

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of June 12, 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. Conference with Labor Negotiators ([Government Code § 54957.6](#))
 - a. Agency Designated Representative: Assistant Superintendent of Human Resources and Student Services
 - b. Employee Organization: California School Employee Association Ch. 197
2. Superintendent evaluation.

RECONVENE INTO OPEN SESSION - 7:00 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 Mr. 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 – None

F. REVIEW OF AGENDA

President Anthony noted that Educational Services items 2J and 2M would be pulled from the agenda.

G. PTA COUNCIL REMARKS – None

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – None

South San Francisco Classroom Teachers Association – Shari Giusti president of SSFCTA and a teacher committed to the district for over 30 years raised a growing concern shared by many educators that their voices are not being heard. Teachers have brought forward serious concerns including hostile work environments, inequitable treatment, and troubling conditions. Although some concerns have been investigated, they have not been resolved in ways that lead to healing or accountability, leaving educators feeling exposed and abandoned. Giusti noted that teachers have had pay docked without clear reasons, undermining trust and financial stability. Despite educators offering thoughtful input in focus groups and meetings, final decisions are made without regard to their feedback, making them feel undervalued. Major district changes are being guided increasingly by outside consultants unfamiliar with the schools and community, lacking connection and accountability. She expressed concern over substitutes now being required to sign up with an outside agency, cutting off valued relationships with the district. Grievances continue to go unanswered for too long, and teachers feel devalued and disposable as they are forced out of classrooms and removed from positions. While a recent contract settlement brought relief, the cost was not fully understood. Some educators deserving retroactive pay were excluded to save money, which undermines trust and professional respect. Giusti emphasized that educators do not want to fight for respect and that decisions made without their input have consequences in the classroom. She urged the district to meet educators with integrity, transparency, and respect, affirming that teachers are essential to progress. To do what is best for students, the district must value

and listen to the people who serve them every day. She concluded by thanking the board and community.

California School Employees Association Chapter 197 – Jolene Malfatti president of CSEA noted that the initial proposal previously sun-shined was for a one-year term, but the district had expressed interest in a three-year proposal. As a result, she held a meeting for classified school employees to vote on whether to pursue a three-year term, which passed overwhelmingly on May 27. She stated that bargaining would resume tomorrow and expressed hope for support from the board and district. In light of current challenges such as campus security, student mental health, and other surrounding issues, Malfatti emphasized the importance of reaching a settlement that would leave classified employees feeling valued. She mentioned the current high number of contractors and echoed Ms. Giusti's earlier concerns about the increasing presence of outside consultants. Malfatti concluded by stating her hope that negotiations result in classified employees being satisfied and willing to stay with the district.

I. PERSONNEL COMMISSION

Assistant Superintendent Hannon announced that the next Personnel Commission meeting will take place on Monday, June 16, 2025, at 5:00 p.m. in the district office boardroom.

J. ITEMS FROM THE BOARD – None

K. SUPERINTENDENT'S REPORT

- a. Promotions and graduations** – Dr. Moore shared that it was an incredible joy and deep honor to participate in this year's promotion and graduation ceremonies. She described each event as a powerful reminder of why the work in education matters. Seeing the pride in students' eyes, the support from families, and the dedication of educators was deeply inspiring. As the district celebrates these milestones, Dr. Moore expressed great hope for graduates, believing in their ability to learn deeply, navigate challenges with resilience and purpose, thrive as young people, and make a lasting impact in their communities and the world. She emphasized that the district's Portrait of a Graduate is not just a vision—it is alive in the faces and stories of every student who walked across the stage.
- b. Other** - Dr. Moore reported that the district reached a momentous milestone by breaking ground on two critical facilities projects funded by community-supported Measure T. The first was the groundbreaking of the central kitchen, which will allow the district to prepare fresh, nutritious meals in-house and deliver them quickly to school sites, supporting health equity and student well-being for years to come. A few days later, the team launched the turf

field and pavement improvement project at Westborough Middle School, addressing decades-old infrastructure and creating a safe, modern space for physical education and recreation. She emphasized that these ceremonies were more than symbolic, they reflected shared values and a belief that all students deserve environments where they can thrive. Dr. Moore expressed deep gratitude to the dignitaries who attended, including the mayor, city council members, city manager Sharon Ranals, members of the Citizens' Bond Oversight Committee, and partners from architectural and construction teams. She concluded by noting that this work is not just about buildings, it is about partnerships.

L. PUBLIC COMMENTS

Emily Ward, former PayPal and eBay executive and current CEO of Cruz Media, introduced her organization's focus on media arts education for students. She shared that Cruz Media aims to uplift smart, creative students who often lack the same level of recognition as those excelling in sports or academics. To address this, her company provides a private, secure video platform licensed to schools. The platform is accessible only to students, families, teachers, and administrators, offering 36 weeks per grade of Department of Education-approved media arts lesson plans. Students can also document memorable school experiences on the platform, which are later compiled into a digital video yearbook. Ward contrasted this with traditional hardcover yearbooks, emphasizing that today's students engage with memories digitally. Cruz Media's program aligns with Proposition 28 funding, making it fully covered for schools. Additionally, schools can sell the digital yearbooks with no sales tax, using any revenue generated as unrestricted general funds. Ward highlighted the dual benefit of providing students with quality media arts education while giving schools a way to unlock restricted funds. She concluded by requesting a follow-up meeting with district staff or the superintendent to discuss the program in more detail.

Theresa Nealon, a second-year probationary ELD teacher at Parkway Heights and adult education instructor, expressed gratitude to the board for approving the recent contract and raise. She specifically appreciated the contract's provision to accept all prior teaching experience for new hires starting in 2025. However, she shared her disappointment that this benefit excludes current teachers like herself, who already have decades of experience but are still only credited with 12 of her 30 years on the salary scale. Nealon described this exclusion as demoralizing and indicative of a lack of value placed on experienced educators. She urged the board to reconsider the decision, noting it will impact her decision to remain with the district beyond the upcoming school year.

Michael Harris, a resident of South San Francisco, reported attending the San Mateo County Fair Community Expo for seniors and children on June 5. Although

he did not receive assistance for his own needs as a disabled veteran and elderly individual, he collected brochures on 529 education plans and plans to provide additional copies. He noted that these plans are now suitable for high school students, seniors, and others seeking education funding. He highlighted updates from the SECURE 2.0 Act, including the ability to roll over unused funds and the new \$19,000 gift tax limit, though clarified this does not apply to scholarships. He also discussed Medicare Advantage plans and extra help provisions for low-income seniors, advising those interested to visit the Social Security office in Daly City or speak with him directly for more information from the 2025 Medicare guide.

M. INFORMATION ONLY PRESENTATIONS

1. ADMINISTRATION

a. SSFUSD Priorities

Superintendent Shawnterra Moore presented the district priorities for the 2025–2026 school year, offering a high-level overview of the rationale, process, and next steps. These priorities were developed through extensive engagement with principals, district directors, educational services teams, teachers on special assignment, and special education coordinators. The three selected initiatives align with the district's strategic plan and the Portrait of a Graduate framework: Learn, Impact, Navigate, and Thrive.

The first priority centers on student well-being, engagement, and belonging, not just to promote wellness, but to empower students to thrive and contribute positively to their communities. The second priority focuses on developing students' communication and collaboration skills as part of their academic and personal growth. The third emphasizes building students' critical thinking and perseverance, especially in mathematics.

Dr. Moore also noted that during a recent quarterly step-back meeting, staff began discussing how to foster belonging among adults in the district as well, signaling a commitment to building an inclusive and supportive culture for both students and staff.

Guidelines for 2025-2026

The district set clear guidelines this year to shape the 2025–2026 priorities and initiatives. The team emphasized maintaining integrity to those guidelines, focusing on three

key themes: narrowing the focus to “do less but better,” ensuring a clear connection between district efforts and student impact, and following through on commitments outlined in the strategic plan. Rather than taking on too many new initiatives, the goal is to deepen work already underway and ensure meaningful, student-centered results.

