

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of June 26, 2025

Baden High School - Gymnasium
825 Southwood Drive, South San Francisco, California

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 - 7:02 p.m.

B. ROLL CALL

Board Members:	Ms. Amanda Anthony – Present
	Mrs. Amy Lam - Present
	Dr. Chialin Hsieh - 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 - Excused
	Dr. Nia Campbell, Assistant Superintendent, Teaching & Learning – Present
	Mr. Ted O, Assistant Superintendent, Business Services - Present

C. PLEDGE OF ALLEGIANCE

D. LAND ACKNOWLEDGEMENT STATEMENT

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

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

E. REPORTING OUT FROM CLOSED SESSION – Nothing to report

F. REVIEW OF AGENDA

President Anthony noted a change in title for agenda item 3C under Human Resources. The updated title will read: “Approval of contracts with the Youth Services Bureau school counseling and safe school advocate services for 2025–26.” She clarified that the words “and the alternative to suspension program” will be removed from the original title.

G. PTA COUNCIL REMARKS

Jasneet Kaur introduced herself as the newly elected PTA Council President. She shared that she has been a PTA volunteer for six years, previously served as historian at Monte Verde, and plans to contribute positively in her new role. Kaur has lived in South San Francisco for nearly nine years, has twins entering Westborough Middle School, and was encouraged by her son to take on the leadership role. She highlighted the value of PTA as a supportive organization for parent leaders and encouraged other parents to get involved. She announced the incoming PTA Council board, including Lauren Kitchen as vice president and others in key roles. The council has finalized its meeting calendar, which will be shared next week. Kaur expressed her commitment to collaboration with educators and community members, supporting new PTA leaders, and ensuring an inclusive environment. She looks forward to being a voice for all children and families in the coming year.

President Anthony thanked Miss Kaur and welcomed her to the PTA Council Presidency. She asked that as Miss Kaur coordinates events and topics, she be sure to email Mrs. Marcelino so those items can be added to the calendar if the board is invited to attend.

H. STAFF ASSOCIATION REPRESENTATIVES’ REMARKS

South San Francisco Federation of Adult Educators – None

South San Francisco Classroom Teachers Association – Shari Giusti president of SSFCTA began by thanking Dr. Moore for connecting with SSFCTA over the summer to discuss improving communication. She noted the board would be voting on the tentative agreement for Children’s Center teachers, who had expressed concerns about pay and department spending. The agreement includes two one-time stipends and a classroom prep day, which they hadn’t received

before. Giusti clarified that the stipends are not annual and emphasized the teachers' hope that this compensation could become permanent. Giusti encouraged the district to promote the Children's Center as an option for families seeking TK placements. She noted that Human Resources will be busy reviewing salary placements and updating systems but expressed concern about not receiving summer MOUs yet, which could create a mid-year rush. She noted that in the Mountain View Los Altos High School District, top teacher salaries now exceed \$200,000, and urged SSFUSD to grant full experience credit to current teachers, not just new hires. Giusti emphasized the need to make SSFUSD a place where teachers want to stay. Giusti shared that she is working with the Big Lift program at Los Cerritos and felt joy seeing two of her former students, Malcolm Goodman and Brandon Smith, working there. She closed by wishing everyone a good summer and said SSFCTA is looking forward to the August 5 new teacher orientation.

California School Employees Association Chapter 197 – None

I. PERSONNEL COMMISSION – None

J. ITEMS FROM THE BOARD – None

K. SUPERINTENDENT'S REPORT

- a. Summer Programs** - Dr. Moore provided an update to the board and community on the district's robust summer learning and extended school year programs, which are currently engaging nearly 1,200 students across the district. She explained that each school is bringing the South San Francisco Unified School District's portrait of a graduate to life by empowering students to learn, thrive, navigate, and impact their community meaningfully.

At Martin, the Big Lift Inspiring Summers program is serving 169 scholars who enjoy activities such as field trips to Coyote Point and the Grand Avenue Library, hands-on science, and upcoming performances, with strong attendance at 92.26%. At Los Cerritos, 143 students participate with a 91% daily attendance rate, engaging in spirit days, library visits, guest presentations, and a luau-themed end-of-summer celebration. Both schools are involving families through literacy workshops scheduled on June 30th at Martin and July 1st at Los Cerritos.

Extended School Year (ESY) services serve 196 students across multiple sites, from preschool through the adult transition program. Martin Elementary ESY serves 58 students receiving individualized and behavioral supports. Los Cerritos benefits from strong collaboration among staff, with STEAM programs including life-enriching activities such as an upcoming SPCA visit and daily wellness walks. South San Francisco High School ESY students

receive targeted instruction and life skills coaching through community-based learning.

The STEAM summer program has 220 students exploring energy concepts through projects like wind cars, solar ovens, and Rube Goldberg machines, along with art experiences such as sketching and graffiti art, with upcoming gallery walks and performances planned for July.

ELEVATE math and specialized support courses at Baden and Alta Loma serve 140 students from rising third to ninth grade, focusing on collaborative, hands-on problem solving aligned with grade-level readiness. The adult transition program and therapeutic classrooms serve 23 students focusing on vocational skills, community access, and credit recovery.

High school credit recovery at South San Francisco High School serves 282 students with nearly 93% attendance, supporting course credit recovery while reinforcing the portrait of a graduate skills.

Dr. Moore praised the educators for their commitment to being caring and student-centered and thanked the board for their continued support in making summer a time not only to catch up but to excel, explore, and connect.

b. Other – None

L. PUBLIC COMMENTS

President Anthony apologized for not keeping time during last week's meeting. She explained that she was waiting for the buzzer to signal the end of the speaker's time, but it did not sound. She apologized for not cutting off the speaker at the three-minute mark and asked for forgiveness.

Michael Harris, A resident of South San Francisco, began by referencing his previous discussion about 529 plans. He brought brochures, which he distributed to Ted and Joanna. He spoke with a Morgan Stanley broker who assured him they can buy bonds through primary purchase on the open market. Ted also confirmed there is a procedure for residents to buy bonds during the next sale, which is expected in about a year and a half to two years and will involve approximately \$150 million. Harris requested that the board place this item on the closed session agenda to explore how to proceed. He noted that 529 plans have recently been improved and that he has several brochures remaining. Harris also requested that the board consider donating excess property to the Bayshore School District in Daly City, a small, one-school district serving predominantly minority students. He described the district as economically disadvantaged, mentioning a past tax measure of \$120 per home to support operations. He noted the district has a superintendent, principal, a

small office staff, and limited teachers, and emphasized that the donation could greatly benefit them.

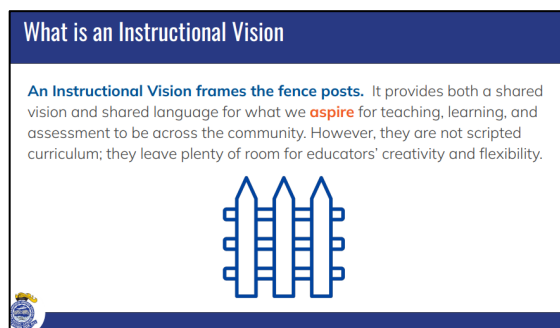
M. INFORMATION ONLY PRESENTATIONS

1. ADMINISTRATION

a. Instructional Vision & Professional Learning

Dr. Moore addressed the trustees, cabinet, and community members to present the draft instructional vision and professional learning plan. She explained that a vision is meant to clearly communicate the shared aspirational goals the district is working toward. The Portrait of a Graduate (POG) represents the vision for all learners, and the instructional vision supports the POG by defining how learning is designed to help all students achieve those goals.

She elaborated that the purpose of the instructional vision is to broadly outline the core instructional practices, the “fence posts”, that the district aspires to implement consistently across South San Francisco Unified. These core practices, when applied skillfully, will help design instruction that supports students in meeting the intended outcomes aligned with the Portrait of a Graduate. The fence posts were identified by examining key instructional shifts necessary to help learners reach these aims.



Dr. Moore continued by describing the process used to develop the instructional vision. The committee began by reviewing instructional visions from other school districts and identified key features of strong visions. They agreed that their instructional vision should be aligned with the Portrait of a Graduate, clear, accessible, and concise. It should define what exceptional instruction looks like not only in words but

through descriptions that help people visualize it. The vision should indicate the expected actions of adults in structuring student learning and be consistent across classrooms and grade levels. Additionally, it should support the teacher's role as the facilitator of learning in the classroom.

