong also promoted the upcoming homecoming game, known as "Friday Night Lights," where attendees will receive neon vests and sunglasses. She encouraged everyone to support the cheer and dance teams during their halftime performances. Additionally, she conveyed a message from fellow ASB officer Mikayla Levene, who announced a Fall Festival on October 26 and requested support for funding inflatable attractions. Ms. Levene invited anyone with potential sponsors or local business connections to reach out. Ms. Wong concluded by encouraging participation in the festival's activities.

Trustee Richardson thanked Student Trustee Wong for her report on the activities at El Camino High School and inquired about the time for the homecoming game. Ms. Wong responded that the JV game is at 4:00 p.m. and the varsity game is at 7:00 p.m., confirming that it is indeed a home game for homecoming.

2. Josephine Harsana, Spring Student Trustee and ASB President SSFHS, provided an update on activities at South San Francisco High School. The ASB is busy preparing for homecoming, with the sophomores raising funds through a Krispy Kreme fundraiser and receiving support from the PTSA. The homecoming dance, titled "Opening Night," will be on October 19, with ticket sales starting soon. Each class has chosen a theme for decorations, with events planned throughout the week of October 15-18. Ms. Harsana also announced an upcoming voter registration drive for the presidential election, details on school performances, and various fundraising activities, including a blood drive and a street corn fundraiser. Additionally, she highlighted the school's sports achievements and community cultural events, particularly celebrating the local Hispanic population. She concluded her update with a recognition of the community's positive contributions.

L. PUBLIC COMMENTS

Megan Connery, a math teacher at El Camino High School, reported on the math pilot program. She noted that while her honor students performed well on their first unit test, some students struggled, particularly with understanding formulas for arithmetic and geometric sequences. She expressed concern that less experienced teachers might not address this issue effectively in the future. Ms. Connery discussed two recent trainings: one led by Math TOSA, Karie Mullassery, which focused on curriculum parts and lesson planning, and another full-day session with ILC, which included a fun mock Algebra 1 lesson. However, she felt that the afternoon planning time was restrictive and would provide feedback on this. Additionally, Ms. Connery highlighted a concern in the consent agenda, noting the high number of teachers shifting from full-time to 1.2 FTE positions. She raised questions about potential miscommunication regarding hiring caps and the advertising of teaching positions, particularly for an English teacher role that went unfilled.

Olga Perez – Ms. Perez addressed the Board, raising concerns about the construction of a park on toxic soil and the lack of transparency from the city regarding this issue. She questioned whether a Board member who spoke was representing the entire board or just herself in her statements at the City Council meeting. She pointed out communication issues for non-English speakers and the dangers of street closures during emergencies. Ms. Perez urged the Board to value the Old Town community and advocate for marginalized groups, particularly Spanish-speaking immigrants. She also demanded the return of \$4,000

misappropriated by the PTA, stating the money should be used for students, not adult trips. She concluded by calling on the Board to recognize and address the struggles families in the district are facing.

My Pham - Ms. Pham, a Kindergarten parent, expressed concerns about safety and bullying at Junipero Serra Elementary School, detailing her son's experiences. Despite her attempts to discuss the matter with the principal and teacher, she felt dismissed, as they described such behavior as typical among young kids. A particularly alarming incident involved a threat against her son, heightening her worries. She felt the school's response was insufficient, as bullying continued. Her request to transfer her son to another classroom was denied, making her feel helpless. Frustrated and saddened, Ms. Pham sought guidance on how to address these issues effectively.

Tom Carney – Mr. Carney thanked teachers for their hard work and raised concerns about a lack of policy regarding board members moving out of their districts, emphasizing the need for clear representation. He expressed frustration over perceived suppression of free speech by the mayor and vice mayor. Mr. Carney highlighted the excitement for a new park but insisted it should not be built on contaminated soil, raising concerns on the lack of infrastructure in his minority community. He called for transparency about the park's soil conditions and urged the Board to better address the needs of underrepresented communities.

SSF Resident – A South San Francisco resident addressed the board members and the audience, expressing her deep concerns as a parent and taxpayer. She highlighted her concerns of declines in student performance in Math, Science, and English over the past decade. She emphasized that parents want schools where children can learn, feel safe from bullying, and have representation. She concluded by calling for change in leadership, urging a focus on truth and accountability.

Student Trustee Wong left the meeting at 7:46 p.m.

M. INFORMATION ONLY PRESENTATION

(Individual presentations are limited to a maximum of 10 minutes.)

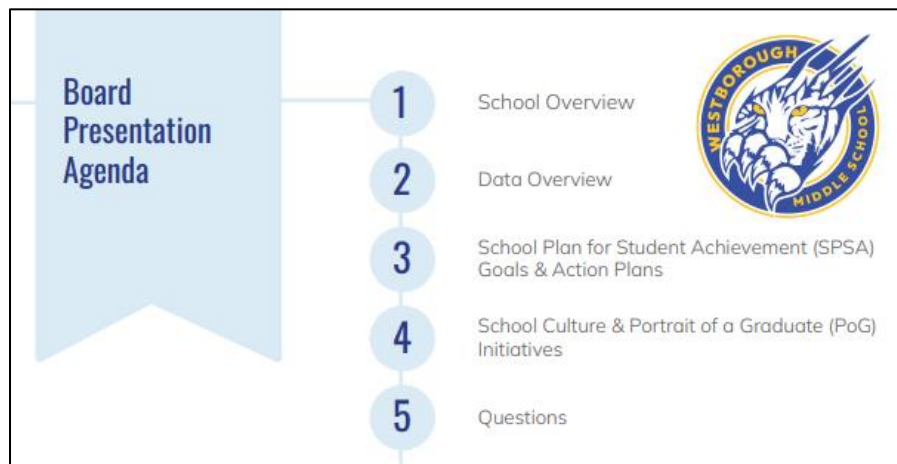
1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Westborough Middle School

Principal Rossi De Campos addressed the audience, acknowledging the strong emotions present. She expressed her intention to highlight Westborough Middle School while recognizing the challenges faced in education. She emphasized the importance of community collaboration to overcome these difficulties and affirmed her commitment to

representing the best of her school. She expressed pride in the educators at Westborough Middle School and their commitment to creating a positive learning environment. Additionally, she highlighted the contributions of teachers and family members and a parent who helped create a new school logo. She expressed gratitude for their efforts and excitement about sharing the school's achievements.

Principal Rossi De Campos began her presentation by updating the audience on Westborough Middle School's core values and the "Portrait of a Graduate". She noted the community's involvement in these initiatives and emphasized the school's commitment to enhancing student opportunities focused on learning, thriving, navigating, and impacting. She outlined the agenda for the evening, which included reviewing school data, aligning goals with strategic priorities, discussing school culture, and integrating the Portrait of a Graduate. She also expressed her enthusiasm for the new logo.



Westborough Middle School Vision

Principal Rossi De Campos shared the importance of relationship building at Westborough Middle School, highlighting clear communication as essential for community harmony. In August, the school used the Concentric Circles Protocol to align its priorities and create a learner-centered environment. She noted that they have updated their vision to reflect this focus on collaboration and student-centered learning.

Our Vision



A Healthy, Happy Westborough!

- We are focused on a **learner-centered environment**
- We continuously **develop & strengthen our team work**
- We **build relationships & clear channels of communication** throughout our community
- We **align with our District's Strategic Plan & Priorities**
- We **care for ourselves & each other** along the way

Key Priorities

Principal Rossi De Campos highlighted the year's key priorities: developing the MTSS system, strengthening collaboration, and enhancing Universal Design for Learning (UDL) practices.