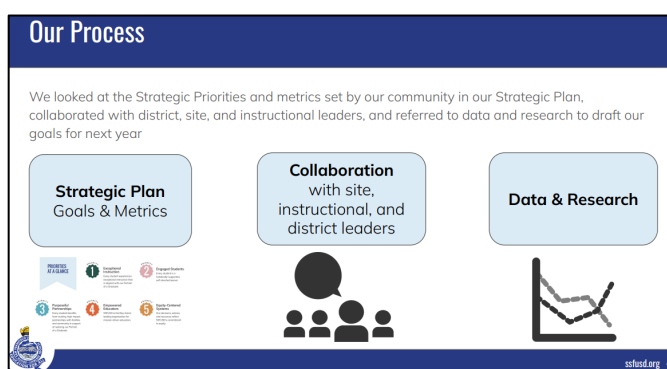
Our Guidelines in Selecting Goals for SY25-26

-  **Narrow focus:** Can we take on less to do more for students?
-  **Student-centered impact:** Is there a clear through-line from our work to more positive experiences or outcomes for students?
-  **Follow-through:** Can we deliver on what we've promised our community in our Strategic Plan (vs. taking on more new initiatives)?
-  **Coherence:** Can we align our teams' work (vs. working in silos) and the work of different constituents in order to create greater impact?
-  **Data:** What does our data (qualitative and quantitative) suggest are the biggest gaps or successes to build on?

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Process

The process for setting the 2025–2026 district priorities began with a strong foundation in the strategic plan and its key metrics, based on community input. District leaders, principals, special education staff, and teachers on special assignment came together to collaboratively reimagine how priorities are developed. The team used district data and evidence-based research to guide their thinking before making any recommendations, ensuring the process was both informed and inclusive.



Why Student Belonging & Wellbeing?

Student belonging was chosen as a key district priority because it consistently emerged in planning meetings throughout the winter and spring. It's a goal everyone in the district can support and directly contribute to. The focus aligns with the strategic plan and its existing metrics.

Research confirms that belonging is foundational to learning, and local California Healthy Kids data shows there's room for growth. When students feel seen and heard, it fosters a learner-centered culture and strengthens school identity.

Why Student Belonging & Wellbeing?

- A priority around student belonging / wellness was proposed in every planning meeting we held this winter/spring (Directors / Cabinet, Principals, EDS Team), and everyone can directly contribute to this effort (not just teachers!)
- This aligns with Strategic Priority 2 - Engaged Students, and metrics like:
 - 90% of middle & high school students report feeling welcome & part of their community
 - 90% of students report having a caring adult on campus
 - 10% annual increase in students' positive reporting on school climate & safety, pupil engagement, student supports, bullying, and substance abuse
 - 10% annual improvement in chronic absenteeism, school attendance, and suspension rates for focus student groups
- Research tells us that belonging is a prerequisite for learning, and our baseline CA Healthy Kids data shows we are still far from our goals
 - Students feeling seen and heard is essential to a learner-centered culture and strong school identity and a prerequisite for deeper engagement, which is, in turn, a requirement for learning
 - Baseline data on student belonging is still far from our Strategic Plan goals



[Link to CA Healthy Kids Survey \(2022-23\)](#)

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Why Academic Discourse?

Academic discourse was chosen as a priority because both school site and district leaders wanted a unified instructional goal that cuts across subjects and grade levels. It aligns with the district's focus on exceptional instruction and builds on current efforts in academic discourse, learner progressions, and the instructional vision, especially in secondary math. Research supports this direction, showing that students learn best when they're doing most of the thinking during lessons. Academic discourse helps students think critically and actively deepen their understanding. Additionally, recent classroom walkthroughs show this remains an area for continued growth.

Why Academic Discourse?

- Site and district leaders all advocated for an integrated instructional goal that spans all subject and grade levels.
- This aligns with Strategic Priority 1 - Exceptional Instruction. It builds on work our sites have done this year on academic discourse, learner progressions, and our Instructional Vision. It also is tightly aligned with the instructional approach in our new secondary math curriculum (IM).
- Research suggests that students learn and perform better if they are given the chance to do most of the thinking in the lesson
 - Quality academic discourse is a visible sign of students' critical thinking and an active tool to build understanding
 - Data from classroom observations this year suggest that the amount of student talk and quality academic discourse are still lower than what we'd like to see



[Link to CA Healthy Kids Survey \(2022-23\)](#)

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Why Math?

Math was chosen as a district priority because of multiple factors: the need to train educators on the new California Math Framework, the desire to honor and support the work of pilot teachers who have tested new math curricula, and the

recognition that math achievement has been a persistent challenge over the past decade. This focus aligns with the district's commitment to exceptional instruction. Research shows that improving math outcomes requires both the use of high-quality instructional materials and strong, aligned teaching strategies, both of which the district is prioritizing to support student learning and growth.

Why Math?

- **What we heard:**
 - We need to train teachers on the new CA Math Framework
 - We've invested multiple years in piloting a new math curriculum and need to honor our pilot teachers' work by implementing / piloting well and with focus
- **This aligns with Strategic Plan Priority 1 - Exceptional Instruction**
 - Our Strategic Plan calls for us to "adopt high-quality, culturally- and linguistically-responsive curriculum with systematic support to implement"
 - IM's launch in Secondary is our first major curriculum adoption since we approved our Strategic Plan last year; it sets a precedent for future ELA curriculum adoptions
- **We have a clear need based on data**
 - Our math scores have been low for 10+ years (<45% mastery on CAASPP / SBAC) and are declining; research shows adopting high quality instructional materials and supporting teachers with effective and aligned instructional strategies are powerful levers to increase student mastery

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Unifying Theme

Dr. Moore emphasized a unifying theme across all district priorities: elevating student voice. She noted that students must feel seen, heard, and cared for to foster a sense of belonging. At the same time, through academic discourse and a focused approach to math, the district aims to create more opportunities for students to make their thinking visible by verbalizing ideas, challenging one another, and working collaboratively to solve problems in diverse ways.

A Unifying Theme: Elevating Student Voice



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Shared Ownership

The district's three priorities are designed to apply across all schools, departments, and roles. While the math-specific priority may not involve every classified staff member directly, the aim was to choose priorities where everyone can find an entry point and see their role in advancing the goals. Dr.

Moore also acknowledged that individual school sites and departments may have additional specific priorities, but asked leaders to frame those in support of the district-wide focus areas to ensure alignment and coherence throughout the system.

Shared Ownership

- These are priorities for **EVERYONE** in SSFUSD - across all schools, departments, and roles
- Sites & departments may have additional, specific priorities, but these will be **set in the context of and in support of these district-wide priorities**




ssfusd.org 9

Next Steps

Dr. Moore concluded by outlining the next steps for implementing the district's 2025–2026 priorities. District and site leaders are continuing to refine the details of the plan based on feedback gathered during their most recent administrative leadership meeting. They are still analyzing data and determining which specific metrics will be used to monitor progress throughout the year. In addition, they are working to identify and track key actions to ensure meaningful implementation. Efforts are also underway to align next year's professional learning plan and budget with the identified priorities. These updates will be shared with school leaders during the administrative retreat in July, and then with all staff during the August professional learning days.

