

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of May 22, 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 — 6:00 p.m.

A. CALL TO ORDER

CLOSED SESSION – 6:00 p.m.

1. Conference with Labor Negotiators ([Government Code § 54957.6](#))
 - Agency Designated Representative: Assistant Superintendent of Human Resources and Student Services
 - Employee Organization: California School Employee Association Ch. 197
2. Conference with Labor Negotiators ([Government Code § 54957.6](#))
 - Agency Designated Representative: Assistant Superintendent of Human Resources and Student Services
 - Employee Organization: South San Francisco Classroom Teachers Association Children's Center
3. To consider the appointment of one (1) public employee to the position of Director of School Leadership, in accordance with [Government Code § 54956](#)
4. To consider the appointment of one (1) public employee to the position of Director of Talent Strategy, in accordance with [Government Code § 54956](#)
5. To consider the appointment of one (1) public employee to the position of Principal of South San Francisco High School, in accordance with [Government Code § 54956](#)

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 -
Present

Mr. Keith Irish, Assistant Superintendent,
Educational Services and Categorical
Programs - Absent

Mr. Ted O, Assistant Superintendent,
Business Services - Present

- C. PLEDGE OF ALLEGIANCE** Principal Prasad introduced Tilly Smith, an 11th grader and top credit earner. She shared that Tilly is incredibly open to feedback and always looking for ways to grow. She asks great questions, is naturally curious, and genuinely wants to do her best. Anytime she is asked for help, whether it is giving a board update or supporting another student, she does it without hesitation.

Principal Prasad shared that she had a certificate of appreciation for a volunteer at South San Francisco Adult Education, Miss Ines Mendes. She volunteered with the orientation and registration process for both day and evening registration this year. Although she was not able to attend the meeting, she acknowledged her contributions and expressed her thanks.

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

Assistant Superintendent Hannon reported that, in accordance with Government Code Section 54956 and in reference to Closed Session Agenda Item Number 4, the Board took action to appoint Allison Chow to the position of Director of Talent Strategy effective with the 2025–2026 school year. Trustee Murray made a motion, Trustee Hsieh seconded the motion, a roll call vote was taken, and the vote passed with five ayes and zero nays.

In accordance with Government Code Section 54956 and in reference to Closed Session Agenda Item Number 5, the Board took action to appoint Sharimar Balisi Manalang to the position of Principal of South San Francisco High School effective with the 2025–2026 school year. Trustee Murray made a motion, Trustee Hsieh seconded the motion, a roll call vote was taken, and the vote passed with five ayes

and zero nays.

President Anthony offered her congratulations on the appointments, expressing that the board is really excited to have them join the team.

F. REVIEW OF AGENDA

President Anthony noted that Item G, PTA Council Remarks, and Item L, Student Trustee Reports, would not be presented. She shared that the student trustees retired after the last meeting and that they are missed.

Assistant Superintendent Hannon provided one correction under Action Item 3D. In the board memo section regarding fiscal implications, it should read ten thousand dollars, not ten hundred dollars.

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 addressed cabinet, President Anthony, trustees, and the South San Francisco Unified School District community. She reflected on how quickly time passes each year and described the wide range of emotions teachers experience in May. She expressed pride in students' accomplishments, sadness at the end of the school year, and excitement for a well-deserved break. She emphasized that while the school year ends for students, the work for educators continues with testing, report cards, projects, events, and classroom closures. She noted that the effort is simply passed on to the next group of hardworking educators. She shared that SSFCTA honored seven retirees this year at a Taco Tuesday event on May 13th at the CTA headquarters in Burlingame. The retirees included Steve Patane and Erin Clark from Westborough, Frank Moro from South San Francisco High School, Maria Beltran from Skyline, Cindy Bell from Junipero Serra, and Lori Garcia-Rovetta and Tracey Neblett from Buri Buri. Giusti mentioned that while there will be new faces in the SSFCTA leadership team, she would continue in her role for another year. She noted that on May 17th, many educators and some retirees participated in CTA's "Fight for Schools" march in San Francisco, which aimed to oppose federal education cuts that would impact the district by at least five million dollars. She acknowledged missing the last board meeting due to Open House but used the opportunity to express her gratitude to the bargaining teams and trustees for passing the new agreement. However, she

voiced concern that bargaining related to the Children's Center remains unfinished. She described the continued work ahead, including climate surveys, demands to bargain over TOSAs, special education, and elementary dismissal times, complaint investigations, contracts, meetings with new administrators, teacher assignment inquiries, grievances, and salary placements. Giusti concluded by acknowledging six of the eight Children's Center teachers present to speak, along with teachers there to address concerns about next year's primary math pilot process. She remarked that when teachers show up in May, it is a clear sign of their passion. She added that she will continue working over the summer on unfinished business and thanked her colleagues, affirming their efforts this year.

California School Employees Association Chapter 197 – Jolene Malfatti president of CSEA addressed President Anthony, trustees, cabinet, and the audience, sharing that in preparation for negotiations, she sent a survey to all classified staff to identify areas for improvement. One key concern that emerged was from the campus security staff. In response, a school safety hazard pay request was added to the initial negotiation proposal. She stated that classified members across the district had signed petitions in full support of the hazard pay request for campus security staff. She thanked the trustees for attending the CSEA Communicates meeting where the issue was discussed in detail and then introduced their labor relations representative, Dustin Patenaude.

Dustin Patenaude expressed his appreciation for campus security members and read the body of the petition. The petition called on district leaders to address rising safety issues affecting students, staff, and the entire school community. It emphasized the frontline role of campus security officers, the lack of adequate support, and the impact of deprioritized enforcement under restorative justice practices. The petition requested three key actions: hazard pay for campus security officers, transparency regarding student discipline, and stronger collaboration between campus security, administration, and special education. Patenaude urged the board to take immediate action and review the signatures to understand the seriousness of the concerns raised.

Malfatti closed by expressing her deep appreciation for the campus security staff, their loyalty, and their ongoing efforts to keep students, staff, and schools safe.

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

Trustee Richardson announced that it is Classified Staff Week and expressed her gratitude to the classified employees for their support of certificated staff and their essential contributions to the district. She shared that a barbecue will be held next month in their honor and encouraged attendance. She also announced upcoming groundbreaking ceremonies: one for the new El Camino High School kitchen on June 6th, and another for the Westborough field construction project, intended to ease traffic at Westborough Middle School. President Anthony clarified that the Westborough groundbreaking will take place on June 9th at 11:00 a.m.