Common Themes

Instructional Vision should:

- Support the Portrait of a Graduate
- Be Clear, Concise and Accessible
- Defines what exceptional instruction looks like (not just in a motto or words) but with clear descriptions.
- Indicate what **adults do** to structure the learning
- Be consistent across classrooms and grade levels.
- Support teachers' role as facilitators



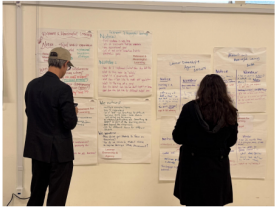
The development of the instructional vision was a co-creation process involving the community to ensure diverse voices were represented. Over the course of the year, the district engaged various community members to design, define, provide feedback, and refine the vision. The process involved working closely with the 24-25 guiding coalition, which included district staff, administrators, teachers on special assignment, classified staff, school administrators, educators, counselors, psychologists, parents, and community members.

They also heard from a student panel twice and conducted learning walks in schools to connect directly with student experiences related to the emerging vision. School administrators were engaged multiple times to help design the vision and prepare to involve their site staff in providing feedback. On November 1st, interested educators were invited to opt in and provide early feedback, and all educators were given the chance to weigh in during a January collaboration day.

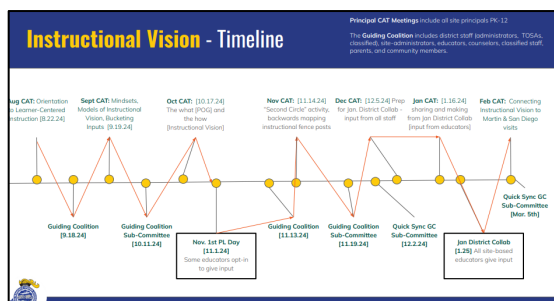
The Instructional Vision Was Co-Created

Many were involved in drafting the Instructional Vision:

1. **24-25 Guiding Coalition:** included district staff (administrators, TOSAs, classified staff) + site-administrators, educators, counselors, psychologists, parents, and community members.
2. **All Site Administrators:** included site-principals PK-12.
3. **All Educators:** Some opted-in to provide early feedback during the Nov. 1st all staff day, and all were given the opportunity to give feedback during the January District Collaboration.



Dr. Moore outlined the timeline and numerous opportunities which were provided for engagement across the district. These opportunities allowed for input and feedback to further refine the instructional vision.



By the end of the academic year, the district identified four “fence posts” of instruction that comprise the South San Francisco Unified School District’s instructional vision. These are meaningful and relevant learning; learner ownership and agency; inclusive and equitable practices; and assessment for learning. Dr. Moore emphasized a shared commitment to improving practice in all four areas and acknowledged the ongoing need to support educators in designing learning aligned with this vision. While no major changes are planned, the district remains open to making slight adjustments based on community input and feedback.

Instructional Vision	
In South City, we aspire to design, facilitate, and assess learning in alignment with these four fence posts.	
Meaningful & Relevant Learning	Educators create meaningful, real-world learning experiences that connect to students' lives, foster collaboration, and build problem-solving skills.
Learner Ownership & Agency	Educators empower learners to make meaningful choices and grow in self-awareness and resilience.
Inclusive & Equitable	Educators know their learners and create inclusive spaces where all learners feel seen, valued, supported, and able to thrive.
Assessment for Learning	Educators meet learners where they are, celebrating their strengths and identifying next steps for learning with multiple and varied assessments.

Building on the instructional vision and priorities anchored in the Portrait of a Graduate, Dr. Moore explained that the district collaborated with many teams to design a strong, inclusive professional learning plan for the upcoming year. She described the extensive engagement with site leaders, directors, the student and family services team, the educational services team, and teachers on special assignment. Together, they co-created three interrelated priorities.

2025-26 District-wide Priorities - aligned with our strategic plan and designed to advance our instructional vision

Engaged Students: Belonging & Wellbeing	Exceptional Instruction: Academic Discourse	Exceptional Instruction: Math
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To increase student belonging, foster academic discourse, and implement new math approaches in the coming year, it is essential to invest in educators. Dr. Moore noted this need has been expressed repeatedly, highlighting the importance of having an intentional, aligned, and coherent professional learning plan

To deliver on these priorities next year, we need to invest in our educators' professional learning

Our teachers and leaders were clear: we need an intentional, aligned professional learning plan that provides deep support for our educators next year



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After drafting the priorities, Dr. Moore explained that the district engaged in an iterative process with principals, the educational services team, and the Student and Family Services team. They sought input on what has been observed in schools and classrooms, the needs identified, and feedback from educators. Rather than immediately scheduling trainings, they intentionally asked these teams to help design guiding principles for approaching professional learning differently this year compared to previous years.

This spring, Principals & EDS/SS teams co-created Design Principles for next year's PL Plan, rooted in the language of our Instructional Vision

Aligned & Coherent	Differentiated & Choice-Based	Inclusive & Meaningful
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 See more on our PL Plan design principles in the Appendix cityof.org 12

Dr. Moore shared the plan for implementing the professional learning, which includes site-based staffing groups such as TK, preschool, and related service providers. The district is also developing a professional learning plan for administrators as well as teaching and learning teams and instructional staff at the elementary level. Approximately five sessions will be spread throughout the year, roughly every other month.

They will partner with SVMl, as previously discussed by the team and Mr. Brockmeyer, to visit each elementary school individually in September and March. The visits will be staggered so that each week a different elementary campus receives expert facilitation, responding directly to educators' requests. The intent is to build a professional learning plan that is responsive to the needs and wants of educators, with a particular focus on bringing in expertise in math through the SVMl partnership.

We've identified learning pathways for site-based staff that align with (and connect) these priorities, and invest deeply in educator learning

Learners	Focus	Dedicated Time
K-2 Educators (parcels optional)	Math instruction , with focus on academic discourse and rooted in student belonging	- Aug 11-12 All-Staff: 8 hrs over 2 days - Jan 5 All-Staff: 5-6 hrs 5 Wednesday District Collaboration sessions
3-5 Educators (parcels optional)	Implementing IM (new math curriculum & instructional approach)	- Aug 11-12 All-Staff: 8 hrs over 2 days - Jan 5 All-Staff: 5-6 hrs 5 Wednesday District Collaboration sessions (spread across the year, tentatively including 2 per site facilitated by SVMl) 4+ Wednesday site-led collaboration sessions
All Secondary Educators (parcels optional)	Academic Discourse rooted in student belonging	- Aug 11-12 All-Staff: 8 hrs over 2 days - Jan 5 All-Staff: TBD hrs 5 Wednesday District Collaboration sessions (all secondary staff)
Secondary Math (parcels optional)	Implementing IM (new math curriculum & instructional approach)	- Aug 11-12 All-Staff: 8 hrs over 2 days - Jan 5 All-Staff: 5-6 hrs 5 Wednesday Department Meetings
All site-staff (And a subset of them instructional & non-instructional staff)	Student Belonging & Wellbeing	- Aug 11, speaker: 1.5 hrs - Core priorities to build into other pathways - Jan 4 Wednesday district collaboration sessions - Evening Training sessions for 9 belonging levels (1 per school)

* Pathways also exist for TK, Preschool, and some related service providers

The district is developing aligned and coherent professional learning pathways. Dr. Moore shared that they are co-creating a draft sequence of topics for the August professional learning days, Wednesday collaboration learning days, and times when principals will work directly with their staff. For each pathway, a district leader will serve as the face of the work, supported by a cross-functional design team. Most pathways will also include input from teachers and involve external partners, such as SVMl, to assist with preparation. However, the primary leadership and responsibility will remain with the district leadership team.

Each of these pathways will be aligned and coherent

For each pathway...

- We have co-created a draft sequence of topics for the August PD days and for Wednesday collaboration / learning sessions, in collaboration with principals, Teaching & Learning, & Student Services team members
- Each pathway will have a district lead, and a cross-functional design / advisory team to guide, refine, and monitor success
- Most pathways will also have an external partner to help design and facilitate exceptional professional learning (guided by the design team)
 - For example, SVMl will likely support the K-2 math pathway team, including designing and facilitating some sessions around the new math instructional frameworks and effective instructional practices



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Dr. Moore shared that as part of this work, the district has developed a detailed draft professional learning calendar for the upcoming year. The calendar specifies what will occur on each Wednesday and is fully aligned with the district priorities previously presented to the board. The calendar is expected to be finalized by the administrative retreat at the end of July, after which it will be publicly published for the community.