Next Steps

- District & site leaders are refining the details for these priorities, including the data we will analyze throughout the year to track our progress, and key actions we will take at the site and district level
- We are aligning next year's professional learning plan and budget with these priorities
- We will share updates with site leaders at our admin retreat in July, with *all staff* during the August professional learning days

Any questions or comments?


ssfusd.org 10

Trustee Richardson expressed her appreciation for all the hard work that went into the presentation and planning,

noting how busy Dr. Moore always is. She said the priorities looked great on paper and acknowledged the precision and clarity of the information shared. Richardson emphasized that she personally checks to see whether the written plans are reflected in actual progress and said she feels confident that the district is on its way with the strategic plan. She also thanked Dr. Garcia for his involvement and noted how intense the work has been. Reflecting on her experience visiting schools as part of the research process, she shared that bringing staff along to see what's possible was a key part of the effort. She closed by reaffirming her appreciation for Dr. Moore's work.

Trustee Lam thanked Dr. Moore for the presentation and expressed her agreement with the selected priorities. She mentioned she didn't have any suggestions and appreciated the high-level thinking behind the priorities. Lam reflected that the priorities seemed broad and significant enough to span multiple years, noting that while the approach to each may shift annually, a long-term commitment to them could lead to substantial progress.

Trustee Hsieh echoed Trustee Mina Richardson's comments, saying she articulated everything beautifully. She thanked Dr. Moore for guiding the board and helping keep their focus aligned with the strategic plan, expressing gratitude for her leadership.

Trustee Murray thanked everyone involved and said she appreciated the work, adding that she thinks these priorities are perfect.

President Anthony expressed gratitude and emphasized that student belonging and wellbeing are fundamental to progress. She agreed that academic discourse and math are closely connected and looks forward to growth in both areas. She acknowledged that prioritizing can be difficult but feels these three are strong priorities for the year.

Dr. Moore added that while there are other essential day-to-day functions, these priorities will be the forward-facing focus. She highlighted the district's commitment to using data more effectively to make informed decisions and track progress, thanking the board for their feedback and support.

2. EDUCATIONAL SERVICES

a. 2025-26 LCAP (*Update only*)

Dr. Moore provided a brief update to the board and community regarding the Local Control and Accountability Plan (LCAP). She reminded everyone that a mid-year progress update had been shared on February 5th. Since then, the 2025–2026 LCAP has been completed, including an annual update of the goals and activities for the 2024–2025 school year and revised goals for the coming year.

The draft LCAP was submitted to the San Mateo County Office of Education, which recently provided feedback. The district is now revising the draft to incorporate that input, along with newly available end-of-year metrics that were not accessible at the time of the initial submission. Additional community and educational partner feedback is also being gathered.

Dr. Moore noted that the community still has time to submit input. A survey link was distributed via Remind and the LCAP itself is also available on the district website under the Board's meetings and agendas page. She added that later in the evening's agenda, there would be a public hearing where anyone interested could speak about the LCAP.

3. BUSINESS SERVICES

a. 2025-26 Preliminary Budget

Assistant Superintendent Ted O began his presentation by noting that this evening's overview was a brief preview of the 2025–2026 preliminary budget. A more comprehensive presentation will be delivered in two weeks, providing deeper insight and additional details.

Education Code Requirements

Ted explained that per Education Code requirements, school districts must first hold a public hearing to allow for community input on the upcoming year's budget. After this hearing, the Board must adopt the budget at a separate meeting, these two actions cannot occur on the same date. Once adopted, the proposed budget is submitted to the San

Mateo County Office of Education for review and approval. Ted emphasized that in order for the County to approve the district's budget, it must be balanced across all three required fiscal years. If it is not, the County will not grant approval.

Education Code Reporting Requirements

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

- On or before July 1 of each year, the governing board of each school district shall accomplish the following:
 - ✓ Hold a public hearing on the budget to be adopted for the subsequent fiscal year
 - ✓ Adopt the budget in a separate meeting
 - ✓ Submit the budget to the SMCOE for approval


ssfusd.org 4

LCAP Goals/ Actions in Budget

Ted explained that the Local Control and Accountability Plan (LCAP), which Dr. Moore referenced earlier, is included in the district's budget and outlines goals and actions to support student groups such as English learners, low-income students, foster youth, and homeless students, collectively called "unduplicated students." For 2025–26, the district must allocate about \$8.1 million in LCAP supplemental funds, up \$300,000 from the current year. Although South San Francisco Unified is funded through property taxes not LCFF like most districts, it still meets this requirement. The district goes beyond the required amount by setting aside additional "LCAP base" funds to support unduplicated students and the wider student population.

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.
- To further support these students, as well as others, SSFUSD has budgeted additional funds as LCAP-Base.


ssfusd.org 6

2025-26 Budget Assumptions

Ted noted that when preparing the 2025–26 budget and financial reports, the district had to make a set of key assumptions.

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
- Gifts and donations are budgeted when received
- Program carryovers not budgeted until books are closed



ssfusd.org 7

2025-26 Projected General Fund Revenues

Ted explained that the preliminary projected revenue for the 2025–26 school year, currently totals about \$177.1 million. These figures may change before the final budget is presented in two weeks. The revenue is categorized according to state requirements, including both restricted and unrestricted funds. Approximately 84.25% of the district's revenue comes from the LCFF category, which for South San Francisco is primarily funded through property taxes.

2025-26 Projected General Fund Revenues

REVENUES*	2025-26	PERCENTAGE
LCFF Revenue	\$149,229,812	84.25%
Federal Revenue	\$4,243,449	2.40%
Other State	\$14,844,593	8.38%
Other Local	\$8,804,084	4.97%
Transfers In	\$13,301	0.01%
TOTAL	\$177,135,239	100%

* Note: Amounts subject to change



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2025-26 Projected General Fund Expenditures

The projected expenditures for the 2025–26 school year total approximately \$187 million. This includes the \$8.1 million in LCAP supplemental funds previously mentioned. As with revenue, the state requires districts to categorize expenditures in a consistent format statewide. These figures reflect both restricted and unrestricted spending. Ted noted that a more detailed breakdown of the expenditure categories will be provided in his full budget presentation in two weeks.

2025-26 Projected General Fund Expenditures		
EXPENDITURES*	2025-2026	PERCENTAGE
Certificated Salaries	\$70,087,508	37.48%
Classified Salaries	\$29,338,279	15.69%
Benefits	\$47,305,223	25.30%
Books & Supplies	\$11,219,541	6.00%
Services	\$22,623,463	12.10%
Capital Outlay	\$501,300	0.27%
Other Outgo	\$1,282,200	0.69%
Transfers Out	\$4,612,296	2.47%
TOTAL	\$186,969,810	100%

* Note: Amounts subject to change

Excess Minimum Reserve Requirements

Ted outlined how the District allocates its revenues to meet both state-mandated and district-established reserve requirements. He also explained how the District designates additional reserves in anticipation of future spending obligations.

Excess Minimum Reserve Requirements		
2025-26 Budget Information Reserves in Excess of Minimum Reserve Requirements Reasons for Assigned and Unassigned Excess Reserves in Excess of Minimum Reserve Requirements Excess Reserves in Excess of Minimum Reserve Requirements are subject to the same rules as other funds and are subject to the same rules as other funds and are subject to the same rules as other funds.		
Account	Fund	Amount
01	General Fund	\$1,282,200
02	General Fund	\$4,612,296
03	General Fund	\$1,282,200
04	General Fund	\$4,612,296
05	General Fund	\$1,282,200
06	General Fund	\$4,612,296
07	General Fund	\$1,282,200
08	General Fund	\$4,612,296
09	General Fund	\$1,282,200
10	General Fund	\$4,612,296
11	General Fund	\$1,282,200
12	General Fund	\$4,612,296
13	General Fund	\$1,282,200
14	General Fund	\$4,612,296
15	General Fund	\$1,282,200
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94	General Fund	\$4,612,296
95	General Fund	\$1,282,200
96	General Fund	\$4,612,296
97	General Fund	\$1,282,200
98	General Fund	\$4,612,296
99	General Fund	\$1,282,200
100	General Fund	\$4,612,296

Looking Ahead

Ted concluded by outlining the upcoming steps in the budget process. In two weeks, he will return to present the full proposed budget for 2025–26, along with the LCAP for board approval. After the district finalizes the books, the unaudited actuals report for 2024–25 will be presented in September. Then, in December, staff will bring the first interim financial report for 2025–26 to the board for approval.