K. SUPERINTENDENT'S REPORT

- a. Golden Apple/ Retirees Ceremony** – Dr. Moore shared highlights from the Golden Apple Retiree Ceremony held on Wednesday, May 14th. The event celebrated 29 retirees, both certificated and classified, many of whom had served the district for over a decade. Five staff members were also honored for 30 years of service. In addition, ten educators received the district's prestigious Golden Apple Award, a tradition in South San Francisco Unified now in its 38th year. The celebration featured a performance by the South San Francisco High School Jazz Band, a full house of employees, families, and friends, and refreshments provided by the Nutritional Services Department. The Facilities Team ensured the venue was welcoming and well-prepared. She congratulated all the honorees and celebrated the end of the 2024–2025 school year.
- b. CSEA Classified Appreciation Week** – Dr. Moore expressed deep appreciation for the contributions of classified staff across the district. She emphasized the essential roles these employees play from food services and technology to maintenance, direct classroom support, security, and office administration describing them as the backbone of the schools. In recognition of their hard work, the district partnered with various organizations earlier this spring to provide each employee with a \$50 gift card. Dr. Moore noted that these gestures are a reflection of the district's gratitude for the dedication shown daily in support of students, families, and colleagues. She reaffirmed the district's love and appreciation for all classified staff and shared that celebrations will continue during the first week of June, with certificates and a small surprise being delivered to staff the following day.
- c. Promotion & Graduation** – Dr. Moore shared that trustees and cabinet members recently attended the adult education and Skyline Middle College graduation ceremonies. She noted that the coming week will be filled with elementary, middle, and high school graduation events. She expressed

hope that families and students will be able to enjoy and savor these special milestones. She extended heartfelt congratulations to all students promoting to the next grade level, graduating seniors, and to all students who demonstrated effort, growth, and positive character throughout the year. Dr. Moore also recognized those who earned awards, scholarships, and commendations, and wished everyone a wonderful final week of school before summer break.

- d. **End of Year** – Dr. Moore Expressed deep gratitude to the educators, staff, families, and students of South San Francisco Unified School District. She reflected on the year's accomplishments highlighting collaborative efforts, the portrait of a graduate coming to life in classrooms, site-level leadership, the educator fellowship, and the creation of a shared instructional vision. She acknowledged the challenges, especially around math curriculum adoption, and thanked the community for co-creating a plan rooted in teacher voice and student need. Dr. Moore emphasized the need for continued growth in communication and educator involvement, affirming the district's commitment to improvement. She asked to return next year with open hearts and minds ready to leave behind what no longer serves and build a more united, student-centered future. She wished everyone a joyful, restful, and well-deserved summer.
- e. **Baden Student Report** – Tilly Smith, delivered a heartfelt and confident message about her experience at Baden High School. She highlighted how deeply teachers care about student success, creating a supportive and inclusive environment where students feel encouraged to grow, set goals, and make a difference. She described engaging learning experiences, such as studying real-world issues like environmental conservation, and praised the school's flexible credit-earning options, from online classes to tutoring and PE. Smith also spoke about the strong academic and emotional support from counselors and teachers, including efforts to strengthen writing through the Bay Area Writing Project. She celebrated the school's community-building activities like the annual ropes course, end-of-year picnic at Coyote Point, and upcoming barbecue and graduation events that create lasting memories and build student confidence. As she prepares to return to her home school, she expressed deep gratitude for the support and kindness she received at Baden, sharing how much it meant to her personal growth.
- f. Other – None

L. STUDENT TRUSTEE REPORTS

1. Josephine Harsana, Spring Student Trustee and ASB President SSFHS – None

2. Jamie Wong, Fall Student Trustee and ASB President ECHS – None

M. PUBLIC COMMENTS

Karen Lim, a preschool teacher at Hillside with nearly six years in the district, passionately advocated for fair compensation for early childhood educators. Speaking on behalf of her colleagues, she emphasized that preschool teachers are foundational to student success, contributing significantly to children's social, emotional, and academic development. She highlighted the disparity in pay between preschool and TK teachers, despite holding equivalent responsibilities, credentials, and participating in IEPs and professional development. Lim stressed that preschool educators are not daycare providers but trained professionals who work year-round with limited time off, unlike their K–12 counterparts. Calling for equal pay, respect, and recognition, Lim reminded the board that preschool teachers are essential to both student outcomes and the broader community. She invited district leaders to visit their classrooms to witness firsthand the meaningful work they do.

Martha Deleón, a Children's Center teacher with nearly 25 years of service in the district, urged the board to support salary increases for preschool educators. She emphasized that Children's Center teachers perform the same duties as TK teachers conducting assessments, holding parent-teacher conferences, and participating in IEPs yet they earn approximately \$27,000 less per year and work year-round with only a winter break. Deleón described the deep emotional and developmental support they provide to students, many of whom begin school without basic readiness skills. She expressed pride in preparing children to succeed in kindergarten, noting that many return with positive feedback from their elementary teachers. Despite personal challenges, including commuting from Hayward, Deleón expressed love for her job and the Children's Center community. She extended a heartfelt invitation to Dr. Moore and board members to visit and witness the meaningful, foundational work being done in early education.

Sandra Vergara, a parent and community member, addressed the board with concerns about the El Camino High School dance program and why it no longer offers PE credit, despite having done so in the past. She shared that several years ago the board had approved PE credit for dance, and that just hours before the meeting, she contacted someone at the California Department of Education who confirmed that dance is included in the eight PE content areas required by the state. She questioned why, ever since the new principal joined El Camino, the PE credit for dance was taken away. She asked the board to look into whether this was a local decision, and why it was changed even though the dance teacher is certified to teach PE. She noted that dance is a physical activity and shouldn't just be considered a performing arts elective when it clearly meets PE requirements. Vergara expressed frustration that after reaching out to the school administration and the district, no one had provided any answers or solutions.

She emphasized that the change was not due to a lack of interest, as the dance program used to have around 200 students and now only has about 70. She added that the school is now trying to combine all the dance levels into one class, which she said makes no sense comparing it to combining basic math, honors, and AP classes all into one. She voiced concern about possible sexism, asking if this is “a sexist thing because this seems to be an all-male dominated school and they want to keep running to the athletic department.” She questioned whether the athletic department was being prioritized over the dance program and asked if the principal is above the board and the school district. Vergara said that the dance boosters fund everything for the program outside of the teacher’s salary, including for theater and performances, and pointed out that South San Francisco High School is being supported with a new AP Dance class. She ended by saying they are not asking for money, just answers and help from the board to understand why the PE credit was removed and to support a program that has long been valuable to students.