We've co-created a PL calendar for next year, enabling everyone to plan and know what to expect

- We have created a draft PL calendar for next year that clarifies what is happening on any given Wednesday early release day (e.g. district priority-aligned collaboration time, site grade level or department teams, etc.)
- The calendar will be finalized before our Admin Retreat in July, so everyone can plan for the entire year



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The district is also developing an aligned professional learning plan specifically for principals. They have spent time consulting with principals, similar to the process used this year, to understand their professional learning needs for the upcoming school year. The district will clarify these objectives and unveil the plan for principals at the upcoming administrative retreat.

We are also developing an aligned PL plan for principals, and district-level instructional staff

- We've gathered input from principals and district leaders about this year's admin professional learning, and what they want to see next year
- We're clarifying professional learning objectives for principals, and building out a schedule for our July Admin Retreat (and throughout the school year) so all principals are prepared and excited to champion and lead our district-wide priorities at each of our schools

For example, principals asked for time to deeply explore the math instructional shifts, so that they can better support their teachers next year as they take on these shifts... We are building this into our Admin Retreat in July.



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Dr. Moore emphasized the importance of addressing the professional learning needs of non-instructional staff,

recognizing it as an area for growth. While the district typically focuses on certificated educators, she acknowledged that other staff members also deserve professional development. The plan includes building on customer service trainings and expanding capacity to coordinate and support data analysis and decision-making in the coming year.



Trustee Richardson thanked Dr. Moore for the professional development overview and asked if there was a clear schedule for implementation, given the size of the staff. Dr. Moore confirmed that detailed planning is underway, outlining who will receive training, when, how, and by whom. Richardson expressed appreciation for the organized approach, and Dr. Moore acknowledged the team's extensive efforts.

Trustee Lam thanked Dr. Moore for the presentation and shared enthusiasm for the professional learning plan, noting it is structured, focused, and aligned with district priorities. She shared a personal reflection, observing that many organizations often neglect professional development or treat it as an afterthought. She praised the district for prioritizing ongoing, intentional learning opportunities and incorporating both focus and choice. Drawing from her experience at the Exploratorium, Lam emphasized the importance of lifelong learning and expressed strong support for continued investment in professional development as essential to helping staff grow and adapt.

Trustee Hsieh thanked Dr. Moore for the presentation, describing the professional learning plan as excellent, strategic, and well-aligned with the district's strategic priorities. She praised the plan for being comprehensive, thoughtful, and supported by a strong framework with clearly outlined steps.

Trustee Murray thanked Dr. Moore and said she especially

appreciated how the plan included input from many people in the community. She said that's what makes it a strong plan. If done right, she believes it could help make the district one that others look up to and want to join. She also liked how the plan clearly connects to the district's big goals and praised Dr. Moore for her thoughtful work.

President Anthony confirmed that training for the new math program (Illustrative Math) is happening over the summer. Dr. Moore said some training already started in June, with more planned in July and August. The goal is to help teachers feel ready for the changes in how math will be taught. President Anthony pointed out that the two-day August training only gives about nine hours total, and teachers need to cover several topics: math, student voice in learning, and helping students feel they belong. Dr. Moore said the topics will be taught together in a connected way, not separately, and teachers will continue to get support during the school year. There will also be optional training for teachers who want to go deeper in certain areas. President Anthony asked about training at individual schools, Dr. Moore explained that school principals are working with the district to make staff meetings more focused on learning so teachers can keep growing in their practice. President Anthony also asked if teachers were encouraged to sign up early for the summer sessions. Dr. Moore said she didn't have that information on hand but would follow up. President Anthony encouraged teachers to take advantage of the training, especially with the new teaching expectations coming this year.

N. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

1. HUMAN RESOURCES

a. Law Enforcement Contacts Summary for 2024-25

Director Ryan Sebers acknowledged the board, Dr. Moore, cabinet members, and the audience. He shared that Captain Adam Plank and Officer Giovanni Morales from the South San Francisco Police Department was also present. He explained that he would be presenting end-of-year information about the district's work with law enforcement, as

part of their ongoing agreement with South San Francisco Police. He shared that the district works with multiple law enforcement agencies, not just South San Francisco PD, but also Daly City, San Bruno, the San Mateo County Sheriff's Office, BART Police, and occasionally San Mateo County Probation.



Contact Summary

Sebers gave an update on how often the school district worked with police over the past school year. He explained that a “contact” could be anything from a phone call or email to a visit by an officer, and it doesn't always mean a crime happened, it could just be for advice or support.

There were 102 contacts with law enforcement this year, which is about 38% fewer than last year. Most of these, about two-thirds, were started by school staff, while the rest came from police, parents, or others in the community. In over half of the cases, a special school liaison officer helped. Sebers explained that these officers aren't assigned to specific schools but are trained to handle school-related situations and provide extra support when needed.

Law Enforcement Contact Summary 2024-2025	
102	Total contacts
64	Initiated by school site
38	Initiated by police, parent, community, or agency
58	School Liaison Officer consulted/assisted

He noted that since the district primarily works with the South San Francisco Police Department, most of the 102 contacts, specifically 93, involved South City PD. Only a small number of contacts were with other agencies like

the Daly City or San Bruno Police Departments and the San Mateo County Sheriff's Office.

Law Enforcement Contact Summary 2024-2025	
93	 South San Francisco Police Department (SSFPD)
5	 Daly City Police Department (DCPD)
2	 San Bruno Police Department (SBPD)
2	 San Mateo County Sheriff's Office (SMCSO)

Contacts by School Site

Sebers explained that when looking at elementary schools, Martin had a slightly higher number of police contacts. He emphasized that this doesn't necessarily indicate a problem at Martin. A single issue can lead to multiple contacts such as several students involved in one incident or follow-ups related to the same concern, so the numbers may appear higher without reflecting actual increases in serious issues.

School Site Contacts - Elementary	
4	Buri Buri ES
1	Junipero Serra ES
8	Martin ES
1	Skyline ES
1	Spruce ES
1	Sunshine Gardens ES

Sebers noted that the same explanation applies to secondary schools. High schools, as in previous years, showed the highest number of police contacts. For example, El Camino had 47 contacts, but many of those were connected to related issues that required follow-up, consultations, or additional information. He clarified that while the numbers may seem high, they don't necessarily reflect serious or widespread problems.

School Site Contacts - Secondary	
7	Alta Loma MS
6	Parkway Heights MS
7	Westborough MS
3	Baden HS
47	El Camino HS
16	South San Francisco HS

Purpose of Contacts

The most common reason for police contacts with the district continues to be Child Protective Services (CPS) investigations. These often involve situations that begin at home and require CPS to meet with students at school, typically accompanied by a police officer. Another frequent reason is welfare checks, where the district may ask law enforcement to assist when they cannot reach a family and have concerns about prolonged absences or safety. Other less frequent reasons include threats of harm or violence, including swatting incidents, false reports of danger meant to cause panic. These contacts also include verbal threats or other safety-related concerns. The remaining types of police contacts included less frequent situations such as reports of child neglect, sexual harassment, or family-related issues. In these cases, either a school staff member or an officer may be involved in gathering more information or providing follow-up and consultation.

Purpose of Contacts	
15	CPS Report/investigation/welfare check/follow-up
11	Welfare check/wellness/mental health
10	Threat of harm/violence
8	Off-campus disruption/issue
8	Open-case interview/request for info/investigation
7	Risk assessment/suicide prevention/report
6	Trespassing/suspicious person
4	Fight/assault/battery
4	Possession of dangerous object
4	Robbery/theft/lost property
4	Social media/electronic obscenity/harassment/conflict

Purpose of Contacts	
3	Consultation - Safety/emerg procedures/drills
3	Parent/family/home conflict issue
3	Sexual harassment/conduct/assault
2	Car accident/injury/traffic incident
2	Intoxication/controlled substance/alcohol
2	On-campus disruption/conflict/issue
2	Parent/community report/request for meeting
2	Report of child neglect
1	Restraining order served
1	Suspicious person near/off-campus

Student Information

Most contacts were with secondary students, with 11th grade having the highest number, followed closely by 8th, 9th, and 10th grades, consistent with past years. He also noted that 38 students with IEPs (special education) were involved, as well as English language learners, foster and homeless youth. Regarding gender, the ratio of male to female students involved was shared. When comparing the racial and ethnic makeup of students involved in contacts to overall district enrollment, the percentages roughly matched, indicating that the contacts were generally proportional to the district's demographics.