KEY Priorities For Our Work Together

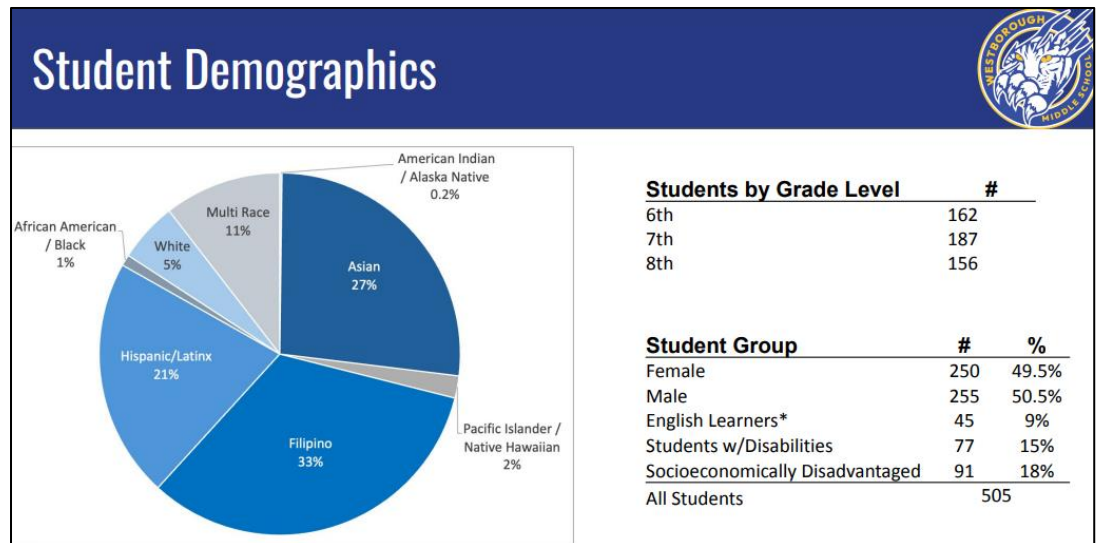


Assemble our MTSS System: ● Expand our mental health & social emotional support for students (Tier 1 & Tier 2) ● Redesign of our PBIS (Positive Behavior Intervention System) ● Increase inclusive classes & programing schoolwide ● Asset based Response To Intervention (RTI) discussions & process	Strengthen Collaborative Practices: ● Defining our learner centered instructional model ○ Refine & practice Universal Design of Learning (UDL) Principles ○ Collaborative Inquiry Cycles (CIC)
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Student Demographics

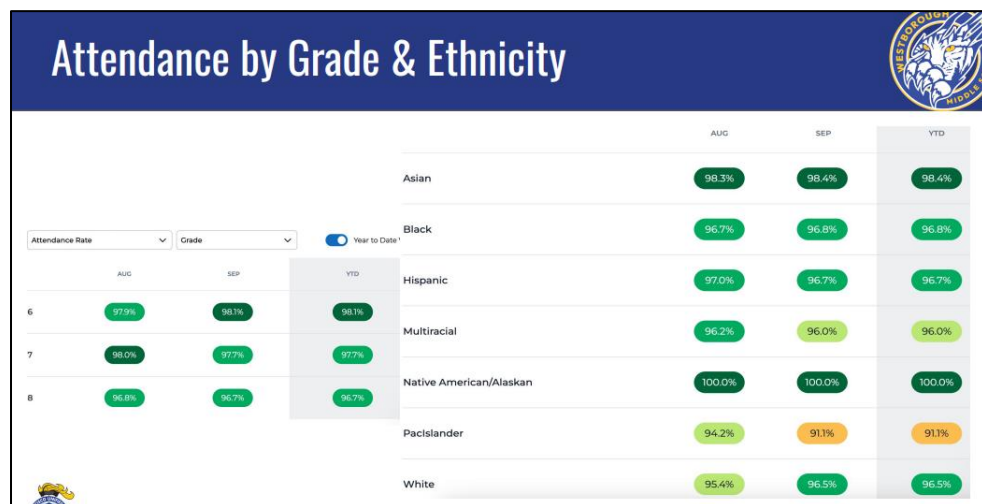
Principal Rossi De Campos noted the focus on refining instructional practices and collaboration, particularly emphasizing Universal Design for Learning (UDL). She shared that Westborough Middle School has about 505 students, with 18% identified as socioeconomically disadvantaged, 9% as English language learners, and 15% with Individualized Education Plans (IEPs). She highlighted the diversity of the student population as a positive aspect of working at Westborough, while reminding everyone that this

data is from the early months of the school year.



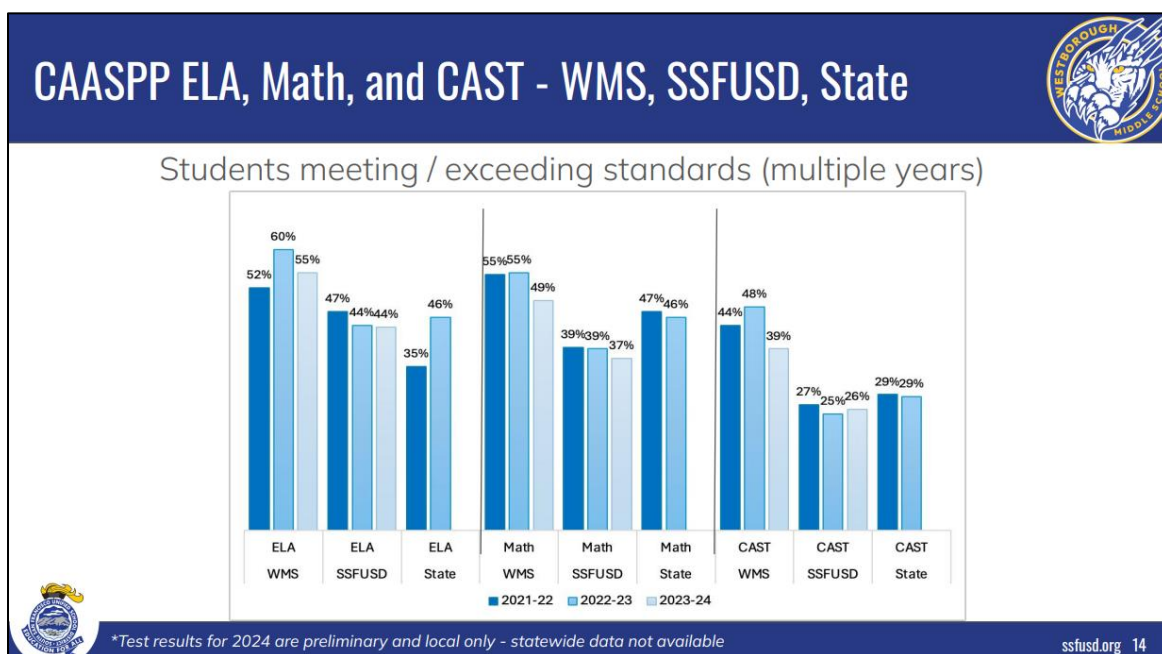
Attendance

Principal Loraine Rossi De Campos mentioned that while they do not have a lot of data yet, Westborough Middle School has good attendance. She noted that they are keeping an eye on about 9% of students, or 50 kids, and are taking steps like meeting with counselors and notifying families to address any issues. The school is focused on supporting these students. She provided a closer look at student grades and ethnicities, highlighting the differences between sixth and eighth graders. She noted the importance of identifying and monitoring specific student populations to gain a better understanding of their needs.