Grace Mesina, a former El Camino High School parent and officer of the dance boosters, expressed concern about the decline of the school’s dance program, echoing earlier comments made by Sandra Vergara. She noted that when her children attended, the program had over 200 students, but now that number has dropped to just 70. She connected this decline to when the current principal began at El Camino. Mesina shared that the program’s teacher, Ms. Feliciano Stevenson, is being asked to combine all levels of dance into one class, a move Mesina described as “disastrous.” She emphasized that this concern has been raised multiple times to the school administration, to the superintendent, assistant superintendent, and Keith Irish going back a few years, but nothing has been resolved. She recalled that when they asked whether they needed to bring parents or petitions to the board, they were told that would not be necessary and the issue would be addressed yet it still hasn’t. She explained that the lack of PE credit for dance is one of the major reasons students are no longer enrolling, as they must choose between taking dance or meeting PE graduation requirements. Mesina also praised the quality of the dance program, saying the performances go far beyond what’s expected of a high school show. She concluded by asking for the board’s support in restoring PE credit to the dance program “like it used to be.”

In response, President Anthony acknowledged the concern and confirmed that Dr. Moore would follow up, noting that the district has also been seeking an answer to what changed but has not received one yet.

Mark Estrada, the College and Career Technician at El Camino High School, shared his experiences and concerns since starting the role in November 2023. He expressed pride in the positive engagement and opportunities he has brought to students, collaborating with the school, district, and broader community to support student success during the school year, summer, and beyond high

school. Estrada mentioned that he has already reached the final step on the salary schedule in under a year, despite having valuable experience, and noted that the current job description is outdated and doesn't reflect the expanded and evolved scope of his work. He emphasized the need for an updated job description, an increased counseling department budget, additional work hours (requesting an increase from 35 to 40 hours/week), and a more flexible salary schedule that could include college units toward salary advancement. He also shared that he became a father in November 2024, which has led him to reflect on his personal and professional future. He said waiting six years for the next raise is not sustainable, especially for someone like him at age 29, hoping to build a stable home and future. Estrada voiced a strong desire to stay in the district long term, calling his role meaningful and affirming his commitment to the students. He closed by thanking his counseling team, especially Kate Espiritu Gonzalez for bringing him into the role, and others including Alexis Limaye, Mary Her, Stephanie Mikamo, Alex Carrion, and AP Jerell Maneja. He thanked the board and wished them a successful graduation season.

Megan Connery, a teacher at El Camino High School, addressed the school board regarding the recent tentative agreement between the district and the union, which the board approved at the last meeting. She focused specifically on a grievance related to incorrect column placements on the certificated salary schedule. Connery explained that only the 29 certificated members listed in Exhibit A of the agreement would have their placement reviewed and corrected, and most of these individuals were grateful with one expected to receive nearly \$5,000 in retroactive pay. However, she raised concerns about those who may have been missed during the identification process. If a teacher wasn't named, there's no recourse, now they'll have to wait until next school year for HR to conduct a broader review. She also noted a limitation in the agreement: the district is only applying retroactive pay back to July 1, 2022, citing legal restrictions that limit salary disputes to a three-year lookback. Connery stressed that these placement errors began as far back as January 2020, and the three-year limit prevents educators from being fully compensated for their lost earnings. Tying her comments to the district's strategic plan and "Portrait of an Educator", Connery pointed out that a key metric is to have 90% of educators engaged and satisfied. She argued that real satisfaction would come from correcting all salary placements not just those named in the grievance and providing full retroactive pay back to when the errors began. She urged the board to direct Mr. Hannon to take action to correct all cases dating back to 2020, not just those limited by law or grievance scope. Connery concluded by stating that doing so would be a meaningful step toward the district's educator engagement goals.

Michael Harris, a resident of South San Francisco, petitioned for redress regarding the sale of school bonds. He requested that the bonds be sold directly to members of the community. He stated that he has an email from Ted

explaining that the bonds are sold into the primary market through a wholesaler and are not available on the secondary market to him or anyone in the community. He expressed frustration with JP Morgan, stating that after going round and round with them, they told him to take his money somewhere else, which he intends to do. He shared that he is rather unhappy about the way he has been treated by them and by the unavailability of the bonds to the public. He also announced Jackie Speier's upcoming town hall at the Community Campus, encouraging attendance and noting her past help with county veteran services.

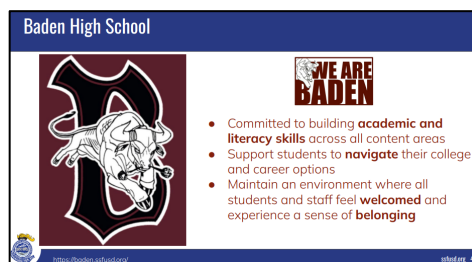
N. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Alternative Education (Baden High School)

Dr. Moore introduced Principal Seemaa Prasad who would be presenting educational priorities and programs in the District's Alternative Education, including Baden HS and Adult Education.

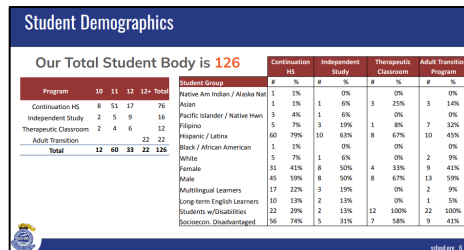
Principal Prasad greeted President Anthony, Dr. Moore, board members, cabinet, students, and community. She highlighted the school's core values, which emphasize academic and literacy skill development, support for students in exploring college and career pathways, and fostering a welcoming environment where all students and staff feel a strong sense of belonging.



Student Demographics

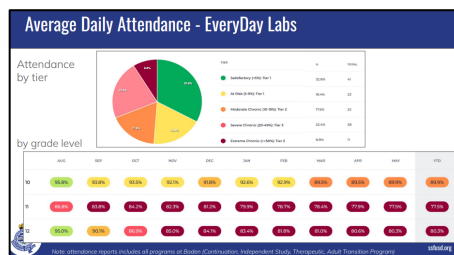
Prasad highlighted that Baden High School encompasses more than just the continuation program. In addition to the main continuation high school, which offers a 180-credit diploma, Baden includes an independent study program with the same credit requirement, a therapeutic classroom that is a self-contained special education setting offering a 220-credit diploma, and the Adult Transition Program (ATP) for

students aged 18–22, which is also a special education setting. She noted that special education rates at the school reflect the enrollment in both the therapeutic classroom and ATP.



Attendance

By using Everyday Labs, the school has been able to better analyze absence reports and collaborate with teams to develop strategies for supporting chronically absent students. She noted that many of these students are in special education and require differentiated support. The tool has been helpful in clearly identifying areas of need.



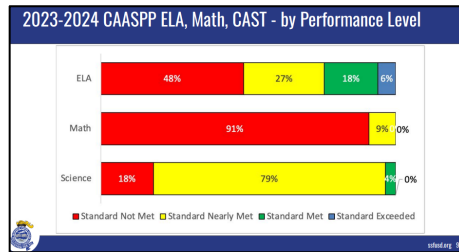
Additionally, she reported slow but steady month-to-month improvement in both chronic absenteeism and overall attendance compared to last year.