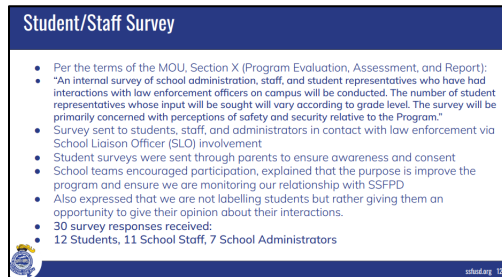
Student Information		
2 Kindergarten	8 7th grade	
0 1st grade	15 8th grade	38 Special Education/IEP
2 2nd grade	14 9th grade	23 EL
1 3rd grade	11 10th grade	5 Homeless/Foster Youth
6 4th grade	26 11th grade	66 Male
5 5th grade	14 12th grade	44 Female
4 6th grade	2 Unknown or n/a	

Student Information		
	Race/Ethnicity (CDE ethnicity code)	Race/Ethnicity District Enrollment Baseline
66	Hispanic/Latino (500)	3992 48.58%
12	Filipino (400)	1626 19.79%
8	White (700)	549 6.68%
5	Chinese (201)	1225 14.91%
5	Samoan (303)	50 0.61%
5	African American (600)	123 1.50%
2	Other Pacific Islander (399)	76 0.92%
1	American Indian/Alaskan Native (100)	96 1.17%
1	Asian Indian (205)	133 1.62%
1	Other Asian (299)	133 1.62%
4	Unknown/Undefined	

Student/Staff Survey

Sebers explained that as part of the MOU the district conducts an annual internal survey with administrators, staff, and students who have had contact with law enforcement. The survey mainly focuses on perceptions of safety and security related to the school liaison officer program. The survey was sent to students, staff, administrators, and parents connected to student contacts. Despite multiple efforts to encourage participation, only 30 responses were received: 12 students, 11 staff, and 7 administrators. Sebers noted that while this number seems low compared to the total 102 contacts and 58 involving the school liaison officer, many situations are sensitive, such as child protective services cases or community issues, where participants may not want to revisit or discuss the incidents. He

emphasized the delicate nature of these cases and the difficulty in obtaining a higher survey response rate despite outreach efforts.



Sebers explained the survey questions and responses. They asked participants about their role at school, and this year more students responded compared to previous years when mostly staff replied, which was encouraging. They asked how safe people feel at school on a scale from 1 to 5, with varied answers. When asked about their views of school liaison officers, most had positive opinions or no opinion. Similarly, most believed the officers positively impact school culture and climate or had no opinion. Sebers shared some additional feedback comments, mostly positive, highlighting good communication and the benefits of having school officers involved. A few comments expressed concerns about officers wearing bulletproof vests and the need to appear less intimidating.

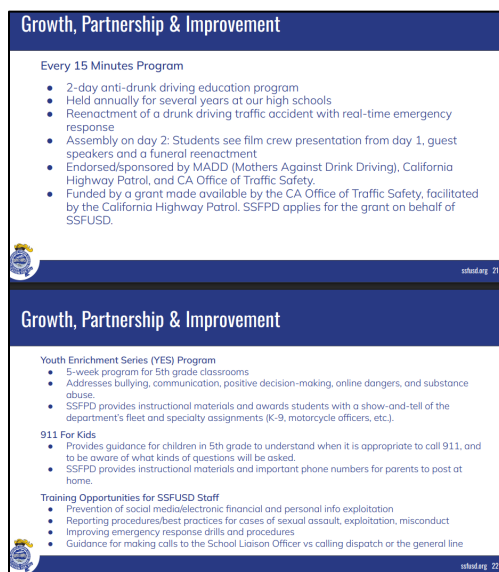
Growth, Partnership, and Improvement

Sebers shared reflections on growth and partnership with the South San Francisco Police Department and highlighted effective programs the District hopes to continue. One of those programs is "Every 15 Minutes," a two-day anti-drunk driving event supported by organizations such as Mothers Against Drunk Driving, the California Highway Patrol, and the California Office of Traffic Safety. The program has been active in the district for years, and SSFPD applies annually for a grant to fund it.

Sebers also described the Youth Enrichment Series (YES), a five-week program aimed at 5th graders to support positive decision-making and address online behavior and bullying. A proposed new program called "911 for Kids" would teach children how and when to call

911 and prepare them for the types of questions they might be asked.

Training areas for staff that the District would like to expand on include social media and digital safety, preventing financial or data exploitation, best practices for reporting misconduct or abuse, and improving emergency response protocols. Sebers emphasized the importance of ongoing refinement of emergency drills and procedures throughout the school year and ensuring staff know when and how to contact a school liaison officer or dispatch.



Trustee Richardson thanked Director Sebers and said she had been looking forward to the presentation because she had a lot of opinions about the data and response rates. She said she understood it a little better now, but expressed concern about the 102 contacts and whether staff are still calling police for student behavior that could possibly be handled with restorative practices. She acknowledged past impactful safety programs like Mothers Against Drunk Driving, but reiterated her concern about whether students are being referred to police too often instead of being supported through restorative approaches. She also mentioned hearing from staff that kids vape and bad-mouth teachers. Sebers responded by clarifying that data is entered by site administrators using a tool that records all kinds of contacts, including those that don't involve students. He explained that not everything gets recorded perfectly, but there are

redundancies to help ensure accuracy. He emphasized that the high number of contacts is not necessarily reflective of student behavior because many contacts, like CPS reports or suicide prevention protocols, have nothing to do with misconduct. He gave examples of how some incidents, like threats, are often hoaxes or swatting calls and not actual student discipline issues. He said that the district is invested in restorative practices and alternative suspension programs like substance education and brief interventions. He noted that the district has increased restorative efforts and is building site capacity for restorative chats and circles. He confirmed that these efforts, along with strong mental health supports, have helped reduce suspensions and improve behavior overall.

Trustee Richardson asked if campus culture, especially in high schools, has improved since the MOU with SSFPD was put in place, Mr. Sebers said the MOU is more of an operational document to clarify expectations between staff and police. He said he couldn't say the MOU directly caused any specific outcomes, but that it's been very beneficial from an efficiency standpoint.

Trustee Lam thanked Director Sebers for his report and welcomed Captain Plank and Officer Morales. She said it was helpful to see overall contact numbers going down and appreciated how Sebers unpacked the data, noting she would refrain from oversimplifying it, though she found the trend encouraging. She asked about the staff training opportunities mentioned in the last slide, especially on online safety and guidance on when to contact law enforcement. Sebers explained that thanks to Officers Valdes and Morales, individual consultations with administrators have been happening and are very informative. He added that they are also looking into offering formal trainings.

Trustee Lam then brought up concerns about immigration and ICE, noting anxiety in the community. She pointed out the MOU states officers should not question immigration status and asked Captain Plank to speak on police policy. Sebers replied that the district follows clear guidance from Dr. Moore, understands when cooperation is appropriate, and noted they have not received requests

involving student or family immigration status. Captain Plank stated that South San Francisco Police do not enforce immigration law, do not ask about immigration status, and do not refer such cases for prosecution. He said this policy is posted on the city website, which also includes school district and other resources. Trustee Lam thanked Captain Plank and the officers for their service.

Trustee Hsieh thanked Mr. Sebers for the great presentation and said the reports continue improving every year, making complicated data concise and digestible. She gave kudos for the great work and highlighted the growing relationship with the police department, asking them to continue the great work. She appreciated how the report shares both the big picture and concrete content that helps tell the story, including important qualitative information. She noted it would be great to increase the survey return rate, 30 out of 102, about 30% and Sebers clarified it's actually 30 out of 58 for school liaison officer-related contacts.

Trustee Hsieh pointed out that 73% of respondents said they feel safe or very safe, 87% view police liaison officers positively, and 73% believe the officers have a positive impact. She said there's always room for improvement, but the great work should be highlighted. She suggested adding a column to pages 4, 5, and 6 comparing current year data to the previous year for easier trend analysis. Sebers said they're happy to include that and have developed a data tool for next year. He also credited past and current chiefs for the support, noting most nearby cities don't have liaison officers or charge for it, while South City provides it at zero cost.

Dr. Moore asked the board to confirm if they wanted Sebers to include the year-over-year contact data, as requested. President Anthony confirmed that both Trustee Lam and Trustee Hsieh had asked for it, and she would also like to see at least a one-year comparison. Trustee Lam added that while some data may not be directly comparable, Mr. Sebers can use his judgment on what is appropriate to include.