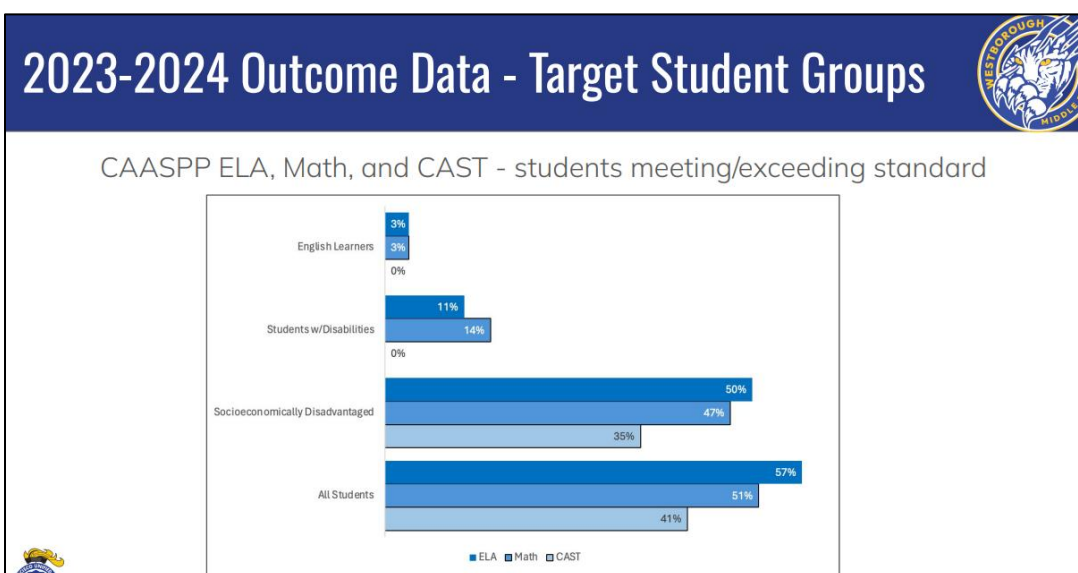


CAASPP

Principal Rossi De Campos shared preliminary CAASPP data, showing Westborough's performance over the past three years compared to the district. Last year, 55% of students met or exceeded standards in English Language Arts (ELA), while 49% did so in math. For eighth graders, 39% met or exceeded standards in CAST. She noted that while there were fluctuations in performance, the school is actively monitoring these results.



She also shared that socioeconomically disadvantaged students at Westborough are performing well and keeping pace with their peers. Special education students showed improvement, with performance only 3 percentage points below last year, a significant gain from prior years. She praised the special education team for their support. Additionally, she mentioned that they finally have enough English language learners to analyze trends, noting that their performance aligns with district patterns. The school is focusing on improving support for these students. This year, they introduced a newcomer program and new curriculum, and she expressed excitement about what this small group can achieve in the coming years.



Principal Rossi De Campos compared student data from 2023 to 2024 and noted a slight decrease in performance, especially in eighth grade. However, the changes are small—just a few percentage points. She emphasized that these comparisons help understand yearly impacts on student learning. Notably, instructional time for math and English was reduced by about 50%, going from 83 minutes daily to only 47 minutes three days a week, with one longer session and one day without those subjects. Despite this significant reduction, the performance data does not show a major negative impact, which she credited to the hard work of the English and math departments.

Percent of Change Observed Between 22-23 & 23-24

Either "Standard Met" or "Standard Exceeded"

Grade	22-23 ELA	23-24 ELA	% of Change	22-23 Math	23-24 Math	% of Change
6th	57%	56%	1.7% decrease	51%	48%	5.8% decrease
7th	61%	59%	3% decrease	57%	54%	5% decrease
8th	63%	51%	19% decrease	58%	46%	20.6% decrease
Overall @ WMS	60%	55%	8% decrease	55%	49%	11% decrease

SPSA Goals

Principal Rossi De Campos discussed the school's SPSA goals and action plan, highlighting their alignment with the district's strategic plan. The school site council approved four goals aimed at guiding their progress through 2027, with plans to update the language to reflect current priorities. She emphasized that resources and programs are earmarked each year to support these goals. She introduced the four specific goals and noted how they connect to the district's strategic priorities.

SPSA Goals for 2024-27



Academic Achievement: Rigorous, universally designed, standards-based lessons, which leverage online curriculum & learning principles (SP1; SP5d)

Professional Development for Staff: Rigorous and culturally relevant instructional practices (UDL principles & CIC), aligned with our district vision; Develop & maintain educational technology skills; Strategies for maintaining a safe & positive learner centered environment (SP1)

Special Education Instruction: High quality curriculum, programing, & access to resources (SP1)

Student & Parent Engagement: Multi-tiered system of supports for all students (RTI), counseling (Mental Health & Academic), & extracurricular activities; use of purposeful partnerships to provide opportunities for our students (SP2; SP3).

SPSA Goal #1:

Principal Rossi De Campos outlined Goal #1, linking it to the district's strategic priorities focused on exceptional instruction and equity. This goal emphasizes improving math and science curricula and increasing assessments while providing systematic support for students. She highlighted the importance of the Multi-Tiered System of Supports (MTSS), which includes Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RTI), and mental health resources. The aim is to create a clear instructional focus and foster data-driven collaboration. They are piloting effective teaching strategies that align with their educational vision, working on cycles of inquiry at all levels of the school.

SPSA Goal #2:

Goal Two aligns with strategic priorities focused on empowering educators and enhancing instruction. This goal

emphasizes training and professional development for teachers, ensuring that all staff are equipped to support students effectively through common practices. She mentioned the focus is on deepening instructional methods using Universal Design for Learning (UDL) and the Response to Intervention (RTI) program. There's an emphasis on integrating educational technology and fully developing the MTSS system, including training for the counseling team. Grade-level teams meet monthly to create support plans for students, and she recognized the efforts of the counseling department and the Westborough team in supporting student success throughout the year.

SPSA Goal #3:

Goal Three focuses on engaging all students and supporting their social and emotional development. Principal Rossi De Campos shared since 2018; Westborough has prioritized relationship-building, incorporating mindfulness and restorative practices into its culture. She noted the school offers various supports for diverse learning needs, with a highlight on the Academic Center, where students can receive additional help, either through peer mediation or dedicated space for support. The center has become one of the most utilized resources at Westborough. The focus is also on creating a responsive learning environment through the MTSS framework, which includes positive behavior support, response to intervention, and mental health initiatives. Principal Rossi De Campos acknowledged the dedicated counseling team, led by Mr. Jace Marzan, and emphasized their critical role in the school's efforts. The goal is to maintain strong community connections and ensure Westborough remains a community-based school.

SPSA Goal #4:

Goal Four focuses on supporting Westborough's most vulnerable learners, particularly those with IEPs. She emphasized the implementation of a tailored curriculum and the creation of a specialized Academic Center that meets students' individual needs. The goal is to ensure that the master schedule is flexible enough to accommodate students' progress, allowing adjustments throughout the year. She expressed pride in the special education team and the entire Westborough staff for their dedication to creating an inclusive and welcoming environment for all students.

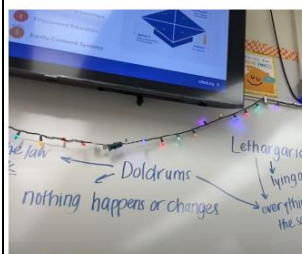
School Culture & PoG Initiatives

Principal Rossi De Campos highlighted the vibrant school culture at Westborough, where each department creates opportunities for students to thrive. She expressed gratitude for the dedicated educators who foster a positive environment, making students eager to engage in school activities. Recently, they received a \$500 donation for their environmental program, which emphasizes community involvement through initiatives like beach clean-ups. She also emphasized their commitment to providing engaging, data-driven collaborative learning experiences that promote critical thinking. A key initiative this year involves eighth graders mentoring sixth graders, which has shown overwhelmingly positive results. They also plan to host the Special Olympics again on March 19, thanks to the support of staff like Ms. Lauren Allard and Ms. Angela Saelaw. She emphasized the staff's commitment to helping students learn, thrive, and make a positive impact on their community now and in the future. They are focused on implementing a plan that encourages collaboration and makes learning experiences meaningful. She is confident that when visitors come to Westborough, they will see and feel the essence of the Portrait of a Graduate in action. She welcomed everyone to visit and experience it firsthand.

Bringing the PoG to Life- Student Highlights

- 1st Tri School event was the Leadership Development Day @ ALMS
- 1st Assembly around caring for our school / environment
- Class talks share values & cultural norms with our community





President Lujan thanked Principal Rossi De Campos for the presentation and called attention to the Wildcats in the room, expressing gratitude for their presence and contributions to the school community.