Looking Ahead	
• Public Meeting to Adopt the 2025-26 LCAP & Budget	➢ June 26, 2025
• 2024-25 Unaudited Actuals	➢ September 2025
• 2025-26 First Interim Report	➢ December 2025

Trustee Murray thanked Ted and his staff for all their hard work.

Trustee Richardson raised a question about the reliability of federal revenue projections for 2025–26, given the ongoing uncertainty in Washington. Ted confirmed that the federal budget has not yet been finalized, and any changes at the federal level could impact the district’s funding. He assured that any updates would be reflected in the first interim financial report once guidance is received. Richardson expressed concern about the potential effects on programs like school meals and shared that during conversations with legislative staff, there was no clear commitment about long-term funding, but indications are that the upcoming year may remain stable. She thanked Mr. O for the clarification and presentation.

N. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

Heather Hefner, a fifth-grade teacher at Sunshine Gardens Elementary, addressed the board to express strong concerns regarding the district’s decision to move forward with implementing the IM math curriculum. Speaking both as a teacher and parent, she questioned the district for dedicating only 80 minutes of training to instructional math shifts during the entire school year, out of approximately 1,400 total training minutes. She pointed out that significantly more time was allocated to initiatives like Portrait of a Graduate, despite previous board statements asserting that math instruction was a district priority. Hefner underscored that the district had promised urgent support and instructional preparation following an April 2024 board meeting, but this support did not materialize. She felt that the district failed to follow through on its commitments, noting a lack of meaningful preparation and resources, which she believes undermines teachers’ ability to effectively implement the curriculum. She further challenged the portrayal of teacher support for the IM program, emphasizing that a “3” rating during the pilot, interpreted as “I can live with this”, was inaccurately characterized as endorsement. Hefner concluded by warning that this decision, made late in the year when many educators are exhausted and disengaged, is a divisive and risky move that places an additional burden on teachers and fails to truly support students’ needs.

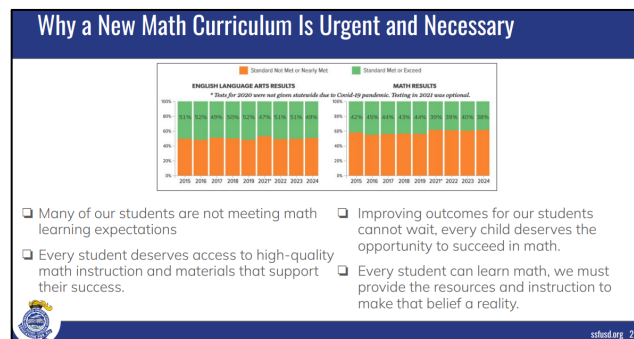
Michelle Bartoli, a fourth-grade teacher at Monte Verde Elementary, shared her experience with the math curriculum pilot, expressing concerns about the

effectiveness of Illustrative Mathematics (IM). With a background in the medical field, she emphasized the importance of a strong math foundation and noted that IM lacked sufficient practice, support for struggling students, and clarity often leaving students confused and reliant on peers. She pointed out that while IM received high ratings from EdReports for usability and alignment, the site does not evaluate effectiveness in practice. Bartoli reported that 46% of her 30 students saw a decline in CAASPP math scores, with eight dropping to a lower proficiency level, calling the results disheartening. She supported the district staff's May recommendation to select a new curriculum in 2025–26 and implement it in 2026–27, expressing confidence that the district can find a program better suited to students' needs.

1. EDUCATIONAL SERVICES

a. Math Pilot

Dr. Garcia addressed the board on behalf of Educational Services and Director Brockmeyer to present the elementary math curriculum recommendation. He stated that the push for a new curriculum aligns with the board's urgency to provide students with access to high-quality curriculum and instruction, emphasizing that the current data “speaks for itself”.



Math Vision

Dr. Garcia shared the math vision statement, explaining it was created by math educators as a collective commitment to ensure all students succeed across all math classrooms. The statement highlights four key qualities: collaboration, critical thinking, taking risks, and perseverance.

We have a teacher-created Math Vision for SSFUSD



Our math classrooms will provide equitable support and opportunities to ensure that all students can succeed.

We will foster a community of lifelong learners who collaborate effectively, think independently and critically, take risks, and persevere through challenges and mistakes.



ssfusd.org 3

Background

In May, district leadership recommended piloting a K-5 math curriculum for the 2025-26 school year. At that time, the board instructed district leadership to return with a recommendation to implement Illustrative Mathematics (IM) in the fall of 2025-26.

Background: Pilot Overview and Board Direction

Secondary (6-12th)	Elementary (3-5th)
- Pilot group recommended implementation of Illustrative Math (IM) - In April, the board approved the recommendation to implement IM in grades 6-Alg 2 starting August 2025	- Pilot teachers were split: some supported IM, others did not - In May, district leadership recommended we pilot K-5 math curricula again in SY25-26 - The board instructed Dr. Moore to work with EDS to bring back a recommendation to implement IM in elementary this Fall



ssfusd.org 4

Recommendation

District leadership proposes to adopt and implement Illustrative Mathematics in grades 3 to 5 starting in the fall of 2025-26, with a commitment to deep and sustained professional learning and support over the next three to five years.

Recommendation: Adopt Illustrative Mathematics for Grades 3–5 Starting Fall 2025

District leadership proposes adopting and implementing Illustrative Mathematics (IM) in Grades 3–5 beginning in the 2025–26 school year, with a strong commitment to deep, sustained professional learning and instructional support over the next three to five years to ensure effective implementation

Dr. Garcia explained that the recommendation to adopt Illustrative Mathematics is based on the belief that IM is a standards-based, high-quality curriculum. It supports alignment and coherence with the California framework and

has been approved by secondary math instructors earlier this year. The recommendation also responds to the board's request to implement high-quality curriculum and instruction

Why are we making this recommendation?

- **Illustrative Math is standards-aligned, evidence-based,** and strongly supported by many piloting teachers and family members
- **Alignment and coherence across the district:** All SSFUSD secondary schools will use IM starting this fall. We believe students will be most successful if their elementary math instruction aligns with and prepares them for the way they will be taught in secondary
- **Responds to board's request to ensure high quality math materials and instruction for 3-5th graders next fall**

Support & Implementation

Support plans for third through fifth grade teachers includes voluntary summer training with the publisher in July, required training on August 11th and 12th, and ongoing Wednesday collaboration sessions throughout the school year. Principals have agreed to support and align with these collaboration efforts. Additionally, optional release days and observation cycles will be provided to gather feedback during curriculum implementation.

How will we support 3-5th grade teachers and leaders to implement this plan?

- Voluntary summer trainings led by the publisher (Introduction to IM)
- Required math training on August 11-12th for all 3-5 teachers
 - Includes either an introduction to IM or deep co-planning on initial unit
- Ongoing Wednesday collaboration sessions throughout the year
 - Focused on learning, planning, and reflecting on math instruction
- Optional release days for observing model lessons and collaborative planning
- Observation cycles – non-evaluative learning walks designed to identify bright spots and areas for growth, supporting continuous improvement throughout the implementation process



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Dr. Garcia noted a shift in language from “piloting teams,” which was communicated earlier in the year, to “testing and exploration.” These teams will be used to inform the implementation of the K-2 curriculum for the 2026-27 school year. He explained that a phased implementation strengthens coherence and alignment with the California math framework as well as secondary math educators. All K-2 teachers will participate in professional learning to support the instructional shifts discussed in the math framework. The district currently partners with organizations like SVMl to provide this professional learning. Just last week, 33

educators, including two elementary principals: Principal Mirt and Principal Erskine, participated in one such training and gave it excellent reviews, rating it nine out of ten. Some participants commented that if they had received this training before the pilot, the outcomes would have been much different.