Trustee Richardson asked about the three schools outside South San Francisco and how they receive safety

visits and programs like those for students within the city. Sebers explained that Monte Verde Elementary in San Bruno is near the border, so some calls could be responded to by South San Francisco PD, but mostly San Bruno PD handles them. He noted San Bruno no longer has a school liaison officer and calls are dispatched as needed, with Principal Mirt working with San Bruno PD on rare issues.

President Anthony clarified the question was about access to school-based programs like the youth enrichment series. Sebers confirmed the district negotiates to extend programs consistently to all schools, including 911 for Kids and Every 15 Minutes, making them available to community members outside the city.

Trustee Richardson said she worries about those schools due to their location. Sebers added Daly City Police currently has no school liaison officer, so South San Francisco PD would provide support for those schools' programs.

Trustee Murray thanked Mr. Sebers for his care and sensitivity toward students and the systems in place to support them. She asked if the surveys are received anonymously. Sebers confirmed that respondents only share their role, which is the first question asked. Trustee Murray expressed sadness that even one person reported feeling unsafe at school and hoped something would be done. Sebers explained that various tools, such as Healthy Kids surveys, help guide program improvements, and they are soon introducing the Stop It anonymous reporting platform. He also mentioned ongoing staff retraining and encouraging students to talk with trusted adults. Trustee Murray asked if there is any follow-up with students who raise concerns. Sebers said follow-up happens in specific cases, with some scheduled now, and they are working on better methods to expand this. Trustee Murray thanked Captain Plank and Officer Morales for attending, and also expressed appreciation for Officer Valdes, noting she would miss him. She recalled seeing version 16 of the MOU from years ago and thanked everyone again.

President Anthony shared a comment about a community

member who reached out a couple years back because their child was not attending school for several reasons. She noted that a welfare checks eventually led to police visiting the child's home, which made the family feel threatened. She asked how the district balances these situations, acknowledging that parents are responsible for their children's truancy and wondering what happens in such cases. Sebers explained that the district primarily follows the chronic absenteeism protocol, which focuses on positive messaging, encouragement, and engagement with families. He noted that the truancy protocol still exists but is more punitive. He emphasized the importance of root cause analysis, as some absences may be due to clinical situations involving either the student or the parent, and counseling plays a role in higher levels of absenteeism. He clarified that welfare checks involving police should not happen without a school representative present, who leads the conversation and majority of the questions to ensure sensitivity. President Anthony expressed relief that a school representative accompanies police in these cases, as a police visit alone could feel intimidating to families.

The Board recessed at 8:27 p.m. for a break and reconvened at 8:37 p.m.

ACTION

1. HUMAN RESOURCES

a. Approval of the SSFUSD and SSFPD MOU

Trustee Lam referenced the board memo regarding the MOU and brought up the suggestion noted at the end about possibly shifting to a biannual or triannual renewal. She expressed openness to the idea and asked for the board's thoughts since it hadn't yet been discussed.

President Anthony said she was also open to either a biannual or triannual term but emphasized the importance of continuing to receive an annual report regardless of the renewal timeline. Trustee Richardson added that the board had previously agreed on having an annual report to monitor progress.

Trustee Lam asked for historical context and confirmed it had been three years since the MOU process began. Dr.

Moore noted there had been back-and-forth between the district and city council before reaching the current version.

President Anthony then asked Director Sebers for his recommendation. Sebers shared that version 16 of the MOU reflects a point of stability, with recent changes being mostly technical and the content remaining consistent. He supported the idea of a longer-term agreement while continuing to provide annual data reports.

President Anthony followed up by asking whether the board could revise the current one-year MOU to a two-year agreement now. Dr. Moore recommended staying with the current one-year version for now since changes would require restarting the approval process with the city council. Sebers agreed and deferred to the city's process, noting he had not yet had preliminary conversations with the city.

Trustee Hsieh suggested keeping the status quo.

MOTION #158 (Hsieh/Murray) to approve the updated 2025–26 Memorandum of Understanding (version #16) between SSFUSD and the South San Francisco Police Department, reflecting agreed-upon changes. Motion Carried. (Unanimous)

O. CONSENT AGENDA

MOTION #159 (Murray/Hsieh) to approve items 1a. Minutes of the June 12, 2025 Regular Board meeting; 2a. Permission for one staff to attend the CTE conference in Rancho Mirage, CA (Palm Springs), November 12 – 15, 2025; 2b. Permission for Parkway Heights ASB students and staff travel to Anaheim, CA (Disneyland) for Disney's Youth Education Program, November 12 – 15, 2025; 2c. Permission for Buri Buri Elementary staff to attend the Designing Engaging Assessments workshops in San Diego, CA, October 19 – 21, 2025; 2d. Permission for staff (COSA) to attend the American School Counselor Association (ASCA) Conference in Long Beach, CA, July 12 – 15, 2025; 2e. Approval of YMCA Camp Jones Gulch Outdoor Education 2026 dates for SSFUSD 5th grade students; 3a. Classified Personnel Assignment Order; 4a. Purchase Order Listing, April 2025; 4b. Warrant Register, April 2025; 4c. Cash Receipts, April 2025; 4d. Declaration of surplus items; 4e. Gifts to the District, May 2025; 4f. Professional service agreements under \$25,000. Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. BUSINESS SERVICES

a. 2025-26 District Budget

Assistant Superintendent Ted O began his presentation by greeting President Anthony, board members, Dr. Moore, cabinet, committee members, and staff. He introduced the 2025–2026 proposed budget presentation, which includes the multi-year projection and district reserves.

He shared the agenda, which covered an overview of education code requirements and the budget cycle, assumptions used in preparing the budget, projected revenue and expenditures, the multi-year projection, projected ending fund balances, and a look at upcoming reports to the board.

He reviewed the education code requirements for the proposed budget and stated that after board approval, the budget would be submitted to the San Mateo County Office of Education for review. He outlined the annual budget cycle, beginning with budget adoption, followed by revisions within 45 days if there are significant changes from the final state budget. He reviewed the interim financial reports, deadlines, and external audits through December.

Education Code Reporting Requirements
• Education Code Section 42127(a)(1) states that: ➤ <i>On or before July 1 of each year, the governing board of each school district shall hold a public hearing on the budget to be adopted for the subsequent fiscal year. The budget to be adopted shall be prepared in accordance with Section 42126. The agenda for that hearing shall be posted at least 72 hours prior to the public hearing and shall include the location where the budget will be available for public inspection.</i> • Then, the budget is adopted and filed with the County Office of Education (COE), which approves or disapproves the budget

Ted discussed considerations in developing the budget, which vary depending on the district's financial position. He noted that the Local Control and Accountability Plan (LCAP) requires setting aside funds to support unduplicated students: English learners, low-income students, foster youth, and homeless students. For 2025–2026, the district is required to allocate \$8.1 million in LCAP supplemental funds, though the district contributes more through what it calls LCAP base.

Considerations When Developing a Budget

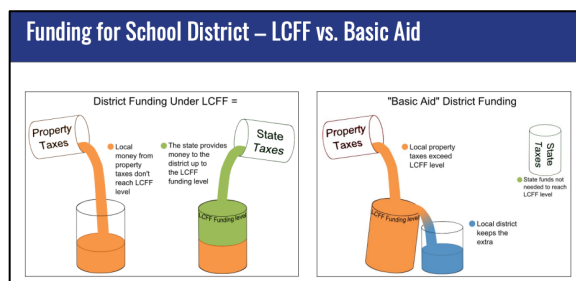
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LCAP Goals / Actions in Budget

- 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 2025-26, the District is required to budget \$8,125,349 as LCAP-Supplemental Funds to support these students.
- The LCAP is made up of multiple goals and multiple actions within each goal.

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He explained two types of school district funding: LCFF-funded and Basic Aid. In LCFF, property taxes are supplemented by the state if needed. In Basic Aid, which applies to South San Francisco Unified, property taxes exceed the formula amount, and the district keeps the excess. Only 10% of California districts are Basic Aid.



Ted shared the assumptions used to prepare the 2025–2026 budget and presented projected revenues totaling \$182.8 million, with 84.31% from LCFF, primarily local property tax. He then showed pie charts and further detailed slides breaking down LCFF, federal, state, and local revenue sources.