Trustee Hsieh praised Principal Rossi De Campos for her passionate presentation and dedication to the school community. She highlighted the positive attendance numbers for Native American students as a win worth celebrating. She then asked Assistant Superintendent Mr. Irish about the possible link between lost instructional time and lower test scores, suggesting a look into whether other middle schools had similar issues. Mr. Irish agreed to check this once the state releases data in mid-October, noting that the school is currently in a math pilot program that could affect results. He reminded everyone that one-year's data is not enough to establish a trend. Superintendent Dr. Moore suggested monitoring the situation over time, and Trustee Hsieh agreed and thanked everyone for their efforts.

Trustee Murray expressed her appreciation for Principal Rossi De Campos' thoughtful presentation, noting the joy and culture she conveyed about the school. She emphasized that this aligns perfectly with the vision of the Portrait of a Graduate from the strategic plan. She also thanked Principal Rossi De Campos and her staff for their hard work, sharing her personal connection to Westborough, as both she and her three children graduated from there, and she served as PTA president for several years.

Trustee Richardson thanked Principal Rossi de Campos for her presentation, expressing how much she felt the love and excitement within the school culture, especially during the last graduation. She was pleased with the strong attendance records, acknowledging the leadership it takes to achieve this. Trustee Richardson asked about the reasons behind the attendance issues for some students, noting the small percentages of chronic absentees. Principal Rossi De Campos explained that one student's extended absences were due to significant medical needs, while others were facing mental health and family challenges. Trustee Richardson appreciated the efforts to support these students, recognizing the unique approaches required in today's school districts to assist those needing extra help through IEPs.

Trustee Anthony expressed her happiness about the focus on students with disabilities, highlighting the importance of programs like PBIS and RTI, which benefit all learners. She thanked Principal Rossi de Campos for the positive engagement and collaboration in the school, appreciating her

presentation and the ongoing efforts to improve.

Principal Rossi De Campos credited her amazing staff and community for making the work easier and then recognized a few individuals.

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

b. Middle College at Skyline College

Assistant Superintendent Mr. Irish introduced Ms. Martina Center-Goodman from Skyline College and thanked her for sharing the information on the program.

Director Martina Center-Goodman provided an update on the Middle College Program, noting its collaboration with the San Mateo Community College District and three local school districts. She highlighted that the program allows students to enhance their learning and shape their goals during the final two years of high school. She also highlighted the strong team behind the Middle College Program, many of whom have been with them for a long time and mentioning they are making changes to how they teach government and economics classes through a new initiative.



Vision & Mission

Director Goodman explained that the Middle College Program aims to help students get ready for college and careers. They want to teach students not just academic skills

but also how to be good members of their communities. The goal is to ensure that every student who joins the program finishes high school prepared for college and has real-world experiences that will help them succeed in their careers.

VISION & MISSION

Our vision is to prepare and empower college and career ready graduates with the mindsets and skills required to become contributing members of society and to achieve academic and career success through their intellectual, personal and ethical growth.

VISION

Our mission is to ensure students graduate from high school and are prepared for college and careers through the integration of high school, college, career technical education, and real world experiences.

MISSION



Program Learning Outcomes

Director Goodman shared that the program has several key goals for students.

Program Learning Outcomes

Upon completion of the program, Middle College students will reach the following outcomes:

Social Justice (75%)

- Middle College students will be able to identify unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Social Emotional (75%)

- Middle College students will develop mindfulness skills of themselves and others that appreciates diversity and conveys respect.
- Middle College students will learn to set goals that enhance their social emotional well-being and develop their leadership skills.

Academic Standing (90%)

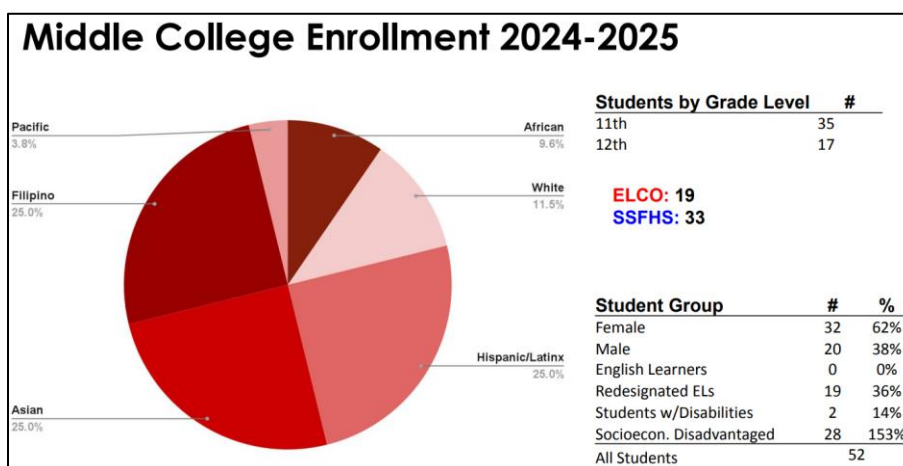
- Middle College students will maintain good academic standing (2.0 GPA or higher) per semester.

Educational Goal Achievement (90%)

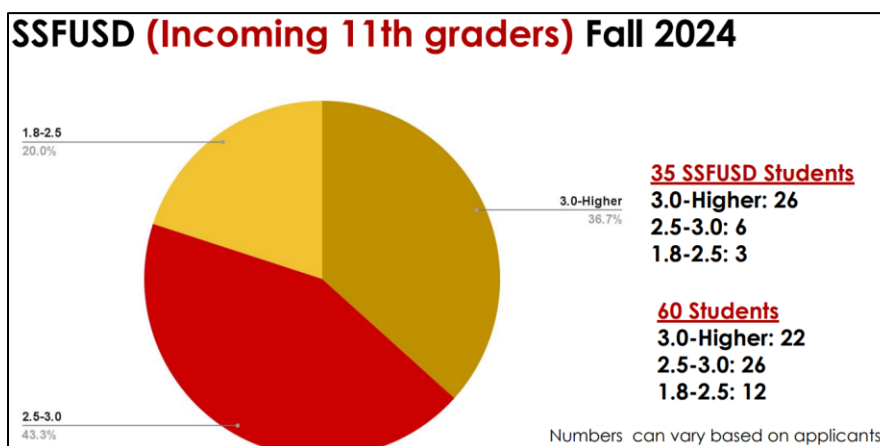
- Middle College students will graduate w/their high school diploma and minimum of 36 college units their senior year (2-year program).
- Middle College students will identify their academic and professional passions, talents, and interests, and create a plan to pursue them

Enrollment

The Program currently has 11th and 12th graders from El Camino and South San Francisco High Schools. She noted that there are more females than males in the program, but she values the diversity of the student body. There is a healthy mix of backgrounds, including a good representation of African American students, which has improved over time.



Director Goodman shared that this year's 11th-grade students in the program have GPAs ranging from 1.8 to over 3.0. The goal is to attract students who genuinely want to join. Many students often believe that a middle college program is not right for them, especially if they have a low GPA. Director Goodman emphasized that it is important to encourage these students, reassuring them that a low GPA does not define their potential, as personal challenges can affect their academic performance. The process involves meeting with students to review their transcripts and working with their counselors to create a suitable academic plan.



Director Goodman mentioned the Middle College Program's commitment to students' social and emotional wellness, highlighting that this focus is integrated into high school classes. The goal is to treat students as individuals, getting to know them personally and providing real-world experiences. The curriculum encourages critical thinking and aims to move away from cookie-cutter education. She also shared the importance of creating a safe and welcoming environment, especially for students who are exploring their identities and need a supportive space where their voices matter.