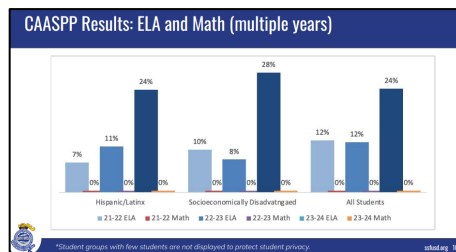
Statewide Assessments

Reviewing the 23-24 CAASPP data Prasad noted that 24% of students met or exceeded standards in ELA. She expressed optimism about a group of students who are close to meeting standards and will receive additional support next

year. Math remains an area for growth, while science results are more variable, as the test is taken by 12th graders, some of whom may not have had science classes for a few years.



Prasad highlighted a marked increase in ELA performance reviewing a three-year comparison of ELA and math data across key demographics, including Hispanic/Latinx students, socioeconomically disadvantaged students, and all students. She attributed the improvement to targeted strategies that are part of their School Improvement Plan (SIP) cycle.

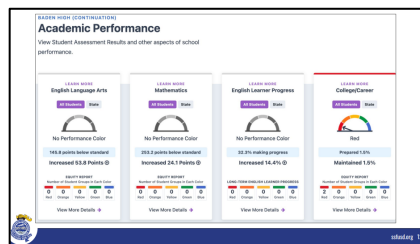


School Culture & Climate

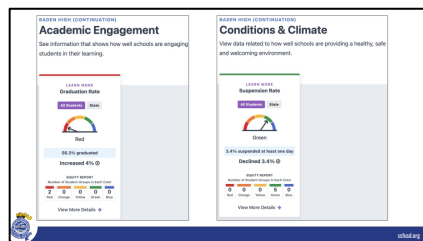
Prasad shared that the school's strong campus culture is reflected in positive climate data, highlighted in green. She emphasized their commitment to restorative practices and alternatives to suspension, which have kept suspension rates low. The school continues to receive Comprehensive Support and Improvement (CSI) funding to help boost graduation rates and meet SIP goals. She also noted the launch of a college and career class, which is being revised with support from CTE Coordinator Jennifer Rockett to align with CTE standards.

Baden HS						
Student Group	English Learner Progress	On-time Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	N/A	Green	Red	Red	Red
English Learners	—	N/A	Green	—	—	—
Long-Term English Learners	—	N/A	Green	—	—	—
Foster Youth	N/A	N/A	—	—	N/A	N/A
Homeless	N/A	N/A	—	—	—	—
Nonconsecutively Disenfranchised	N/A	N/A	—	—	—	—
Students with Disabilities	N/A	N/A	Green	Red	Red	Red
African American	N/A	N/A	—	—	—	—
Asian	N/A	N/A	—	—	—	—
Hispanic	N/A	N/A	—	—	—	—
Hispanic	N/A	N/A	Green	Red	Red	Red
Native Hawaiian or Pacific Islander	N/A	N/A	—	—	N/A	N/A
White	N/A	N/A	—	—	—	—
Two or More Races	N/A	N/A	—	—	—	—

Prasad explained that Baden is marked gray on the state dashboard because their 11th grade CASPP test-taker group is too small to generate reportable data. However, students are still making strong progress, particularly in ELA and among English learners. College and career indicators have held steady.



The school is continuing to receive CSI support to improve graduation rates, and a decrease in suspensions reflects positive progress in school climate.



SPSA Goal #1

Prasad shared that this year's SPSA goals focused on ELA and writing. Growth is visible in both CAASPP data and local assessments using a common rubric across subjects. Teachers are actively engaged in Bay Area Writing Project professional development, and students are increasingly participating in academic discourse. This work supports Strategic Priority 1: Exceptional Instruction.

SPSA Goal #1:	
By the end of Spring 2025 all students will participate in ELA writing curriculum and 70% of students will show growth in writing using a common rubric	Actions • All teachers participated in a collaborative inquiry cycle • Received four 2-hour professional development sessions with the Bay Area Writing Project (BAWP) • Designed lesson plans to include academic discourse as a strategy to improve writing skills • Received feedback and ongoing support from the PLC team and BAWP facilitators

SPSA Goal #2

SPSA goal two centers on dual enrollment in college and career courses Counseling 101 and 102 through Skyline College. Co-taught by counselor Ms. Sangco, the courses include field trips, guest speakers, and exposure to various college and career pathways. This aligns with Strategic Priority 2: Engage Students and supports the graduate aims of Learn and Navigate.

SPSA Goal #2:	
Students will have the opportunity to take a dual enrollment College and Career class to explore options after graduation and experience college-level school work.	Actions • Dual enrollment • Counseling 101 in the fall & Counseling 102 in the spring through Skyline College • Taught in Term 2 and Term 5 by counselor, Carla Sangco • Included field trips and guest speakers

SPSA Goal #3

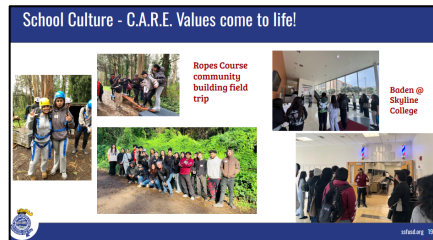
SPSA goal three is to enhance student support services and strengthen school culture. While Baden already has a strong culture, additional grant funding has supported activities like afterschool credit recovery, top credit earner recognition, and field trip celebrations. Notably, 70% of students reported having a caring adult on campus, according to the California Healthy Kids Survey.

SPSA Goal #3:	
Increase student support services and school culture	Actions • Increased home visits and individual counseling • After school support on Tuesdays/Thursdays to make-up credits, get assistance with career exploration and job applications • Top Credit Earner and Student Recognition certificates • Celebrations & Field Trips • 70% of students reported having a caring adult on campus (CHKS)

School Culture – C.A.R.E

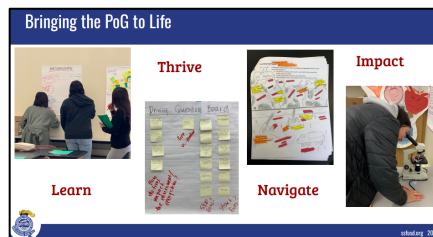
Prasad highlighted how Baden's CARE values are reflected daily in school culture. She showcased the ropes course as a key team-building experience where students supported each other through outdoor challenges. She also emphasized the importance of college exposure trips, noting

that for many students, the recent visit to Skyline College was their first time on a college campus an impactful experience that helps broaden their postsecondary horizons.



Portrait of a Graduate

Baden's Portrait of a Graduate is evident daily in classroom conversations, after-school offerings, and the strong relationships students have with counselors and teachers. She expressed pride in students' engagement in academic discourse and the impressive work they've produced, thanking both students and teachers for their dedication.