2025-26 SSFUSD Budget Assumptions		
The following assumptions are used in preparing the budget:		
• 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 increased/changes included • Contribution to Special Ed and Transportation are budgeted • Lottery, Mandated Cost Block Grant and EPA are budgeted • Gifts and donations are budgeted when received • Program carryovers not budgeted until books are closed		
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2025-26 Projected General Fund Revenues		
REVENUES	2025-26	PERCENTAGE
LCFF Revenue	\$154,110,088	84.31%
Federal Revenue	\$4,243,449	2.32%
Other State	\$14,844,593	8.12%
Other Local	\$9,569,050	5.24%
Transfers In	\$13,301	0.01%
TOTAL	\$182,780,481	100%
		

He reviewed projected expenditures of \$184.2 million and presented them in pie chart form. Categories include certificated and classified salaries, employee benefits, books and supplies, services and operations, capital outlay, and transfers out.

2025-26 Projected General Fund Expenditures		
EXPENDITURES	2025-2026	PERCENTAGE
Certificated Salaries	\$70,087,508	38.06%
Classified Salaries	\$29,338,278	15.93%
Benefits	\$47,305,223	25.68%
Books & Supplies	\$11,035,885	5.99%
Services	\$20,310,965	11.03%
Capital Outlay	\$505,300	0.27%
Other Outgo	\$993,961	0.54%
Transfers Out	\$4,612,296	2.50%
TOTAL	\$184,189,416	100%
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Ted explained that state regulations require districts to balance the budget over three years. He outlined the assumptions for the multi-year projection, presenting unrestricted and restricted program amounts. He clarified that restricted funds must be used for specific purposes.

2026-27 and 2027-28 MYP Assumptions

- Property tax increases – estimated at 5% & 5%
- Estimated RDA revenue is budgeted
- Estimated STRS/PERS increase included
- Estimated Step & Column costs included
- District will remain Community Funded/Basic Aid
- Enrollment/ADA projected to decrease by 2% per year
- LCAP Goals/Actions are included in the budget
- Estimated STRS/PERS increased/changes included
- Mandated Block Grant and Lottery Funds are budgeted
- Contributions to Special Ed and Transportation
- Contributions to Routine Restricted Maintenance program

Additional Multi-Year Projection Assumptions

	STRS	PERS	COLA	Lottery	Mandated Block Grant	Federal	ADA
25-26	19.10%	26.81%	2.30%	\$273	\$114.40	Flat	7,152.47
26-27	19.10%	26.90%	3.02%	\$273	\$117.85	Flat	7,010.07
27-28	19.10%	27.80%	3.42%	\$273	\$121.88	Flat	6,870.52

Multi-Year Projection – Unrestricted (Before Designations)

GENERAL FUND UNRESTRICTED	Proposed Budget 2025-2026	Projected Budget 2026-2027	Projected Budget 2027-2028
Multi-Year Projections			
Revenues & Other Financing Sources			
LCFF/State Aid/Property Tax	\$ 147,886,401	\$ 152,545,752	\$ 157,460,690
Federal Revenues	\$ 2,877,220	\$ 2,883,714	\$ 2,889,595
State Income	\$ 5,467,220	\$ 5,468,195	\$ 5,469,180
Local Income	\$ 13,361	\$ 13,361	\$ 13,361
Transfers in	\$ -	\$ -	\$ -
Other Sources	\$ -	\$ -	\$ -
Contributions	\$ (39,768,228)	\$ (39,918,228)	\$ (39,969,228)
Total	\$ 114,676,889	\$ 119,989,734	\$ 125,859,538
Expenditures & Other Financing Uses			
Certificated Salaries	\$ 52,736,353	\$ 55,299,930	\$ 58,220,083
Classified Salaries	\$ 17,287,267	\$ 17,356,725	\$ 17,617,077
Employee Benefits	\$ 28,431,103	\$ 29,747,189	\$ 31,401,664
Books & Supplies	\$ 4,538,202	\$ 4,391,106	\$ 4,250,746
Services and Operating	\$ 13,528,658	\$ 14,862,012	\$ 15,717,574
Capital Outlay	\$ 238,000	\$ -	\$ 238,000
Other Outlay	\$ (360,754)	\$ (322,753)	\$ (303,838)
Transfers Out	\$ 112,296,50	\$ 112,296	\$ 112,296
Other Uses	\$ -	\$ -	\$ -
Total	\$ 116,222,219	\$ 121,364,512	\$ 127,539,945
Net Increase / (Decrease)	\$ (1,545,330)	\$ (1,374,778)	\$ (1,671,000)
Reg. Balance	\$ 36,711,979	\$ 35,006,649	\$ 32,771,871
Ending Fund Balance	\$ 35,066,649	\$ 33,721,871	\$ 31,099,779

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Multi-Year Projection – Restricted (Before Designations)

GENERAL FUND RESTRICTED	Proposed Budget 2025-2026	Projected Budget 2026-2027	Projected Budget 2027-2028
Multi-Year Projections			
Revenues & Other Financing Sources			
LCFF/State Aid/Property Tax	\$ 6,223,687	\$ 6,223,687	\$ 6,223,687
Federal Revenues	\$ 4,243,449	\$ 4,243,449	\$ 4,243,449
State Income	\$ 11,867,373	\$ 11,814,398	\$ 11,814,398
Local Income	\$ 6,100,855	\$ 5,392,047	\$ 5,392,047
Transfers in	\$ -	\$ -	\$ -
Other Sources	\$ -	\$ -	\$ -
Contributions	\$ 39,768,228	\$ 39,918,228	\$ 39,969,228
Total	\$ 68,203,592	\$ 67,696,367	\$ 67,642,367
Expenditures & Other Financing Uses			
Certificated Salaries	\$ 17,351,155	\$ 17,898,795	\$ 18,165,247
Classified Salaries	\$ 12,241,011	\$ 11,321,856	\$ 12,100,564
Employee Benefits	\$ 18,824,116	\$ 19,231,562	\$ 19,763,241
Books & Supplies	\$ 6,547,553	\$ 6,350,910	\$ 6,152,241
Services and Operating	\$ 6,161,295	\$ 6,107,145	\$ 5,995,500
Capital Outlay	\$ 987,200	\$ 311,562	\$ 311,562
Other Outlay	\$ 1,354,715	\$ 1,322,577	\$ 1,304,330
Transfers Out	\$ 4,500,000.00	\$ 4,500,000	\$ 4,500,000
Other Uses	\$ -	\$ -	\$ -
Total	\$ 67,987,136	\$ 67,692,307	\$ 67,642,367
Net Increase / (Decrease)	\$ 216,456	\$ -	\$ -
Reg. Balance	\$ 7,853,851	\$ 8,070,247	\$ 8,070,247
Ending Fund Balance	\$ 8,070,247	\$ 8,070,247	\$ 8,070,247

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Ted shared the multi-year projection, highlighting ending fund balances for each year before applying state-required or district-specific designations.

Multi-Year Projection – Projected Ending Fund Balances

The District's projected Ending Fund Balance for both the Unrestricted and Restricted program budgets combined. These amounts are prior to the State required designations and the District designations.

Unrestricted and Restricted Funds	Estimated Actual 2024-25	Proposed Budget 2025-26	Projected Budget 2026-27	Projected Budget 2027-2028
Revenues	\$ 188,789,532	\$ 182,767,180	\$ 186,668,740	\$ 191,597,859
Interfund Transfer In	13,301	13,301	13,301	13,301
Total Sources of Funds	\$ 188,802,833	\$ 182,780,481	\$ 186,682,041	\$ 191,611,160
Expenditures *	\$ 204,321,377	\$ 179,577,120	\$ 184,364,522	\$ 190,569,955
Interfund Transfer Out	4,848,692	4,612,296	4,612,296	4,612,296
Total Usage of Funds	\$ 209,170,069	\$ 184,189,416	\$ 188,976,818	\$ 195,182,251
Net Incr/Decr in Fund Balance	\$ (20,367,236)	\$ (1,408,935)	\$ (2,294,777)	\$ (3,571,091)
Beginning Fund Balance	\$ 64,913,066	\$ 44,545,830	\$ 43,136,895	\$ 40,842,118
Projected Ending Fund Balance	\$ 44,545,830	\$ 43,136,895	\$ 40,842,118	\$ 37,271,027

He explained that fund balances must be categorized into five state-required groups and detailed which were state or district designations.