Benefits of Middle College

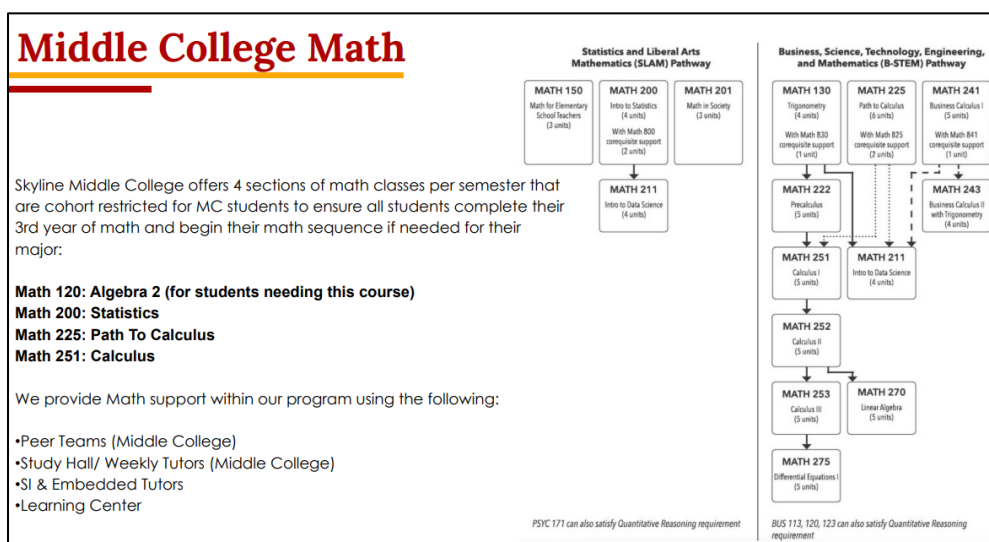
- Take classes in a mature learning environment on a beautiful and welcoming campus.
- Earn college credits while still in high school.
- Access to a wide variety of courses not available at home high schools.
- Increased individualized attention.
- Build community, friendships & leadership skills.
- Students entering as juniors can earn between 39-60 transferable college units by graduation.
- \$250 Book Voucher per semester to rent or purchase college books.
- Chromebook or iPad to use while in the program.

Curriculum

Director Goodman highlighted the curriculum's focus on cultural relevance and real-world experiences, emphasizing diversity, social justice, and self-discovery. This approach helps students develop their voices while addressing mental health challenges many face since the pandemic. The program includes five pillars of resilience: self-awareness, purpose, mindfulness, self-care, and positive relationships, encouraging students to seek support when needed.

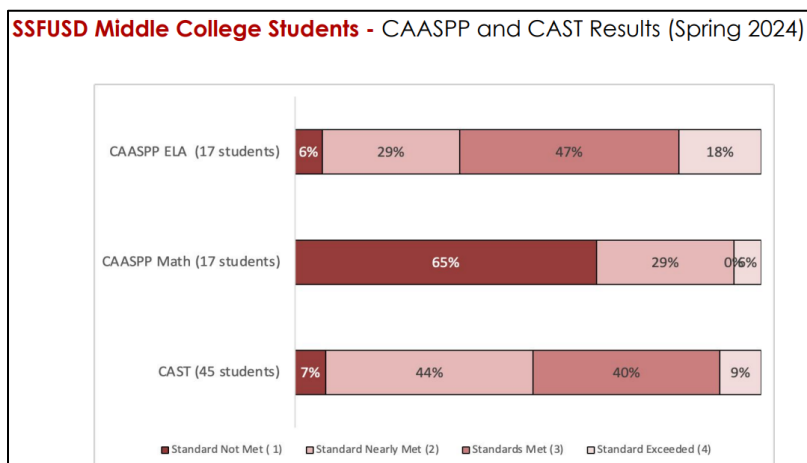


Additionally, she discussed the Middle College math program, highlighting that students take college-level math courses. Math 120, which is Algebra 2, has been reintroduced this fall for students who need help building their math skills. By graduation, all students will have completed transfer-level math. They will continue progressing through their math prerequisites tailored to their future careers, whether in statistics, liberal arts, STEM, business, or other fields.



CAASP and CAST Results

Director Goodman presented the CAASPP and CAST testing results, noting that while the numbers might not look great, many students are unsure about the tests' importance. She stressed the need to help students see the value of these assessments.



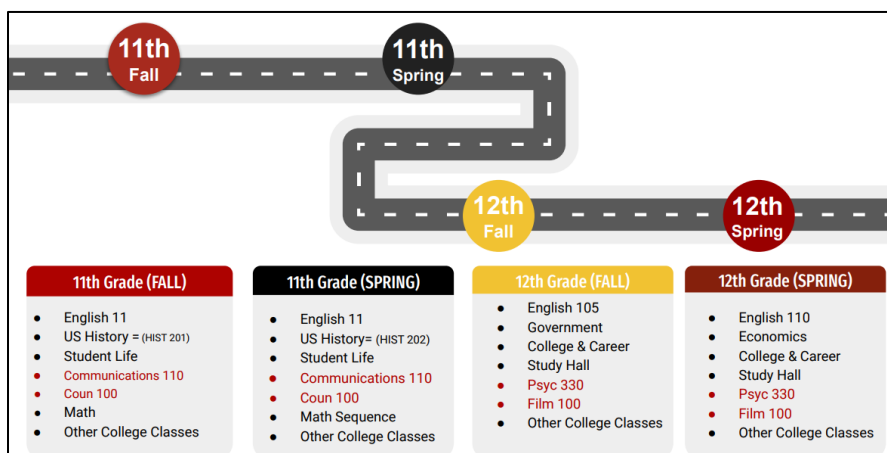
She mentioned a fluctuating trend in math scores. She highlighted that those who completed Math 200 with a B or C advanced to Math 225 and Math 251, which cover the path to calculus and analytic geometry.

College-Level Math

Math 200 Statistics	Math 225 Path to Calculus	Math 251 Calculus Analytic Geometry I
B	C (same student)	
B	A (same student)	A
B	A	
B	C	
C	C	
C		
C		
C	C (same student)	
STUDENTS THAT COMPLETED COLLEGE LEVEL MATH THEIR JUNIOR YEAR: 12	STUDENTS THAT NEED TO COMPLETE MATH THIS YEAR: 5	

Program Pathway

Director Goodman outlined the program's pathway for students, explaining that they take the necessary high school classes for graduation while also having embedded courses in their schedule. Juniors will enroll in Communications 110, with half taking it in the fall and the other half in the spring. They will also take Counseling 100, a transitional class designed to help them understand how college works. This class is taught by a licensed marriage and family therapist (LMFT) from Skyline, with a focus on students' well-being.



She explained the Intersegmental General Education Transfer Curriculum (IGETC) system, noting that students can earn at least 24 college credits if they meet the minimum requirements by graduation. She mentioned that all current students have gone beyond this minimum. The next goals are 36 or 60 credits. Starting in fall 2025, the program will add Political Science 210 and Economics 100, so students will have guaranteed 30 credits, helping them get halfway to their general education requirements for transferring to a UC or CSU.

Curriculum Highlights

Director Goodman shared some highlights from the curriculum, including TED Talks, a history arts symposium, Middle College Market Day, C-SPAN documentaries, and English 110 podcasts. A new opportunity for students is the Accelerate Fellowship, where they can have paid internships to create marketing materials for various events. Currently, 12 Middle College students are participating in this program. Additionally, students receive job shadowing, mock interviews, and help creating a student portfolio, along with completing transfer-level math and English courses.

Sample Schedule

Director Goodman presented sample schedules to illustrate a typical day in the Middle College Program. She described the structure as a "sandwich," with high school classes in the morning, college classes in the middle, and another high school class at the end. The sample schedule shows how students can organize their day, highlighting that many enjoy having built-in breaks. These breaks can last from one to two hours, allowing students time to rest, complete homework, and access resources like the library at Skyline.

SAMPLE SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:10-9:00	English	English	English	English	English
9:10-10:00	US History	US History	US History	US History	US History
10:10-11:00					
11:10-12:00	COLLEGE CLASSES OR BREAK				
12:10-1:00					
1:00-2:00	Student Life	Student Life	Student Life	Student Life	Student Life

SAMPLE SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:10-9:00	English	English	English	English	English
9:10-10:00	US History	US History	US History	US History	US History
10:10-11:00	Math 200/225	Math 200/225	Math 200/225	Math 200/225	
11:10-12:00	Communications 110		Communications 110		Communications 110
12:10-1:00					
1:00-2:00	Student Life	Student Life	Student Life	Student Life	Student Life

Student Resources

Director Goodman outlined key resources to support students in achieving their academic goals.