Adult Education

Prasad provided an update on South San Francisco Adult Education, noting key highlights from the year. Fifteen students transitioned to college, with 26 earning high school diplomas so far. Over 600 students are enrolled in day, evening, and online programs, with a goal of returning to the pre-pandemic enrollment of 1,200. The school continues its partnership with JobTrain to offer a free, 17-week medical assistant certification course, which has led to job placements, including a graduate now working full-time at Kaiser. Additionally, the school received an ELL Healthcare Pathway grant with Skyline College to launch a new medical careers intro course.

South San Francisco Adult Education



- 15 students transitioned to college
- 25 high school graduates
- Over 600 students enrolled in day, evening, and online classes
- Continued partnership with JobTrain to host the medical assistant certificate course
- Received ELL Healthcare Pathway Grant in partnership with Skyline College

<https://sdfead.org/> slides 21

Adult Transition Program (ATP)

ATP students consistently develop life, work, and daily living skills, while also learning to navigate transportation and engage in diverse activities. A popular initiative within the program is the DO Coffee Cart, which has become a campus favorite.

Adult Transition Program (ATP)



Thrive: daily living, cooking

Learn: life & work skills

Navigate: Transportation lessons

Impact: Coffee @ DO, customer service

<https://sdfead.org/> slides 22

Appreciation

Prasad closed her presentation by expressing gratitude in honor of Classified School Employees Week. She recognized and thanked the entire classified staff, specifically acknowledging Cynthia Villar, who retired in December after 36 years of service. Carmen Torres and Susan Cheong were thanked for stepping in during the interim. She also extended appreciation to all students, staff, and teachers for their support, and recognized community partners including the South San Francisco Educational Foundation, BayEd Fund, Rotary, and Chamber of Commerce for their generous contributions that funded books, field trips, and other programs. She concluded by reflecting on a successful school year.

Trustee Richardson expressed appreciation for the alternative education programs, describing them as a supportive environment for students. She asked whether the Skyline dual enrollment program is the same as middle college. Principal Prasad clarified that it is not; instead, their counselor co-teaches a college and career class with Skyline College, and about 15 to 18 students participated across two cohorts this year. Trustee Richardson encouraged student

participation in district leadership, including applying for the student trustee position and enrolling in government programs offered by the City of South San Francisco. Principal Prasad shared that one student is already participating in student government. Trustee Richardson concluded by praising the school and its dedicated teachers.

Trustee Lam thanked Principal Prasad for the presentation and shared appreciation for learning something new about each school. She expressed encouragement about the reported growth, especially in ELA, and across other areas. Trustee Lam noted she hadn't realized the adult education program had such high enrollment currently and even higher numbers in the past. She expressed hope for continued progress in increasing enrollment. Reflecting personally, she shared that her mother had attended night school when she immigrated to the U.S., underscoring how important she finds this work. She closed by thanking Principal Prasad for supporting a wide range of students.

Trustee Hsieh thanked Principal Prasad for a great presentation, describing it as precise, clear, and to the point. She also expressed appreciation for Principal Prasad's leadership and thanked the students in attendance.

Trustee Murray reflected on the recent graduation, saying it was wonderful. She praised the resilience of the students across all of Baden's programs, noting that whether students are making up credits, in adult school, or in the adult transition program, they are learning and growing. She shared that part of her speech at the graduation highlighted how these students embody the mindset of "I'm not done learning, I'm not done growing," and expressed appreciation for the meaningful work being done.

President Anthony expressed appreciation for the presentation, noting the impressive CAASPP results, particularly the doubling of scores, which she described as amazing. She also highlighted that 70% of students reported having a trusted adult at school, calling it another amazing aspect of the school culture. Referring to a comment made by student, Tilly Smith, President Anthony acknowledged how much she will miss the school environment. She reflected on the fact that Baden is a continuation high school, which means students can only enroll after falling behind on

credits. Thinking out loud, she posed a question about the possibility of creating an alternative high school modeled after Baden, one that students could choose to attend without having to first fall behind. Principal Prasad responded that the teacher in her would always say yes to such an idea, but noted that as an administrator, it would require facilities support from Mr. O. President Anthony acknowledged that it was a question she should have asked earlier, but shared that as she listened to the presentation, she was struck by the strong relationships and positive environment and imagined how beneficial it would be if more students could access that kind of setting. She concluded by encouraging the team to keep up the good work, expressing her happiness to see Principal Prasad back and her appreciation for all the opportunities being provided to students. She closed by stating how glad she is that Principal Prasad is at the helm.

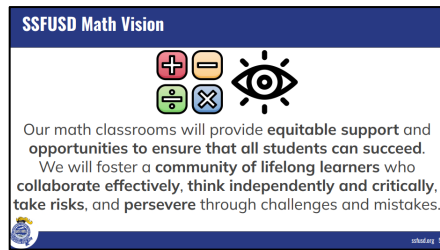
b. Math Proposal - Elementary

Dr. Moore introduced Director Jason Brockmeyer who would be presenting information on the recommended elementary math instructional materials under consideration for future adoption and implementation.

Director Brockmeyer stated the purpose of the evening's presentation was to share a proposal regarding the next steps for elementary math adoption. He explained that the presentation would include the team's recommendation, the reasoning behind it, an implementation timeline, and immediate next steps. Brockmeyer referenced the district's strategic plan, which was developed together with the community, and noted that it led to the portrait of a graduate, core values, and strategic priorities.

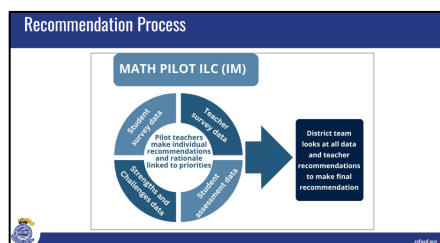
Math Vision

Brockmeyer shared the SSFUSD math vision which was created by the district's educators and reflects their collective commitment to ensuring all students have access to high-quality math learning in all math classrooms across the district.



Recommendation Process

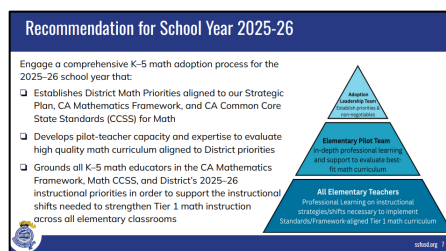
Reviewing a brief timeline explaining how the district arrived at their current point in the math curriculum process, Brockmeyer noted that this year, the district piloted the IM curriculum, but only with third through fifth graders. Kindergarten through second grade did not participate in the pilot this year. Throughout the year-long pilot process, teachers made spring recommendations based on how the curriculum aligned with the district's identified priorities. These recommendations were submitted to Educational Services (EDS) leadership, accompanied by student and teacher survey data, assessment data, and identified strengths and challenges. EDS leadership and the math team closely reviewed all the data, including some previously presented in relation to secondary math, to determine whether to bring forward a recommendation to adopt the IM curriculum. Their thinking was then shared with cabinet for input. Ultimately, the district decided that it was not ready to move forward with a recommendation to adopt IM for grades three through five at this time.