Ending Fund Balances (Reserves)

GASB Statement No. 54 establishes certain classification that governmental agencies are required to report their fund balances

- Nonspendable
- Restricted
- Committed
- Assigned
- Undesignated/Unassigned

Ending Fund Balance Designations

GENERAL FUND Unrestricted and Restricted Funds	Estimated Actual 2024-25	Proposed Budget 2025-26	Projected Budget 2026-27	Projected Budget 2027-28
Estimated Actual/Projected Ending Fund Balance	44,545,830	43,136,895	40,842,118	37,271,027
Nonspendable				
Revolving Cash	25,100	25,100	25,100	25,100
Stores	57,135	75,000	75,000	75,000
Prepaid Expenditures	86,664	150,000	150,000	150,000
Restricted	7,833,851	8,070,247	8,070,247	8,070,247
Committed	0	0	0	0
Assigned/Designated				
STRS/PERS Increases: 2028-29	860,408	571,058	571,058	571,058
STRS/PERS Increases: 2028-29 & 2029-30	1,047,036	1,164,867	1,164,867	1,164,867
Property Tax Repayment - Litigation (Est.)	8,500,000	8,500,000	8,500,000	8,500,000
Set-aside for Raises - CSEA & Unrepresented	0	1,297,465	3,421,541	4,668,925
Cover Salaries Paid w/One-time Stimulus Funds	0	0	9,415,465	4,286,718
Reserve:				
Reserved for Economic Uncertainties	10,461,672	9,209,471	9,448,841	9,759,113
Undesignated Reserve	6,194,612	14,073,687	0	0

Ted noted that the district has other funds beyond the general fund (Fund 1), which is the main operating account.

Other District Funds

- Fund 08 Associated Student Body (ASB)
- Fund 11 Adult Education
- Fund 12 Child Development
- Fund 13 Cafeteria Fund
- Fund 14 Deferred Maintenance
- Fund 17 Special Reserve
- Fund 21 Bond Fund
- Fund 25 Capital Facilities
- Fund 35 County School Facilities
- Fund 40 Special Reserve Capital Projects
- Fund 51 Bond Interest & Redemption
- Fund 73 Trust Fund

He listed current areas of concern for school districts, including the economic impact of federal policies like tariffs, funding cuts, and tax policies.

Areas of Concern
• STRS/PERS Increases • Increases in Special Education Costs • Re-payment of property taxes due to litigation • Aging facilities with increasing cost to repair/replace • Declining Student Enrollment • Shortage of teachers, nutrition service workers, custodians, substitutes and other staff • Positions paid for with one-time stimulus funds that are expiring or used up • Cost for expansion of the Universal Transitional Kindergarten Program • Los Angeles Fires on California's Economy • Impact of Federal policies on the economy (Tariffs, Federal Workforce and Funding Cuts, Immigration Policy, and Federal Income Tax Policy)

He concluded with a look ahead, stating the district is beginning the year-end close and that the unaudited actuals for 2024–2025 will be presented in September, with the first interim report for 2025–2026 coming in December.

Looking Ahead
• Adoption of the 2025-26 Budget ➤ June 26, 2025 • 2024-25 Unaudited Actuals ➤ September 11, 2025 • 2025-26 First Interim Report ➤ December 11, 2025

Before closing, Ted acknowledged Director of Fiscal Services Rajpal Bal and her team for their hard work, especially with learning a new financial system while preparing the budget, and thanked them for the extra hours they put in to complete the work.

Trustee Richardson thanked Ted and asked if the new system was helping with the budget. Ted responded that it will help, but right now they are still learning the system while preparing the budget, which has made the last few months tougher. Trustee Richardson acknowledged the difficulty and thanked Mr. O for his hard work and long hours.

Trustee Lam shared that she had questions and apologized for not asking in advance. She explained she had been reviewing the budget overview and noticed a couple of items that stood out. In particular, she observed that restricted state revenue and other local revenue appeared to have dropped compared to the previous year, and she asked if there was an explanation for that. Ted responded that when preparing the adopted budget, they do not include carryovers such as donations and grants, which are added to the budget later when the funds are received. That's why, when comparing the adopted budget to the current year, the numbers appear lower.

Trustee Lam mentioned she had also been trying to recall if a past presentation accounted for some of those changes. She then noted that the budget for books and supplies had also decreased significantly. While she said that could be a good thing, she asked if Ted could provide some context. Ted explained that it's a similar situation with one-time grants and multi-year funding. When funds are not ready to be used, they are parked under books and supplies. After the budget is completed and the books are closed, those carryover amounts are added into the next year's budget. This is why, at the first interim, there's often a big increase in the books and supplies category. He added that schools also receive gifts and donations they sometimes carry over from year to year to have funds available when needed. He reiterated that this jump is due to prior-year carryovers, but the district can't budget for them until the books are closed.

Trustee Murray thanked Ted and his team, acknowledging the many hours they put in each year and especially noting that this year was tougher. She expressed her appreciation for all their work. President Anthony echoed her sentiments, saying "likewise."

ACTION *(continued)*

1. ADMINISTRATION

a. Approval of Agreement with ChildCare Careers, LLC

MOTION #160 (Hsieh/Murray) to approve the agreement between SSFUSD and ChildCare Careers, LLC (CCC) for the 2025–26 program year to provide early childhood education

(ECE) teachers and paraprofessionals as substitutes in the amount of \$65,000. Motion Carried. (Unanimous)

b. Approval of Proposal with ANTS After School, LLC

MOTION #161 (Murray/Hsieh) to approve the proposal with America's Next Talented Stars (ANTS After School, LLC) to provide After-School Enrichment structured sports programming during the 2025–26 school year for students in the District Extended Day Activities Program (DEDAP) at Buri Buri, Children's Center at Spruce, and Skyline Elementary, in the amount of \$65,320. Motion Carried. (Unanimous)

2. EDUCATIONAL SERVICES

a. Approval of 2025-26 Local Control Accountability Plan (LCAP)

MOTION #162 (Richardson/Lam) to approve the 2025-26 LCAP and authorization to submit the plan to San Mateo County Office of Education. Motion Carried. (Unanimous)

b. Approval of SSFUSD Local Performance Indicators Self-reflection for 2025-26

MOTION #163 (Murray/Richardson) to approve the District's 2025–26 self-assessment of progress on local performance indicators, aligned with the LCFF State Priorities. Motion Carried. (Unanimous)

c. Approval of ParentSquare Cost Proposal

Trustee Lam noted that although her questions had already been answered, she wanted to ask them again for the record. She confirmed that since ParentSquare bought out Remind, parents would now need to download a new app. She also confirmed that the cost of this new service is comparable to what was previously paid for Remind. She encouraged everyone to download the new app, as it is the only way to communicate directly with the district. President Anthony asked if this is something the school community liaison might be able to help with. Dr. Moore responded that they are still in the implementation plan phase with the vendor and, once rolled out, they will engage and leverage the community, including school community liaisons, to help get the word out and assist parents in downloading the app.

MOTION #164 (Hsieh/Murray) to approve the cost proposal for transitioning to and implementing ParentSquare, replacing Remind, for communication services during the 2025-26 school year, in the amount of \$36,000. Motion Carried. (Unanimous)

d. Approval to Renew Agreements with LVNs and RNs

President Anthony commented that the district hosts Unitek at one of its sites, where they train LVNs, and expressed hope that there could be a partnership with them in the future. Dr. Moore responded that she would share that suggestion with Director Yacoub.

MOTION #165 (Hsieh/Murray) to approve the renewal of agreements with Licensed Vocational Nurses (LVNs) and Registered Nurses (RNs) to support student health services for the 2025–26 school year, in the amount of \$707,021. Motion Carried. (Unanimous)

e. Approval of Agreements for Special Education Interpretation and Translation Services

President Anthony noted that it sounds like there is a second student who will be needing interpretation, which will increase.

MOTION #166 (Richardson/Lam) to approve agreements with agencies to provide interpretation and translation services for IEP meetings, including American Sign Language interpretation, for the 2025–26 school year, in the amount of \$900,000. Motion Carried. (Unanimous)

f. Approval of Agreements with Non-Public Agencies for Special Education Transportation Services

President Anthony stated that she understands why the district is keeping the poor performer due to cost, but expressed hope that they improve their performance this year.