- The Educational Access Center helps students with IEPs receive necessary accommodations in both high school and college classes, with meetings involving parents and retention specialists.
- Teachers offer open office hours each day, allowing students to ask questions and build relationships.
- Personal counseling services are available, including access to Skyline's counseling for urgent needs.
- Academic coaching and tutoring are provided, often by Middle College graduates.
- Retention specialists assist with student transitions and work with high school counselors to ensure graduation readiness, while also meeting with parents as needed.
- A student lounge for relaxation, provided lunches, and building friendships.

Student Highlights

Director Goodman highlighted several student successes from the program. Nicole, a 2019 graduate, went directly to UC Berkeley, earning dual degrees in Public Health and Psychology, and is now pursuing a master's in Public Health. Her own son, Malcolm, graduated in 2024 as a tri-athlete, made the Dean's List at Skyline College, earned 87 transferable college credits, and received a \$40K scholarship to Morehouse College. Lastly, Payton, also a 2024 graduate and tri-athlete, was part of a championship football team, made the Dean's List, earned 64 transferable units, received

the Intersegmental Certificate, and recently enrolled at UCLA.

Middle College Data Highlights

- 100% graduation rate
- 97% of students completed A-G requirements
- 86% post-high school college enrollment
- 100% maintained a GPA of 2.0 or higher
- 38+ Average of college credits earned

Director Goodman thanked Trustee Richardson and Dr. Hew for attending the program's graduation. Of the 60 graduates, 44 were from South San Francisco Unified School District, with 12 graduating summa cum laude. One student received a \$200,000 Genentech scholarship, 23% were first-generation graduates, with 26 continuing at Skyline College and others accepted into UC Berkeley, Irvine, San Diego, and Santa Barbara.

Middle College Class of 2024 Highlights

60 Graduates Total 44 SSFUSD • 14 Summa Cum Laude • 12 Magna Cum Laude • 9 Cum Laude • 1 Student Graduated with 2 Associate Degrees • 9 Students Graduated with a certificate • 33 with High School Honors • 27 Phi Theta Kappa at Skyline • 10 students received SMCCD Scholarships • 2 Received the Goodman Middle College scholarship • 1 Received a \$200,000 Genentech Scholarship • 1 Received a \$10,000 Rotary Scholarship • 1 Received a \$40,000 Academic Scholarship • 27 Received other various Scholarships • 23% were 1st in their families to graduate college	• 26 have decided to stay at Skyline and have been accepted to the Skyline College Promise Program • 18 are attending these Universities this Fall ○ UC Berkeley (3) ○ Morehouse ○ Greenwich University, London ○ UC Santa Cruz (2) ○ UC Davis ○ UCLA (2) ○ Cal Poly Pomona (2) ○ UC Irvine (3) ○ UC San Diego (2) ○ UC Santa Barbara
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She also highlighted recent events and community-building activities, including a mural painted in the middle college hall and a field day with a tug-of-war between 11th and 12th graders, where the 11th grade won a Wingstop lunch. She noted an upcoming field trip to Sonoma State on October 9, chosen by students for its balance of distance and accessibility. Additionally, students co-hosted a climate change panel providing networking opportunities. One student received an internship offer from the South San

Francisco City Council.

Middle College Events



Trustee Anthony asked general questions about the Middle College program. Director Goodman explained that students spend their entire day at Skyline, with some who participate in their high school clubs or sports. While most students attend for both 11th and 12th grades, some enter into the program as seniors. Students often choose Middle College for a different educational experience and to take college-level classes early. She also mentioned that transportation to Skyline is the students' responsibility, with options for parents to drop them off or shuttle services available. Director Goodman clarified that students can take core classes but also have opportunities to earn college credits. She explained recruitment involves outreach to high schools, informational nights, and shadowing days, allowing students to experience the program before deciding. Trustee Anthony expressed appreciation for the insights shared.

Trustee Murray thanked Director Goodman for the report and praised the Middle College program for addressing the needs of mature students seeking independence and self-discovery. She also commended Director Goodman for being an ideal fit for the role, noting her dedication and genuine care for the students.

Trustee Hsieh thanked Director Goodman for the presentation and praised the Middle College program for

effectively supporting students. Trustee Hsieh appreciated the program's structure and noted the positive impact it has had on students, especially the impressive achievements of alumni.

Trustee Richardson shared her excitement for graduation time at Skyline and inquired about career options for students who do not continue their education after earning degrees. Director Goodman explained that many students stay at Skyline to earn associate degrees, with about 26 doing so last year. While around 80% of graduates go on to four-year universities, those who do not often find work in customer service or health care fields. She noted that students generally feel prepared to pursue further education or careers after Middle College.

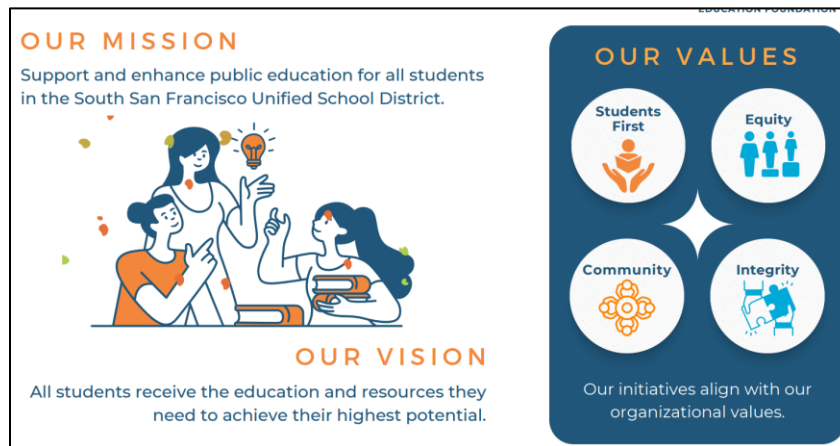
President Lujan thanked Director Goodman for the presentation. She expressed appreciation for her leadership in creating a small community with limitless opportunities for students.

2. ADMINISTRATION

a. SSF Education Foundation

Dr. Moore introduced the SSF Education Foundation presenters; Natalie Wheatfall-Lum, Kristy Camacho, & John Baker who will be sharing insights on their mission, vision, values, approach, priorities, and financials.

Ms. Wheatfall-Lum began the presentation by sharing an overview of their board members, which consists of South San Francisco Unified parents, district employees, and community leaders, along with dedicated volunteers. She emphasized the foundation's mission is laser focused on ensuring students have what they need to succeed and acknowledged the existing disparities in the community. She highlighted their approach of actively engaging with stakeholders to understand their needs and stories, ensuring their efforts focus on making the highest impact.



Approach

Ms. Wheatfall-Lum emphasized the importance of understanding community needs as part of their approach. She noted that they actively reach out to various stakeholders to hear their stories and identify their needs from different perspectives. This helps them focus on the most significant barriers students face and determine which initiatives or programs will have the highest impact.