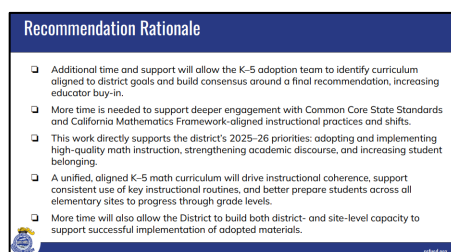
Brockmeyer explained that the proposal for moving forward involves relaunching a K–5 math curriculum pilot. Since only grades three through five participated in the pilot this year, the district plans to restart the process from the beginning to include all K–5 grades. This would involve forming a new pilot team, revisiting and grounding the team in the district's math vision, and clarifying curriculum priorities. The district also plans to wait for the state-approved materials list, which is expected to be released in November. Once the list is

available, they will identify materials to pilot.

Additionally, next year's work will focus on continuing to build understanding and alignment around math priorities through deep professional learning for all elementary educators. This professional development will focus on the math framework and the necessary instructional shifts. This work will run in parallel with the piloting process, preparing the district to make a determination about adoption in the spring of next year with implementation targeted for the following school year.

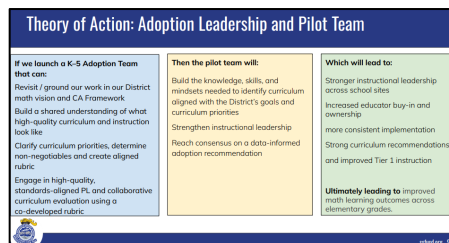


Brockmeyer provided the rationale for the recommendation to relaunch a K–5 math curriculum pilot. Feedback from this year's pilot team emphasized the importance of having a K–5 aligned curriculum and a fully representative pilot team. The additional time will allow the district to support all elementary educators in deeply understanding the Common Core standards, instructional shifts in the framework, and best practices to prepare for a new curriculum. This approach aligns with next year's district priorities, including increasing academic discourse and implementing high-quality instructional materials. It also allows for the intentional development of district and site-level capacity to support future implementation. Moreover, with the secondary math curriculum implementation set to begin next year involving approximately 50 teachers, the district will have the opportunity to learn from that process. Those learnings can then inform and enhance the elementary rollout, which will eventually affect over 200 educators.

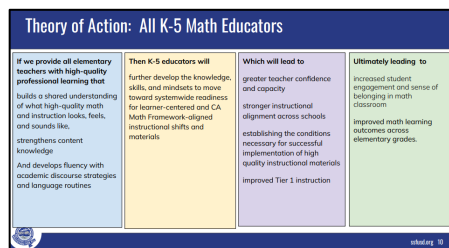


Theory of Action

Some theories of action that guided the process included the belief that if the team regrounds in the shared vision and clearly defines the curriculum priorities and what they mean, this will lead to identifying high-quality instructional materials that closely align with those priorities. This clarity will support the piloting process, help build greater consensus among the team, and ultimately increase buy-in when the final adoption recommendation is made.



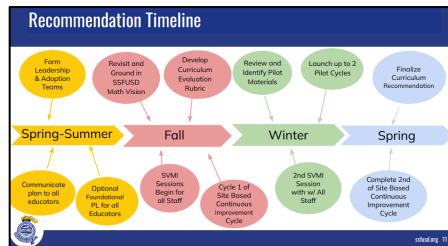
Brockmeyer emphasized that through the past two years of piloting and listening closely to math educators, it has become clear that additional work is needed to support teachers in making the instructional shifts, understanding the standards, and building their confidence in the content. The extra time will allow the district to build leadership and site-level capacity more effectively. This preparation is expected to lead to a more successful implementation of the new math curriculum across all elementary schools.



Recommendation Timeline

In the fall, the focus will be on professional learning around the math framework, regrounding in the district's math vision, and clarifying curriculum priorities identified about a year and a half ago. There were many questions during the previous process about what the priorities meant, so this step will ensure clarity. In November, the state is expected to release its approved list of curriculum materials. At that time, the team will begin reviewing the list and identifying materials to pilot, with the pilot launch scheduled for January. Up to two

materials could be piloted in the spring. While this is an aggressive timeline, it is considered the most feasible option to enable adoption and implementation of new materials the following year.



Literacy Reminder

Brockmeyer noted that there has been concern that a focus on math might mean less emphasis on literacy. However, the point was made that literacy is the responsibility of every educator, and that math instruction especially at the elementary level can and should continue to support literacy development. Examples such as math language routines were highlighted as ways that mathematics classrooms can promote literacy. It was emphasized that this is not an either-or situation, but rather a matter of supporting literacy through the lens of math. Additionally, he noted that the appendix contains references to significant resources still being directed toward literacy support, and that as math implementation moves forward, there should be thoughtful planning to ensure success in both areas.

Literacy Reminder

"To be ready for college and careers and to function in the 21st century, students must learn to read, write, speak, listen, and use language in all of the content areas, which means that literacy must be the responsibility of all teachers of all grades and subject areas."

(Common Core State Standards (CCSS) for English Language Arts & Literacy)

Immediate Next Steps

Brockmeyer stated that based on the feedback received, the immediate next steps would involve ramping up communication efforts with all stakeholders. While some initial communication has already gone out to elementary educators, there is an urgent need to identify a pilot team that will be ready to begin in August. A training session is scheduled for June 3rd and 4th with SVMI, which was originally intended for K–2 pilot teachers but has now been

expanded to include K–5. Additionally, the team has been exploring possible partnerships to support the curriculum adoption process moving forward.

Immediate Next Steps

- ❑ Finalize and communicate the timeline, team structure, and expectations to all K–5 educators
- ❑ Launch recruitment for the District Adoption Leadership Team and K–5 Adoption Team by early June
- ❑ Confirm professional learning partnerships (SVMi, PSI, UnboundEd) and finalize summer training calendar
- ❑ Share foundational learning opportunities with all K–5 educators, including summer book studies and June SVMi session

 slide 13

Brockmeyer shared that recruitment has already begun for the K through 5 adoption team.