MOTION #167 (Murray/Richardson) to approve continue working with non-public transportation agencies to fulfill Individualized Education Plan (IEP) service agreements, and to authorize the Assistant Superintendent of Business

Services to sign all related Professional Service Agreements (PSAs), in the amount of \$2,610,694. Motion Carried. (Unanimous)

g. Approval of the ELOP Agreement with the City of South San Francisco

Trustee Lam thanked Mr. Mediati for being present and expressed appreciation as a customer of South San Francisco's aftercare program at Monte Verde. She acknowledged the quality of staff and asked about transitional kindergarten (TK) enrollment, noting the expansion to several sites. Dr. Moore asked for clarification on whether Trustee Lam was asking about numbers of students entering. Trustee Lam responded she was interested in both.

Greg Mediati, Director of Parks and Recreation, shared that enrollment is going well but acknowledged TK is still a new experience for many families, especially in transitioning from preschool to full-day care. He noted the following enrollment figures, which were about a month old: Buri Buri - 23, Monte Verde - 34, Ponderosa - 32, Spruce - 20, Los Cerritos - 37, and Martin - 38, totaling nearly 190 students out of 210 available spots.

Trustee Lam asked whether spots are primarily filled by families coming from the city's preschool program. Mediati responded that continuation of care is a factor, but with the expansion through the ELOP program, they can serve many more children, including those who are new to the system.

Trustee Lam shared her general interest in TK due to its recent expansion and acknowledged the need for aftercare support for working parents. She thanked the city for providing aftercare services for students and families. Mediati expressed gratitude for the continued partnership with the district, emphasizing the long-standing collaboration, over 40 years, on school-age programs.

President Anthony added appreciation for reaching an agreement on the MOU.

Trustee Hsieh requested that board members follow proper process by directing questions through the Board President or Superintendent to maintain consistency.

Trustee Murray thanked Greg for attending, noting it was the first time she had seen him at a meeting, and welcomed him.

MOTION #168 (Murray/Hsieh) to approve the Expanded Learning Opportunity Program (ELOP) agreement with the City of South San Francisco for the 2025–26 school year. Motion Carried. (Unanimous)

3. HUMAN RESOURCES

b. Approval of CTA Tentative Agreement

MOTION #169 (Richardson/Hsieh) to adopt the tentative agreement, dated June 4, 2025, between SSFUSD and the SSFCTA – Children’s Center. Motion Carried. (Unanimous)

c. Approval of Contracts with the Youth Services Bureau (YSB) School Counseling and Safe School Advocates Services for 2025-26

MOTION #170 (Murray/Hsieh) to approve the contracts for services with the YSB of the YMCA to continue supporting additional counseling at all District schools for the 2025-26 school year. Motion Carried. (Unanimous)

d. Approval of the Job Description for the Categorical Program Specialist – Classified Represented

MOTION #171 (Lam/Hsieh) to approve the Categorical Program Specialist job description, effective for the 2025-26 school year. Motion Carried. (Unanimous)

4. BUSINESS SERVICES

a. Adoption of 2025-26 Proposed District Budget

MOTION #172 (Richardson/Hsieh) to adopt the 2025-26 Proposed District Budget and the Multi-Year Projections for 2026-27 and 2027-28 and authorizes submission to the San Mateo County Office of Education. Motion Carried. (Unanimous)

b. Resolution No. 25-49 for Education Protection Account Funds

MOTION #173 (Murray/Hsieh) to adopt Resolution #25-49: To receive and disburse Proposition 55 – Education Protection Account (EPA) funds for the 2025–26 fiscal year, in accordance with constitutional requirements and a waive of the reading. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

c. Approval to Award Contract to CWS Construction Group, Inc.

MOTION #174 (Hsieh/Murray) to award a contract for the Spruce Elementary School Security Gates project to the lowest responsive and responsible bidder, CWS Construction Group, Inc., in the amount of \$685,000. Motion Carried. (Unanimous)

d. Approval of Contract with Joseph Cumisky Construction for the District Office IMC Offices Project

MOTION #175 (Hsieh/Murray) to approve the contract with Joseph Cumisky Construction Corporation for construction work related to the Instructional Media Center (IMC) offices project at the District Office, in the amount of \$29,400. Motion Carried. (Unanimous)

e. Approval of Contract with Joseph Cumisky Construction for the District Office Business Services Conference Room Project

Trustee Richardson asked why the two projects couldn't be combined into one. Ted explained that they were initiated at different times, one had already been quoted, and the second was added later due to the need for additional space. He clarified that they are two separate projects: one involves converting the Business Services conference room into two rooms, and the other involves creating offices in a portable near the district office. Trustee Richardson acknowledged the clarification and commented that the project looks nice.

MOTION #176 (Murray/Richardson) to approve the contract with Joseph Cumisky Construction Corporation for construction work on the District Office Business Services

conference room, in the amount of \$46,895. Motion Carried.
(Unanimous)

**f. Approval to Award Contract to Independence
Environmental Services**

Trustee Lam commented that she is sad the auto shop is going away.

MOTION #177 (Hsieh/Lam) to award the contract for the removal of the hydraulic lift and appurtenances from the South San Francisco High School Auto Shop to the lowest responsive, responsible bidder, Independence Environmental Services, in the amount of \$64,152.90. Motion Carried. (Unanimous)

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

July 10, 2025

- Presentation on Information Technology Department
- Approval for Superintendent and Board to participate in the annual CSBA Conference
- Approval for Superintendent to participate in 2025-26 conferences and seminars
- Approval of Children's Center Program annual self-evaluation reports for 2025-26
- Williams report for 4th quarter ending 6/30/25

August 14, 2025

- Introduction of Student Trustees/ASB High School Presidents
- Presentation on Summer School
- Approval of Star Vista Early Childhood Mental Health Consultation Ser. agreement for 2025-26
- Approval of San Mateo Co. 2025-26 CSPP preschool contract
- Approval of Consolidated Application and Reporting System Spring 2024 data collection
- Public Hearing and resolution for confirmation of sufficient student textbooks/instructional materials
- Resolution for Attendance Awareness Month (September)

September 11, 2025

- Teaching and learning presentation – Martin ES
- Presentation and approval of year end unaudited actuals
- Discussion of October 23 Community Forum topic(s)
- Resolution Honoring Hispanic Heritage Month (September 15 - October 15)

- Approval of Renaissance Learning agreement renewal for 2025-26
- Resolution on GANN limit

September 25, 2025

- Teaching and learning presentation – Parkway Heights MS
- Approval of San Mateo Co. 2025-26 CSPP preschool contract
- Update on enrollment for the 2025-26 school year
- Update on Safe School Plans
- Resolution honoring Filipino American History Month (October)
- Approval of the Board Governance calendar for 2025-26
- Approval of SMCOE Induction Program (BTSA) agreement for services in 2025-26
- Resolution for California Week of the School Administrator (October)

October 9, 2025

- Teaching and learning presentation – Los Cerritos ES
- Teaching and learning presentation – Children’s Center
- Presentation on Genentech and Science
- Presentation on Fiscal Services
- Williams report for 1st quarter ending 9/30/25
- Update on OpTerra Energy solar savings
- Resolution honoring Native American and Alaska Native Heritage Month (November)
- Approval of Local Indicators
- Approval of ESSER III Expenditure Plan for 2025-26

October 23, 2025 - Community Forum

- Topic(s) TBD

November 13, 2025

- Teaching and learning presentation – Ponderosa ES
- Presentation on Assessment/Accountability (CAASPP, CAST)
- Approval of Star Vista Early Childhood Mental Health Consultation Ser. agreement for 2025-26
- Update on Safe School Plans
- Public Hearing on Educator Effectiveness Block Grant

December 11, 2025

- Teaching and learning presentation – Sunshine Gardens ES
- Presentation on Performance Management - CTE
- Approval of San Mateo Co. QRIS block grant for 2025-26
- 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 2026 Summer School Program

December 16, 2025 - Reorganization meeting

- 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

President Anthony noted a few Trustees were on vacation.

Trustee Murray wished everyone a wonderful summer and expressed gratitude to AbbVie and Heart of America for their ongoing work in district schools, highlighting recent improvements at Parkway Heights Middle School. She noted that over the past three years, they have completed projects at Martin, Spruce, and now Parkway, including building a library, STEM center, and her favorite, the new wellness center, which she described as a beautiful, safe space for students. She also welcomed Nia Campbell, the new Assistant Superintendent for Teaching and Learning.

President Anthony thanked Trustee Murray and apologized for the interruption. She expressed excitement about the update and acknowledged the significant work Parkway counselors contributed to developing the wellness center, noting they would likely be excited to see it return even better.

ADJOURNMENT – 9:21 p.m.