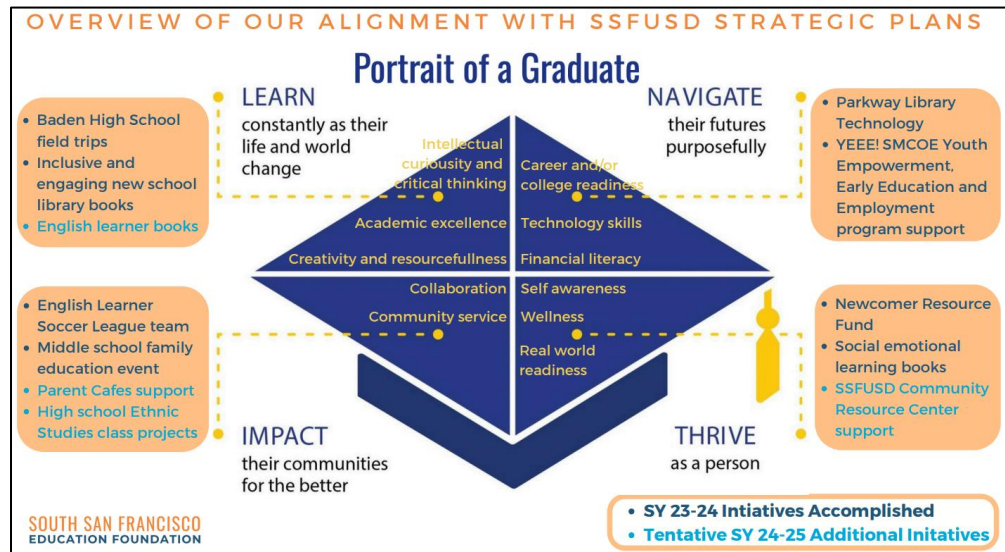


Priorities

Ms. Wheatfall-Lum explained that their priorities guide decision-making for supporting initiatives. She emphasized the importance of centering conversations on equity, student needs, and aligning efforts with the district's goals. She highlighted their commitment to being aligned with the

"Portrait of a Graduate" and mentioned various initiatives they have engaged in and are planning, ensuring these connect directly to the priorities outlined in that framework.

Ms. Camacho stated their goal of aligning with the "Portrait of a Graduate" strategic plan to enhance the district's efforts. She introduced the four quadrants: Learn, Navigate, Impact, and Thrive.



LEARN

Ms. Camacho shared that they organized field trips for Baden high school. A grant from the San Mateo County Parks Foundation funded a ropes course trip that was led by Jefferson Union and was a great success. They also celebrated the students' achievements at an end-of-year event. To enhance English learner resources, they funded English learner reading books, recognizing the need for families who may not speak English at home to engage with their children. Additionally, they launched a school library project, giving librarians a budget to select books reflecting their diverse student populations. This initiative aimed to foster a sense of belonging and address social-emotional learning, conflict management, and other relevant topics through literature.

THRIVE

Ms. Camacho introduced a Newcomer Resource Fund aimed at supporting students who arrive without basic necessities like shoes or coats. Recognizing that such needs can hinder

concentration and learning, they established this fund to help remove barriers for these students. The fund works alongside existing family liaisons who conduct intake assessments, providing them with a budget to assist students. This year, they will also support the South San Francisco Unified School District Community Resource Center at South City High School, offering additional resources and support to help students thrive.

NAVIGATE

Ms. Camacho mentioned they are working with the San Mateo County Office of Education on the YEEE program, which stands for Youth Empowerment, Entrepreneurship, and Employment. The program helps students get ready for their futures. She noted this summer, high school students and alumni had internships in early education, which fits their career exploration goals. They also want to help Baden High School and maybe other schools with their career days by using their connections with local business groups. Additionally, they got a grant from the Barona tribe to purchase technology equipment for the PHMS library, improving resources for students.

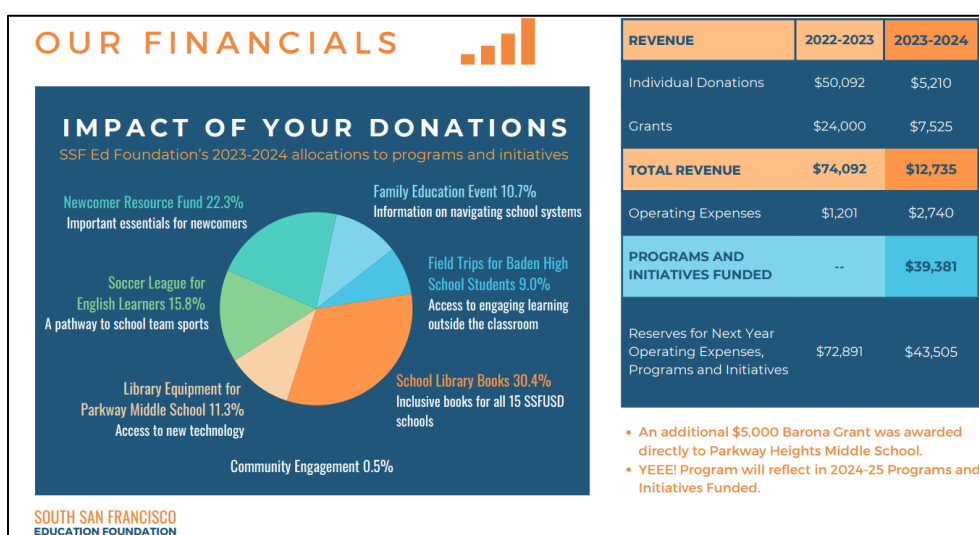
IMPACT

Ms. Camacho shared they partnered with Director Jason Brockmeyer to fund a soccer team for English learners at South San Francisco High School. She noted many English learners face barriers in joining regular sports teams, like needing specific grades or not being able to attend practices. This new team had a fantastic first season and won their league! For the upcoming year, they are funding both the fall and spring seasons. Games are every Friday at various high schools, and updates will be shared on their Instagram. Additionally, they are looking to support the new Ethnic Studies classes required for graduation. They plan to discuss with Dr. Hew and the teachers to see how they can help fund projects that involve the community. Lastly, she shared they will continue to support the Parent Cafés, which encourage dialogue, strengthen the school community, and help develop leaders while sharing educational resources and also hope to host another middle school family education event, aiming to bring the community together.

Financials

Mr. Baker shared that the team has focused about half of their

budget on helping newcomers integrate into the school community. Key initiatives include the family education event, resource fund, and soccer league. He emphasized that when students feel included and valued; they perform better academically, aligning with their equity-driven mission. Investments are also being made in education, technology, and literacy, particularly through library books and equipment for Parkway Heights Middle School. Most funding comes from small individual donors and grants, with plans to expand their funding sources. He also noted that their operating expenses are low, meaning nearly all funds go directly to support students and families.



Mr. Baker highlighted some of their donors, expressing gratitude for the community's support.

THANK YOU TO OUR PARTNERS AND DONORS!

As a new organization, we are deeply grateful to our founding donors for putting their trust in us, so we could launch the organization and allocate resources to our earliest initiatives. Thank you to every individual, organization, and business that has supported us over the last two years.

Alison Chan, Amanda Anthony, Ann Bui, Barbie & Richard Levasseur, Cam EDU, Concepcion Montoya, Corina & Tom Donze, Daina Lujan, David Burruto, Eddie Flores, Elizabeth Moody, Enrique Miranda, Jennifer Gong, Joshua Mendoza Obregon, Jossie McManus, Karen Kirby, Karyl Matsumoto, Kim-Uyen Le, Kristy & Hector Camacho, Laura & Farhad Doctor, Lauren & Nathan Kitchen, Mary Dowden, Mary Musallam, Megan Bezzant, Megan Connery, Michele Brock, Micky Espinoza, Miranda Alvarez, Molloy's Tavern & Margareta Molloy, Randy Ly, Rutilio Antonio López, Steve Conde, Thazin Win, The Ortiz Group on behalf of Ortensia López, Benevity Employer Matching, Yes on T for Safe Local Schools, and our anonymous donors

**SOUTH SAN FRANCISCO
EDUCATION FOUNDATION**

He encouraged everyone to donate and shared a QR code. Mr. Baker concluded the presentation by thanking the audience for the opportunity to present their initiatives.

STAY INVOLVED

In addition to grants we apply for, we hope to raise at least **\$10,000** this school year from donors and community members, which will be **matched** dollar for dollar by a generous community member for a total of **\$20,000**.

FOLLOW US ONLINE
@ssfedfoundation





www.ssfedfoundation.org

Learn more about staying involved by visiting our website or scanning the QR code!