K-5 Adoption Team

Ideal Team Composition and Representation

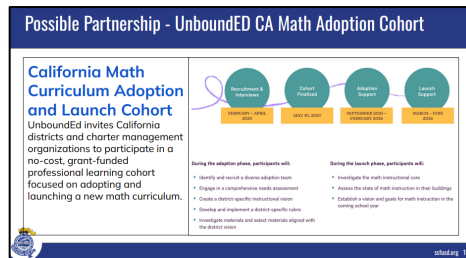
- ❑ Approximately **25 educators**
- ❑ Representation from **all 9 elementary schools**
- ❑ Equitable representation across **all K-5 grade spans**
- ❑ Includes both **general education** and **special education** teachers
- ❑ Balanced mix of **Title I** and **non-Title I** sites
- ❑ Reflects the **diverse contexts and student needs** across the district



 slide 14

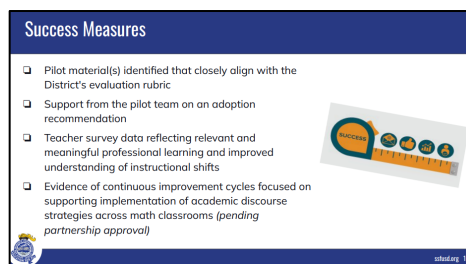
Possible Partnerships

Brockmeyer shared that some K through 2 teachers, along with Sathya, have participated in a year-long professional learning program with Cal Curriculum and EdReports. As part of that engagement, the district was made aware of a statewide partnership supporting 12 districts in identifying and adopting high-quality math materials. The district was interviewed a few months ago and was recently selected to join the cohort, which provides free support throughout the adoption process leading up to launch. Although the district has not committed to joining, Brockmeyer noted that participation in this partnership would require piloting the IM curriculum. He emphasized that the term “pilot” as used by the partnership differs from how the district typically defines it. The potential partnership offers a promising layer of support that is still under consideration.

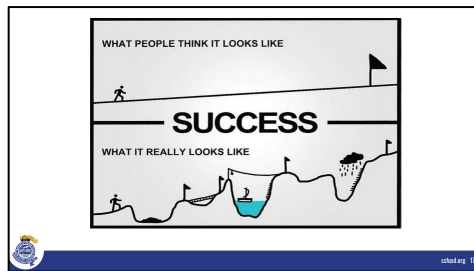


Success Measures

Brockmeyer emphasized the importance of identifying pilot materials that closely align with the district's curriculum priorities. He reiterated the need for K through 5 alignment in any adoption recommendation and the value of having a full K through 5 team involved in the process. He noted that professional learning will remain a cornerstone, highlighting the positive feedback received this year, particularly regarding the partnership with SVMl, which the district intends to continue next year. Additionally, he pointed to a focus on continuous improvement cycles at elementary sites as a key strategy to support instructional shifts in math classrooms.



Lastly, he reminded everyone that success is not a straight line. He acknowledged that the process will have its ups and downs, but emphasized the importance of continued learning and growth. He stated that the district has already learned a great deal and will keep moving forward by engaging educators throughout. He expressed appreciation for the time and feedback provided by teachers and reiterated confidence that, despite the challenges, the district will ultimately arrive at a recommendation that is best for students and supported by the pilot team.



Trustee Richardson inquired about the current rollout of the math program. She noted that it began with grades 3 through 5 and wanted to know what kind of math instruction students in grades 5 through 8 would be receiving. Brockmeyer clarified that students in grades 6 through 8 will be implementing a new curriculum next year, covering from sixth grade through Algebra 2. He explained that grades 3 through 5 had been part of the initial pilot, but now, under the new proposal, those teachers would be included in a kindergarten through fifth grade pilot team. He confirmed that if the board moves forward with the proposal, all students in grades K through 5 will participate in a pilot process while students in grades 6 through 8 will implement newly adopted materials.

Trustee Richardson responded that she had not heard him mention grades 6 through 8 earlier and had been concerned about what would happen to students moving up from fifth grade. She was worried there might be instructional gaps, especially since the presentation also addressed the high school level. Brockmeyer reassured her that the goal is to ensure that what is taught in kindergarten through the upper elementary grades prepares students for middle and high school. While the materials used do not need to be identical across all grades, they will be aligned to the district's curriculum priorities to ensure coherence and alignment from kindergarten through high school.

Trustee Lam began by thanking the team for their extensive work, acknowledging the complex issues and behind-the-scenes efforts involved. She expressed appreciation for the recommendations provided but also voiced her concerns, particularly regarding the delay in implementation. She described the delay as disappointing, noting that students are waiting for change and that there has already been anecdotal evidence indicating positive impacts from pilot classrooms. She stressed that delay for delay's sake is not acceptable and emphasized the urgency of progress. She reflected on

whether the challenges were more related to the California Math Framework than the curriculum itself. She pointed out that throughout the process, it sometimes seemed as if the curriculum was being blamed when, in fact, the tension might stem from adapting to the expectations of the new framework. She asked whether the proposed approach is trying to separate those issues, framework vs. curriculum.

Brockmeyer responded that the district has learned the importance of supporting educators in preparing for implementation. Although high-quality materials are not currently in place and won't be for next year, there is consensus among the pilot team and elementary educators that new curriculum is necessary. He said the focus is on instructional practices that will be part of whatever curriculum is ultimately chosen. Next year will be dedicated to supporting those instructional shifts across elementary classrooms to ensure teachers are better prepared when new materials are implemented. He emphasized that while the curriculum selection is still in progress, professional development will continue in parallel. He acknowledged the current curriculum does not support the desired instructional routines well, reinforcing the need for significant change. He added that discomfort is expected and that ongoing support will help educators grow in their practice.

Trustee Lam responded that the plan, with its focus on practice and support, helped her feel "okayish" with the direction, as it aligns with the state's push for a new instructional approach. She then raised concern about the potential for further delays if the state-approved materials list does not come out in time. She expressed worry that implementation could slip to 2027 instead of 2026. She also asked whether the extended piloting of the IM curriculum might make the shorter winter pilot timeline more feasible, given that IM has already been tested.

Brockmeyer acknowledged that piloting is a process of deep professional learning. He said the team did an excellent job this year supporting the pilot educators and that additional development time is necessary. He stressed that any adopted curriculum must be on the forthcoming state-approved list, which is why waiting for it is important. He recognized that many things could go wrong, but said the team is taking its direction from the Board. If the expectation

is to move forward with a decision next year, they will work aggressively toward that goal. He added that joining the state-supported cohort of 12 districts offers the benefit of navigating this process collectively. The cohort's proposed timeline is to bring forward a recommendation in spring 2026. While this timeline is aggressive, he said it is necessary, and if the Board signals urgency, the team is ready to respond. He acknowledged that selecting the materials is the easy part, implementation is the true challenge. With an additional year to prepare, the district will be better equipped to support a broader group of educators at the elementary level, applying lessons learned from the secondary-level implementation.