Preparing K–2 for IM Implementation in Fall 2026

- EDS communicated to K-2 teachers and our CTA partners that the outcome of this year's 3-5th grade pilot would inform what would happen with K-2
- Given the Board's direction to move forward with IM and the shared interest in alignment and coherence across grade spans, it only makes sense to also recommend IM for implementation in K–2.
- During the 2025–26 school year, a group of K–2 teachers will test IM and provide input on implementation for a districtwide rollout in 2026–27
- All K–2 teachers will participate in district-supported professional learning to deepen their understanding of the math instructional shifts outlined in the Ca. Math Framework and the aligned instructional routines embedded within IM.



sfsd.org 8

The district plans to hold full-day professional learning trainings in August focused on math academic discourse and fostering a sense of belonging. In addition, there will be site-based professional learning during Wednesday collaborations for K-2 educators as well as paraeducators to support the instructional math shifts. A cohort of teachers will also be convened to test and explore the IM curriculum, which will help inform the 2026-27 implementation.

Support for *Kinder-2nd grade* teachers would include:

- Full-day training on August 12 for all K–2 teachers, focused on math instruction, academic discourse, and fostering student belonging
- Site-based professional learning sessions during Wednesday collaboration time for all K–2 teachers and paraprofessionals, focused on math instructional shifts
- A smaller cohort of teachers will do a trial run with IM, meeting at least four times to reflect on their experience and help shape the district wide implementation plan for Fall 2026



sfsd.org 9

The district has drafted a professional development calendar outlining all training days and Wednesday collaboration sessions previously discussed. This calendar has been presented to site leaders, who have agreed to align and support the professional learning plan. The district currently has partners, including SVMi and UnboundEd, ready to support the implementation. With the board's approval, those partnerships can be confirmed.

District Capacity and Readiness to Implement

- A draft districtwide PD calendar for next year has been created, with dedicated time to support math instruction during Aug & Jan PD days, as well as during monthly collaboration time on Wednesday afternoons
- The publisher, Imagine Learning, is standing ready to provide materials and lead optional training for teachers this summer and in August
- District leadership has evaluated several nationally-recognized partners to support us with implementation; with Board approval tonight, we can confirm one to start working with by the end of June
- The current plan leverages the ideas of our secondary math teachers, who have developed a comprehensive IM implementation plan for 6-12th grades, and will also convene a math teacher leadership team to inform the 3-5 implementation plan



school.org 10

Final Decision

The current plan is to leverage the expertise of secondary math teachers, who have already developed a robust implementation plan for Illustrative Mathematics (IM) and are eager to share their insights with third through fifth grade teachers. In addition, the district will convene a third through fifth grade math leadership team to help guide the implementation for the 2025–26 school year. Dr. Garcia emphasized the need for a final decision from the board to ensure a successful launch in August. The recommendation is to implement IM in grades 3–5 in the 2025–26 school year and in grades K–2 in the 2026–27 school year. Without board approval, the district will not be able to complete curriculum orders or confirm professional development trainings.

Final Decision Needed to Ensure a Successful August Launch

Recommendation:
Implement Illustrative Mathematics at grades K-5,
starting with 3-5th grade implementation in Fall 2025, and
K-2 in Fall 2026

or

If not, then pilot new math curricula at K-5 in Fall 2025,
with the goal of implementing in Fall 2026 [May 22 proposal]



school.org 11

Trustee Richardson asked whether continued support would be available for teachers struggling with aspects of the new curriculum to ensure they feel confident teaching it. Dr. Garcia responded that the district plans to leverage both internal support and external partners like SVMi and UnboundEd, who specialize in implementing curricula such as Illustrative Mathematics. He emphasized the commitment

to developing a robust support system over the next three to five years to ensure teacher success.

Trustee Richardson referenced earlier public comments and expressed concern that some teachers may not have received adequate follow-up or felt supported during previous implementation efforts. She asked how the district would ensure cohesion and alignment among teachers going forward. Dr. Garcia acknowledged the concern and stated that while he couldn't speak to the previous year, this year both the multilingual learner team and the math team have been actively involved in the pilot. Multilingual learner TOSAs have participated in the trainings and will help develop the implementation and professional learning plans. Site leaders will also play a key role in supporting teachers to ensure they feel included and supported.

Trustee Richardson expressed appreciation and acknowledged the scale of the launch, thanking Dr. Garcia for his leadership. Dr. Moore then clarified that support was prioritized for the teachers who piloted the program this year in response to earlier concerns, while those not involved in the pilot did not receive the same level of support. Richardson thanked Dr. Moore for the clarification.

Trustee Lam expressed appreciation for Trustee Richardson's questions and shared similar concerns, particularly around professional development. She noted that based on the data and feedback, much of the current challenge stems from the significant instructional changes prompted by both the California Math Framework and the structure of the new curriculum. Lam emphasized that aligning with the district's math vision also requires changes in instructional practices and asked whether the district has built sufficient systems and supports to help teachers successfully implement the new curriculum. Dr. Garcia responded that he believes the district does have the capacity to support the implementation. He cited the expertise of the math educators who participated in the pilot, as well as the Educational Services TOSAs and multilingual learner TOSAs who have been actively involved. He also referenced external partners, including SVMl and potentially UnboundEd, and reiterated that these partnerships will be essential in helping educators understand and implement the

instructional shifts required by the new California Math Framework.

Trustee Hsieh thanked Dr. Garcia for a great presentation and noted that the recommendations were very clear.

President Anthony addressed concerns about the lack of practice in the curriculum and asked if the district would provide supplemental materials. Dr. Garcia confirmed that the district plans to explore teacher toolkits offered by the publisher and that the math TOSA team would also look into additional resources to support teachers.

President Anthony then shared her broader reflections. She expressed appreciation for the public comments and acknowledged differing viewpoints, emphasizing that disagreement does not mean she isn't listening. She outlined several points from the feedback that she sees as positives: the curriculum's engaging teaching style, its challenge to students to think differently, and the acceptance of struggle as part of learning. She acknowledged concerns such as the lack of practice opportunities and insufficient assessments, but described these as "eminently solvable problems," urging the district to address them with appropriate resources and supports. Regarding comments that the curriculum is something teachers can "live with," she stated she finds that acceptable. Drawing a comparison to compromise in personal decisions, she emphasized that sometimes "I can live with this" is the best, most realistic outcome in order to move forward. She concluded by affirming her support for the implementation.

Trustee Murray stated she is opposed to adopting the IM curriculum at this time. She emphasized the need for intentionality in educational decisions being purposeful and deliberate. While acknowledging the district's poor math scores and the shared goal of student success, she argued that trying something new is not automatically better than the status quo. She noted that last year the board rejected IM for grades 6–12 due to lack of consensus, then piloted it, built agreement, and moved forward. In contrast, the current grades 3–5 pilot resulted in a split: 50% of teachers rated it 1–3 (supportive) and 50% rated it 4–5 (not supportive). She argued that "I can live with it" is not true support and does not meet the threshold for a successful launch. Murray

expressed concern about adopting a curriculum without clear teacher buy-in, warning it could fail and harm students. She pointed to the \$3 million cost and eight-year commitment, and reminded the board that staff previously recommended waiting until the state's curriculum list is released in November. She concluded by urging the board to act with intentionality.

Trustee Richardson emphasized that as a public school, the district cannot overlook any student population. She stated that the state has made it clear that all students must be supported, and this curriculum is a step toward that goal. She compared the responsibility to providing FAPE (Free Appropriate Public Education) in special education, public education is a legal right, and the district must act. She acknowledged challenges but stressed that doing nothing is not an option. For over a decade, the state has pointed to persistent disparities tied to instruction and socioeconomic factors. Trustee Richardson concluded that the district must move forward and try something different.