- ### DONATE

Be part of making a difference in student's lives by making a tax deductible donation.
- ### VOLUNTEER

Get involved in making a change by sharing your specific skillset. Email us for more information.
- ### BECOME A SPONSOR

Enhance your brand's visibility while impacting students positively.
- ### SHARE YOUR THOUGHTS

Share your experience and ideas with us directly by email or through our website.

Trustee Richardson expressed excitement about the work done. She also inquired about the foundation's meeting frequency. Ms. Camacho explained that board meetings are monthly and open to the public, while committee meetings are more informal. Interested individuals can find contact details on their website.

Trustee Hsieh thanked the team for their impressive presentation, highlighting how well they aligned their vision and mission with the district's goals.

Ms. Camacho shared that they receive many funding requests but emphasized the need to be selective. They aim to focus on initiatives that create the most impact and align with their values and priorities. When they say "not yet," it reflects their hope to eventually support all requests, but for now, they must be strategic in their funding decisions to achieve the best outcomes for the district.

Trustee Murray thanked the team for the report and the careful use of funds. Ms. Camacho thanked her for the help, especially with volunteer leads, and mentioned that donations are always appreciated.

Trustee Anthony expressed enthusiasm for the diverse projects being supported, particularly bilingual books that aid

language learners and promote reading. She emphasized the importance of addressing basic needs through the new resource fund to help close educational gaps.

President Lujan thanked everyone for the presentation, highlighting how wonderful it was to see opportunities and resources focused on equity that are addressing necessary gaps.

N. PRESENTATION WITH POTENTIAL ACTION - None

O. CONSENT AGENDA

Assistant Superintendent Keith Irish stated that for Item 2a, the SSFHS Wrestling team will be attending on October 11-13 2024. This change is due to Clovis High School postponing the originally scheduled dates of October 4-6, 2024.

MOTION #55 (Murray/Hsieh) to approve Item 1a, Minutes of the August 29, 2024 Special Board meeting; Item 1b, Minutes of the September 12, 2024 Special Board meeting; Item 1c, Minutes of the September 12, 2024 Regular Board meeting; Item 2a, Permission for SSFHS Varsity Wrestling Team students to travel to Clovis, CA, October 4—6 11-13, 2024; Item 2b, Permission for SSFHS Varsity Wrestling Team students to Clovis, CA, December 19 - 21, 2024; Item 2c, Permission for SSFHS Varsity Wrestling Team students to travel to Gilroy, CA, January 24 - 25, 2025; Item 2d, Staff members to attend the Positive Behavioral Interventions and Supports (PBIS) Conference in Sacramento, CA, October 9-11, 2024; Item 2e, ECHS students to attend the Winter Ball at Pinstripes in San Mateo, CA, January 11, 2025; Item 3a, Certificated personnel assignment order; Item 4a, Purchase Order Listing, July 1 - 31, 2024; Item 4b, Warrant Register, July 1 - 31, 2024; Item 4c, Cash Receipts, July 1 - 31, 2024; Item 4d, Declaration of surplus items; Item 4e, Gifts to the District, September 2024; Item 4f, Fundraising events for the 2024-25 school year; Item 4g, Professional service agreements under \$25,000. Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. HUMAN RESOURCES

a. Update on District Enrollment

Assistant Superintendent Hannon provided background on the annual 10-day student enrollment count, noting a six-year comparison of enrollment data from August 2019 to August 2024.

ACTION

1. ADMINISTRATION

a. Resolution No. 24-46 for Filipino American History Month

Trustee Hsieh read the resolution.

MOTION #56 (Murray/Richardson) to adopt Resolution #24-46: for Filipino American History month. (AYES: Hsieh, Murray, Richardson, Anthony, Lujan; NOES: None). Motion Carried. (Unanimous)

b. Resolution No. 24-47 for Dyslexia Awareness Month

Trustee Lujan read the resolution.

MOTION #57 (Richardson/Murray) to adopt Resolution #24-47: for Dyslexia Awareness month. (AYES: Hsieh, Murray, Richardson, Anthony, Lujan; NOES: None). Motion Carried. (Unanimous)

c. Resolution No. 24-50 for National Bullying Prevention Month

Trustee Murray read the resolution.

MOTION #58 (Hsieh/Richardson) to adopt Resolution #24-50: for National Bullying Prevention month. (AYES: Hsieh, Murray, Richardson, Anthony, Lujan; NOES: None). Motion Carried. (Unanimous)

d. Resolution No. 24-51 for Italian American Heritage Month

Trustee Anthony read the resolution.

MOTION #59 (Murray/Hsieh) to adopt Resolution #24-51: for Italian American Heritage month. (AYES: Hsieh, Murray, Richardson, Anthony, Lujan; NOES: None). Motion Carried. (Unanimous)

e. Approval of the 2024-25 SSFUSD Governance Calendar

MOTION #60 (Murray/Hsieh) to approve the 2024-25

Governance Calendar. Motion Carried. (Unanimous)

f. Approval of District's New or Updated Board Bylaws and Policies

Trustee Hsieh and President Lujan thanked the committee.

Trustee Richardson inquired on who the committee was and Trustee Anthony confirmed that it includes herself and Trustee Murray.

MOTION #61 (Hsieh/Richardson) to approve the following District's new or updated board bylaws and policies. Motion Carried. (Unanimous)

1. BP 1113 - District and School Website
2. BP 4112.2 - Certification
3. BP 5117 - Inter-district Attendance
4. BP 5141.5 - Mental Health
5. BP 5141.6 - School Health Services
6. BP 5145.6 - Parent/Guardian Notifications
7. BP 5148 - Child Care and Development
8. BP 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities
9. BP 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education
10. BP 6173.4 - Education for American Indian Students

g. San Mateo Co. 2024-25 CSPP preschool contract

MOTION #62 (Murray/Hsieh) to approve the contract with San Mateo County Office of Education California State Pre-school Program (CSPP) 2024-2025. Motion Carried. (Unanimous)

2. HUMAN RESOURCES

a. Resolution No. 24-48 Week of the School Administrator

Trustee Richardson read the resolution.

MOTION #63 (Richardson/Hsieh) to adopt Resolution #24-48: for Wee of the School Administrator. (AYES: Hsieh, Murray, Richardson, Anthony, Lujan; NOES: None). Motion Carried. (Unanimous)

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

Trustee Anthony noted that there is not a specific topic(s) set for the community forum yet, indicating it remains TBD. President Lujan thanked Trustee Anthony for catching that detail, and suggested to update the topics accordingly.

Board meetings are being held in the Baden HS gym, unless otherwise noted.

October 10, 2024

- Teaching and learning presentation - ECHS
- Presentation on Facilities Department
- Presentation on Fiscal Services
- Williams report for 1st quarter ending 9/30/24
- Update on OpTerra Energy solar savings
- Resolution honoring Native American/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 - Junipero Serra ES
- Teaching and learning presentation - Skyline ES
- Presentation on Assessment/Accountability (CAASPP, CAST)
- Update on Safe School Plans

December 12, 2024

- Teaching and learning presentation - Parkway Heights MS
- 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 2025 Summer School Program

December 18, 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

January 23, 2025

- Teaching and learning presentation – Los Cerritos ES

- Presentation – Children’s Center
- Recognition for outgoing Student Trustee Wong
- Presentation on audited actuals report for the fiscal year ended June 30, 2024
- Presentation LCAP
- Williams report for 4th quarter ending 12/31/24
- Resolution honoring African American History Month (February)

GOOD AND WELFARE

Trustee Murray expressed gratitude to the school administrators for their hard work.

Trustee Anthony shared her enjoyable experience at the Concert in the Park, noting that she had engaging conversations.

Trustee Richardson thanked Georgina Blackett for sharing pictures of the concert, highlighting the great addition of the jazz band. She also shared she attended the launch of the Early Literacy Big Lift program, emphasizing the importance of early reading interventions.

President Lujan thanked the community and staff for their efforts and noted upcoming local events over the next four weekends, including Fog Fest and the Bay Shore Block Party.

ADJOURNMENT 10:05 p.m.