Trustee Lam expressed that she felt conflicted about the decision, admitting she was nervous and had not anticipated how torn she would feel. She shared that while she read all the public comments and understood the criticisms of the curriculum, particularly the concerns around lack of practice, her review of the research did not indicate fundamental flaws with the material itself. Instead, she viewed the challenge as an adaptive issue, not a technical one, emphasizing that it's not about blame but about how the district collectively moves toward improving student math achievement. She noted that everyone shares the same goal but is not yet aligned on how to reach it. While acknowledging her earlier leaning in favor of launching the curriculum sooner, she recognized the tension between concerns raised and the success some students are already experiencing. She emphasized the importance of not discounting the positive student experiences and concluded without a clear decision, sharing her current reflections.

Dr. Garcia highlighted that each IM lesson includes embedded math language routines, which support academic discourse and help foster a sense of belonging among students. He emphasized that building this sense of belonging should not occur in isolation from academic work,

particularly in math instruction. He explained that these routines are especially beneficial for multilingual learners and align with the district's three key priorities. Dr. Garcia acknowledged that successfully Implementing this curriculum requires significant shifts and risk-taking, not just from students but from adult learners as well. Reflecting on his own teaching experience, he noted that shifting the cognitive responsibility to students was initially daunting but ultimately rewarding. He emphasized that trusting students to engage in academic discourse can lead them to meet and exceed expectations.

President Anthony expressed disagreement with delaying adoption of the math curriculum. She emphasized urgency, noting that postponing could result in facing the same lack of consensus next year. She acknowledged that implementation might be difficult in the first year and could face challenges, but ultimately felt that trying something new and making it work was a better path forward.

Trustee Murray responded that if the result is still a 50/50 split next year, then perhaps that would indicate the curriculum is not the right one. She emphasized the importance of teacher buy-in, stating that without teachers wanting to teach the material, success would be unlikely. She added that failure could mean wasting \$3 million and committing to eight years of an ineffective program.

Trustee Lam raised the question of expectations. She pointed out the board's role in setting clear expectations, and emphasized that any curriculum will require significant shifts and changes in approach. She was concerned about the risks of waiting, such as uncertainty around the state-approved curriculum list being released on time. Lam also warned against treating curriculum selection like casual shopping and emphasized the need for a program that drives real change. She stated that she wants students to go beyond memorizing math procedures and facts and develop a deep conceptual understanding. Lam noted she has seen glimpses of the promise of the IM curriculum and that other districts have had success with it.

Trustee Murray added that the district has been accepted into a cohort program, which would provide support and training for teachers. She asked for a more detailed explanation of

the cohort model. Director Brockmeyer explained that the cohort would include either the K–2 or K–5 teaching team and involve collaboration with 11 other districts. The purpose is to provide training on the instructional framework and to help districts prepare to identify appropriate materials for adoption. As part of the cohort, the district would wait for the release of the state-approved curriculum list. IM would be required as one of the materials to pilot. The piloting process would take place from January through March, and the cohort would support the full curriculum launch the following school year.

Trustee Richardson shared reflections from school visits to Oakland and San Diego, where learner-based systems were in use. She was impressed by the level of math, vocabulary, and overall student engagement, especially among sixth graders. She acknowledged the hesitation some may feel toward unfamiliar methods but emphasized that this approach is gaining traction across the state, particularly in areas where student performance has historically been low. She noted the benefits of this system, including increased student collaboration, problem-solving, and socialization. Richardson referenced a conversation with Mr. Ash Solar of the Bay Ed Fund, who acknowledged that some teachers may not yet be fully on board but suggested that more exposure could help. She described hearing strong support from veteran teachers, some with 20 to 30 years of experience, who found that the curriculum improved not only math skills but also writing and other areas over time. Initially skeptical, Richardson said her perspective shifted after witnessing the impact firsthand and suggested organizing additional school visits to build broader understanding and buy-in.

Trustee Murray recounted her visit to a high school in Oakland where she observed three math classrooms. Two were actively implementing the curriculum, while one teacher had students seated in rows, leading the instruction herself rather than using the new approach. Murray inquired with the head of the math department about their math scores over the five years they had been using the curriculum. The department head explained that during the first few years, which overlapped with the COVID pandemic, there was little progress, and currently the scores are about average, similar to pre-COVID levels. Murray noted concern that one teacher was not fully implementing the curriculum, and was told that

teacher compliance cannot be forced. She emphasized that before voting to adopt such a curriculum, she would want to see stronger teacher buy-in.

President Anthony acknowledged Trustee Murray's concerns and expressed that she is not unconcerned about the issues raised. However, she reiterated her willingness to try something new in the interest of progress. Noting that there were only four minutes left before the scheduled break, she stated that while there was no need to vote immediately, it would be beneficial to take a motion either in favor or against moving forward with the proposal.

Trustee Hsieh shared that after nearly two years of piloting the curriculum, there is ample information to make an informed decision. She expressed concern that extending the pilot risks analysis paralysis and further delays would create inequity, as students and teachers in pilot schools have gained advantages while others continue to wait. She acknowledged the split among teachers, with 50% expressing concerns, but emphasized that adoption would allow the district to target professional development and resources precisely where needed during implementation. Hsieh expressed a desire to end the prolonged limbo stage of nearly two years and noted that another pilot year would duplicate spending; instead, those funds should support teacher coaching and professional development. She concluded by stating that she felt ready to move forward to the next step.

ACTION

2. EDUCATIONAL SERVICES

a. Approval of the Imagine Learning Curricula

MOTION #133 (Richardson/Hsieh) to approve the adoption of Imagine Learning's Illustrative Mathematics curriculum for Grades K–5, with implementation for Grades 3–5 beginning in the 2025–26 school year and for Grades K–2 beginning in the 2026–27 school year. (AYES: Richardson, Hsieh, Lam, Anthony; NOES: Murray). Motion Carried 4-1.

The Board recessed at 8:29 p.m. for a break and reconvened at 8:39 p.m.

O. CONSENT AGENDA:

MOTION #134 (Hsieh/Lam) to approve items: 1a. Minutes of the May 22, 2025 Regular Board meeting; 2a. Permission for one ECHS Science teacher to attend the HHMI SEA-PHAGES workshops on July 12 – 18, 2025 and December 12 – 16, 2025 in Baltimore, MD; 2b. Agreement between the District and the SMCOE for 5th graders to participate in the 2025-26 Outdoor Education program in La Honda, CA; 2c. Permission for staff to attend the 2025 CodeStack Conference on October 1 – 3, 2025 in Stockton, CA; 2d. Agreement with Leader for Medi-Cal billing services for the 2025-26 school year; 3a. Certificated Personnel Assignment Order; 3b. Classified Personnel Assignment Order; 4a. Gifts to the District, May 2025; 4b. Professional service agreements under \$25,000; 4c. District facility uses fees increase for 2025-26; 4d. District lease rate increases for 2025-26. Motion Carried. (Unanimous)

PUBLIC HEARINGS

The Board meeting was suspended to open a public hearings at 8:41 p.m

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

Dr. Moore explained that the LCAP is a required plan districts develop every three years and update annually, setting goals to address state and local priorities like student achievement, engagement, school climate, parental involvement, and course access. South San Francisco Unified aligns its LCAP with its strategic plan, using various data to track progress. She also noted that Baden High School qualifies for equity multiplier funds, which support schools with high non-stability and disadvantaged student rates. These funds must be used for evidence-based services and supports.

b. 2025-26 Preliminary Budget

A Public Hearing will provide an opportunity for members of the public to comment on the preliminary 2025-26 District budget.

c. SSFUSD and CSEA Initial Proposals

This public hearing provided an opportunity for members of the public to comment.

The public hearings were closed and the Board meeting resumed at 8:43 p.m.

ACTION

1. ADMINISTRATION

a. Approval of Updated SSFUSD Governance Handbook

Trustee Richardson requested for print out copies of the updated handbook.

MOTION #135 (Murray/Hsieh) to approve the SSFUSD Governance Handbook, which was updated at the May 10, 2025 Board workshop. Motion Carried. Unanimous.

b. Approval of Board of Trustees Compensation

Trustee Richardson asked what the board qualified for, and President Anthony referred to several options listed in the board memo. Trustee Hsieh asked if she could make a motion or if they could ask questions first. President Anthony clarified that they could discuss the options and then move forward based on the discussion.

President Anthony explained that currently trustees receive a \$100 monthly stipend for mileage expenses to avoid reimbursement. She noted that a 2% annual increase in trustee compensation had been approved each year, except for the 2020-2021 fiscal year when no increase was approved due to COVID-19. In 2024, a 3% increase was approved. The options available included a 2%, 3%, 4.5%, 5% increase, or no increase, or any amount they thought appropriate.

Trustee Richardson expressed support for a 3% increase like the previous time. Trustee Lam commented that she felt a little weird about voting for a raise, just personally. President Anthony agreed she had always felt weird about it but said she reconciled it by thinking the additional money could be put back into DonorsChoose, effectively returning it to the district.

Trustee Hsieh shared her thoughts and referenced page 123 of the memo, which showed staff would receive a 4.5% salary increase. She suggested the trustees consider a 4.5% increase as well, along with continuing the \$100 monthly mileage stipend. Trustee Murray said that was also her thinking and noted she had done the math but wasn't sure if it was correct.

President Anthony shared she had not done the math and personally favored a smaller amount, though that was just her opinion.

MOTION #136 (Hsieh/Murray) to approve a 4.5% compensation increase for a total of \$487.84 and the continuation of a \$100 monthly mileage stipend for the 2025-26 school year. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: Lam). Motion Carried 4-1.

c. Selection of Participants on Facilities Subcommittee

President Anthony reviewed the committee assignments as outlined in the most recent board governance packet. She explained that the Board President and a returning member, preferably the Clerk, would serve on the City School Subcommittee, naming herself and Trustee Richardson for these roles, with the Vice President serving as an alternate. Trustee Murray and Trustee Lam, both newer board members, were assigned to the Bylaws Committee. For the Facilities Committee, Trustee Hsieh was recommended to join alongside either the Vice President or the Clerk. President Anthony also suggested that Trustee Murray stay on the Facilities Committee for continuity but expressed openness to further discussion.

Trustee Richardson remarked that she thought these committee assignments had already been made during the reorganization. President Anthony clarified that although the topic had been discussed, no formal protocol for committee reassignments existed in December, so no changes were made at that time. She noted she had continued serving on the City School Subcommittee for nearly a year and a half but expressed a desire to step down.

Trustee Richardson responded that it would be beneficial for newer board members to follow the opportunity handbook. President Anthony reminded the board that during the workshop the board reviewed the handbook, which indicates that the final trustee, Dr. Hsieh, and either the Vice President or Clerk should serve on the subcommittee.

Trustee Hsieh affirmed agreement, emphasizing the importance of following the handbook.

MOTION #137 (Anthony/Hsieh) to approve the appointments of Trustee Hsieh and Vice President Murray to the Facilities Subcommittee. Motion Carried. Unanimous.

2. EDUCATIONAL SERVICES

b. Approval of Agreement with Newsela

MOTION #138 (Murray/Lam) to approve the agreement with Newsela, an instructional online tool/platform featuring articles on current events to support relevant curriculum in the 2025-26 school year. Motion Carried. Unanimous.

c. Approval of Agreement with Health Connected

MOTION #139 (Lam/Murray) to approve the agreement with Health Connected to provide comprehensive sexual health education to SSFUSD middle school students, including adapted instruction for students with disabilities for the 2025-26 school year. Motion Carried. Unanimous.

d. Approval of Agreement with Legarza Sports

Trustee Murray and President Anthony both expressed excitement about supporting this again this year.

MOTION #140 (Murray/Hsieh) to approve the agreement with Legarza Sports to provide Physical Education instruction at all SSFUSD elementary school sites for the 2025-26 school year. Motion Carried. Unanimous.

e. Disposal of Obsolete Instructional Materials

Trustee Richardson asked if the materials being disposed of were just instructional materials and not library books. President Anthony clarified that these were textbooks from previous adoptions. Dr. Moore explained that materials are considered obsolete when updated versions are available, which is why these older versions are being disposed of.

MOTION #141 (Hsieh/Murray) to approve the disposal of obsolete instructional materials in Science, Mathematics, and World Language, in accordance with Education Code guidelines. Motion Carried. Unanimous.

f. Approval of Continued Partnerships with NPS for Special Education Support

Trustee Richardson asked if the agreement was with the county. President Anthony confirmed it was with the county and other non-public schools. Director Yacoub explained that the county operates separately from non-public schools, but the district has agreements with both through the SELPA. Payment methods differ: funds for the county go through the county, while payments to non-public schools are made directly. Richardson then inquired about how many students the district sends to the county, recalling a total of 34 in non-public placements. Yacoub confirmed that 34 students are placed in non-public settings, with four currently placed at the county. Richardson noted that the district had previously reduced placements but then brought some students back. Yacoub added that when she started, there were about 50 students placed between county and non-public schools, which was lowered to fewer than four at the county because placements over four require the district to provide a classroom for a county program, so they prefer to keep that number under four.

MOTION #142 (Murray/Hsieh) to approve continued partnerships with identified non-public and county schools to fulfill IEP service agreements, and authorization for the Assistant Superintendent of Business Services and Director of Special Education to execute related MOUs and ISAs for the 2025-26 school year. Motion Carried. Unanimous.

g. Approval of Agreement with NPAs for Special Education Staffing and Paraeducator Support

MOTION #143 (Murray/Hsieh) to approve agreements with non-public agencies (NPAs) to provide paraeducator support necessary for the implementation of Individualized Education Program (IEP) services and the continued operation of special education programs during the 2025–26 school year. Motion Carried. Unanimous.

h. Approval of Agreement NPAs for Special Education Staffing and Related Provider Support

Trustee Richardson asked for clarification on the type of support requested for approval, noting that items G and H

seemed similar. Director Sabrina Yacoub explained that item G pertains to paraeducators, while item H is specifically for two school psychologists, one to cover a leave of absence and another for part of the district's allocation, as well as a BCBA, a Board-Certified Behavior Analyst.

MOTION #144 (Lam/Hsieh) to approve agreements with non-public agencies (NPAs) to provide personnel necessary for the implementation of Individualized Education Program (IEP) services and the continued operation of special education programs during the 2025–26 school year. Motion Carried. Unanimous.

i. Approval to Renew Agreements with NPAs for Special Education Mental Health Services

Dr. Moore informed the board that after the agenda was published, she learned the correct funding sources should be RS-6500 and RS-3327. She noted that the funding sources listed in the agenda were not accurate.

MOTION #145 (Hsieh/Lam) to approve the renewal of agreements with non-public agencies (NPAs) to provide mental health services as required by students' Individualized Education Programs for the 2025–26 school year with revision to funding sources. Motion Carried. Unanimous.

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

This item was pulled from the agenda.

To approve the agreements with agencies to provide interpretation and translation services for IEP meetings, including American Sign Language interpretation, for the 2025–26 school year.

k. Approval to Renew Agreements for Special Education Curriculum and Professional Development

Dr. Moore noted the funding source listed as LCAP is incorrect. She clarified that the correct funding source should be RS-6762.

MOTION #146 (Murray/Hsieh) to approve the renewal of agreements for curriculum and instructional/professional development training to support Special Education programs for the 2025–26 school year with revision to funding sources. Motion Carried. Unanimous.

I. Approval to Renew Agreement with Air Tutors

President Anthony expressed excitement continuing with this investment noting “this has been really good for a lot of kids”.

Dr. Moore noted the funding source should be RS-6762 and not LCAP supplemental.

MOTION #147 (Murray/Hsieh) to approve the renewal of agreement with Air Tutors to support student academic success for the 2025–26 school year with revision to funding sources. Motion Carried. Unanimous.

m. Approval to Renew Agreements with LVNs and RNs

This item was pulled from the agenda.

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.

n. Approval of Agreement with Daybreak Medical PC

Dr. Moore noted the funding source should be RS-6546.

Trustee Lam commented that it is great the district offers this as a mental health support.

MOTION #148 (Hsieh/Lam) to approve the agreement with Daybreak Medical to support students for the 2025–26 school year with revision to funding sources. Motion Carried. Unanimous.

o. Approval of Agreement with inquiryHub

MOTION #149 (Murray/Hsieh) to approve the agreement with inquiryHub for a series of professional learning workshops focused on OpenSciEd, to be held for staff from July 29 through August 5, 2025. Motion Carried. Unanimous.

p. Approval of ELOP Agreements and MOUs

President Anthony noted that the City of South San Francisco agreement is still missing. She stated that many of the other agreements are in place, and they hope to confirm the city agreement at the next meeting.

MOTION #150 (Murray/Lam) to approve the Expanded Learning Opportunity Program (ELOP) MOUs and agreements for the 2025–26 school year. Motion Carried. Unanimous.

3. BUSINESS SERVICES

a. Resolution No. 25-46 for Budgetary Increases and Transfers

MOTION #151 (Murray/Hsieh) to approve the adoption of Resolution #25-46: For Budgetary Increases and Transfers at year end of the fiscal year 2024-25 and to waive the reading. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

b. Resolution No. 25-47 to Reappoint Citizens Bond Oversight Committee (CBOC) Members

Trustee Richardson read the resolution.

Trustee Lam asked about the process for reappointing members of the oversight committee, specifically whether members are required to continue or if reappointment is voluntary. Ted O clarified that according to the Citizens' Bond Oversight Committee bylaws, each member may serve up to three terms of two years each. If a member wishes to be reappointed, they may continue serving, and the position is not opened to others unless someone steps down or completes the six-year limit. Ted added that it is often difficult to find new members, which is why the full six-year term is typically utilized.

MOTION #152 (Murray/Hsieh) to approve the adoption of Resolution #25-47: To reappoint members John R. Penna, John Sana, Avin Sharma, and Soy Wong to the Independent Citizens' Bond Oversight Committee for another term. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

c. Resolution No. 25-48 for Establishing Fund 11 and Fund 14 Balances

MOTION #153 (Hsieh/Murray) to approve the adoption of Resolution #25-48: For establishing Funds 11 and 14 balances and the waive the reading. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

d. Approval of Amendment #2 with Kitchell CEM, Inc.

Trustee Lam asked if the agreement with the vendor is renewed annually as the scope of projects expands. Ted responded that yes, after going through a Request for Proposal (RFP) process to select Kitchell as the vendor, the contract is renewed each year as long as there are active bond projects.

MOTION #154 (Hsieh/Lam) to approve Amendment No. 2 to the Agreement for Program Management Services and Limited Construction Management Services with Kitchell CEM, Inc. for the 2025–26 fiscal year in the amount of \$2,620,909.00 for the Measure T Bond Program. Motion Carried. Unanimous.

e. Approval of Amendment #1 with Harley Ellis Deveraux

President Anthony commented that they have been waiting for an update from Director Shelton about the situation at Los Cerritos, but it sounds like there is still no answer yet, and this current step is part of the process to get that answer. Trustee Richardson then asked when the new appointed member of the bond program subcommittee's term begins, to which President Anthony responded, "now."

MOTION #155 (Murray/Hsieh) to approve Amendment No. 1 to the architectural services agreement with Harley Ellis Deveraux Corporation for additional services for the Los Cerritos ES and Interim Housing Study Test Fit under the Measure T Bond Program, in the amount of \$61,717.60. Motion Carried. Unanimous.

f. Approval of California Environmental Quality Act (CEQA) Consulting Services Pool

MOTION #156 (Murray/Hsieh) to approve the selected firms for the creation of a CEQA Consulting Pool on behalf of the Measure T Bond Program and the Facilities Department. Motion Carried. Unanimous.

g. Approval of Agreement with Joseph Cumiskey Construction Corporation

Trustee Richardson asked about the start dates for some projects that didn't have specified timelines and inquired how they could find out when these projects begin. Ted O explained that this particular project is urgent and involves converting the IMC portable at the district office, which currently stores textbooks, into seven additional offices for new staff. The textbooks will be moved to two-story sheds to make room. He confirmed the project would start immediately. Trustee Richardson then asked if they were buying a new portable, and President Anthony clarified that they are not purchasing a new one but refurbishing an existing portable. Ted O added that the textbooks will be relocated, and the portable will be converted into offices.

MOTION #157 (Murray/Hsieh) to approve the agreement with Joseph Cumiskey Construction Corporation for construction work on the Instructional Media Center (IMC) Offices project in the amount of \$46,130. Motion Carried. Unanimous.

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

President Anthony commented that at the June 26th meeting the final ELOP MOUs will be presented.

June 26, 2025

- Presentation on Counseling and Safe School Advocates Services and approval for 2025-26
- Presentation on SLO MOU with student data
- Approval of SMCOE Outdoor Education dates for 2025-26
- Adoption of 2025-26 LCAP
- Adoption of 2025-26 Preliminary Budget
- Resolution on Education Protection Account Funds

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

Trustee Richardson shared her excitement about attending multiple graduations and barbecues on May 29th, including two events at Baden, a faculty softball game at Senior Adult Education, and a barbecue at El Camino High School where students signed yearbooks. She also attended the senior breakfast at South City

High School, where students chose a healthier menu with pancakes, juice, fruit, granola, and yogurt. She praised the PTA for decorating the cafeteria, enhancing the students' experience. Richardson noted that South City High School graduated 300 students at a well-organized event, marking the second year students were allowed to walk at graduation while completing credits. She attended a classified staff lunch to thank painters, school facilities, and district staff, mentioning new regulations replacing fluorescent lighting with halogen lighting. Richardson reported on the Capitol advisory budget workshop, which maintained \$10 million for the TK learner screening instrument and added a TK class, increasing student funding. She highlighted a proposed \$100 million student teacher stipend program to address teacher shortages with incentives for new teachers and shared the link with the superintendent. She reminded the board about the fluorescent lighting ban now in effect. Finally, she attended the groundbreaking at the central kitchen with bond and contracting staff and shared that Principal Rossi De Campos from Westborough Middle School looks forward to traffic calming, expecting it to be ready by spring.

Trustee Lam shared that it was her first time attending multiple graduations, including at Skyline Middle College, Skyline Elementary Spruce, and Westborough Middle School, and thanked Dr. Moore for joining her at Westborough. She highlighted the recent groundbreaking ceremonies and her attendance at South San Francisco's Pride flag-raising, noting upcoming Pride events. Lam expressed strong support for queer youth and affirmed the district's commitment to all students, including those from immigrant families, especially in light of recent troubling news.

President Anthony thanked both trustees Richardson and Lam for highlighting the important work of the PTA and recognizing its value to the community.

Trustee Murray congratulated all graduating seniors and promoted students and wished everyone a happy Father's Day for the upcoming Sunday. She also asked the board to keep in their thoughts all those affected by the recent tragic plane crash in Ahmedabad, India, acknowledging it as a horrible event with many impacted.

President Anthony shared her appreciation for the promotions and graduations, noting El Camino's ceremony as a lovely event. She wished everyone a great summer, thanked all for a good year, and reminded the board they would reconvene in two weeks.

ADJOURNMENT – 9:25 p.m.