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

Trustee Hsieh thanked the team for their great work and expressed appreciation for the adoption of the secondary math curriculum. She asked two questions: what were the factors preventing the decision to adopt a curriculum for grades 3 to 5, and what is the specific reason the district is now moving to a K–2 pilot. Brockmeyer responded that the decision was based on all available data, with input gathered over several months. He explained that he, Sathya, and Karie participated in almost every session with educators, listening to feedback on curriculum alignment, priorities, needs, and support concerns. Dr. Moore also joined for one session. Brockmeyer emphasized the importance of building trust with elementary educators and ensuring they feel heard and supported. He noted that a key goal this year was to provide sustained, deep support, and that progress is being made. After reviewing the data and reflecting on readiness, the team concluded more time is needed to prepare for successful implementation.

Trustee Hsieh inquired for specific factors that led to the conclusion that the district is not ready to adopt. She pointed out that this was also the case last year, despite support provided throughout the year, and asked what specific data led to the decision. Sathya responded by referring to Trustee Lam's observation that much of the feedback pointed to a lack of alignment or understanding of the standards and framework. She shared that a colleague recently found a packet from the last district-wide elementary math professional learning in 2014. Since then, other than the 80

minutes given this year, there had been no district-wide engagement for teachers in learning around the standards. She recalled that back then, the district had SVMl work with teachers and adopted a curriculum labeled as Common Core aligned, which over time has proven not to be truly aligned. She emphasized the idea of “going slow to go fast,” describing the district’s current situation. Two years ago, a landscape analysis was completed, and last year, a K–5 pilot was conducted. The results were similar to now: some teachers saw value in the curriculum, while others were not ready to shift their instruction. Repeating the pilot brought the same mixed results. Sathya stated that even if the curriculum is known to be good and aligned, forcing its implementation would not be in the best interest of students. She said that when many teachers do not like, understand, or feel ready for a curriculum, student learning could suffer more than with a less ideal curriculum that teachers have learned to supplement over time.

Trustee Hsieh followed up by asking whether Sathya was referring to the current curriculum when saying it was not aligned to the standards. Sathya confirmed that she was referring to Math Expressions, which is currently in use and does not meet EdReports standards. She explained that EdReports did not exist the last time the district piloted curriculum eight or nine years ago, and there was no similar rigorous vetting process back then. She clarified that Illustrative Mathematics is aligned to the standards and that every grade level includes content designed to teach to those standards. She referenced a previous comment from President Anthony noting that people say Illustrative Mathematics is either too hard or too easy, which is likely because the current curriculum and others being replaced in middle and high school have lessons that are either below or above grade level.

Trustee Hsieh then noted that the situation now seems the same as last year despite the support provided, which didn’t make sense to her. Sathya explained that what’s still missing is sufficient professional learning and support to help teachers really understand the shifts in the standards and the framework. That need has been built into next year’s plan, which is what will make the difference.

Brockmeyer added that even this year, less than 10% of total

professional learning time was spent supporting elementary educators with SVMl and the framework. He shared that some educators didn't even know a new math framework existed and needed grounding in understanding the standards and what they look like in practice. He pointed out a key difference with secondary educators, who typically have math degrees and a strong mathematics background, whereas in elementary, part of the challenge is building confidence in teachers as "maththers". He emphasized that everyone has the ability to do this work, but it takes time, energy, and support to build confidence and structures. Additionally, he stressed that the district is absolutely moving forward in shifting math practices in classrooms, and those shifts will benefit all elementary classrooms. However, readiness for implementation and fit are critical. He reiterated Sathya's point that placing materials in the hands of teachers who are not bought in or don't understand them could do more harm than good. Therefore, the priority remains to ensure teachers are ready and that high-quality materials lead to high-quality math learning for students.

Trustee Murray expressed appreciation for the thoughtfulness and regrouping shown when consensus was not reached and for the outlined next steps. However, she shared her disappointment that the district did not move forward with IM. She explained that her understanding was that IM builds the foundational skills needed for upper grades (6–12), which is why the district was pursuing it for lower grades as well. For that reason, she was disappointed with the decision not to adopt it at this time. She then asked if there is another curriculum that would similarly build those foundational skills. Brockmeyer responded that there are other curricula available that, if aligned to the district's identified curriculum priorities and the state framework, would share similarities with Illustrative Mathematics. He noted that the board could choose to direct staff to continue vetting IM, acknowledging that it is considered a high-quality curriculum by external evaluators. He emphasized that the district is implementing IM from grade 6 through Algebra 2, and having coherence from K through Algebra 2 would be ideal. However, he reiterated that there are other curricula with similar strengths. As the district engages in next year's professional learning especially focusing on math language routines, they expect to see those practices reflected in whatever curriculum is ultimately adopted, as long as it aligns

with both the district's priorities and the framework.

President Anthony expressed appreciation for the alignment of thoughts among the trustees and began by asking whether there was a sense of what the California state-approved curriculum list would look like and whether IM would be on it. Brockmeyer responded that all publishers who have submitted curriculum for approval are viewable, and the official list will be published in November. He affirmed that IM is on the list and is expected to be approved, especially as it was developed by a contributor to the California State Standards. He added that the state list serves as a baseline, and any chosen curriculum must also meet high-quality standards, such as those set by EdReports.

President Anthony then asked whether IM meets the district's stated priorities, and Brockmeyer confirmed it does. She followed by raising concerns about the feasibility of the proposed aggressive pilot timeline, questioning if only one or two modules would be tested over four to five weeks. Brockmeyer acknowledged the timeline was aggressive, especially starting in January, but said it was doable with adequate support. He emphasized that the partnership with UnboundEd would provide critical support, along with alignment and shared experiences with 11 other districts.

President Anthony inquired whether the UnboundEd partnership would require piloting IM in K–2 and if more than one curriculum could be piloted. Brockmeyer confirmed multiple materials could be piloted and that UnboundEd would support K–5, not just K–2. Initially, the district focused on K–2 due to their pilot schedule, but the expanded support would apply to the full K–5 spectrum.

President Anthony then asked whether it was more important to have one aligned K–5 curriculum or if a split between K–2 and 3–5 could still be effective. Brockmeyer responded that it was clearly heard from educators that K–5 coherence was important and that he supports that alignment. While implementation with different curricula is possible, citing the science implementation with three distinct publishers, it adds complexity. He emphasized that a unified K–5 curriculum is ideal and reflected concern voiced by the 3–5 pilot team about the impact if K–2 doesn't adopt IM, which builds progressively from kindergarten.

President Anthony asked about past opposition among K–2 teachers to the adoption and what factors contributed. Brockmeyer deferred to Sathya for more clarity, who explained that a central challenge in K–1 was the use of learning centers, which are embedded into IM lessons and require hands-on, cooperative play. She described how this was common pre-COVID, but post-COVID practices like sanitizing and distancing made it difficult to reintroduce. Many teachers were still cautious about shared materials, and the return to pre-pandemic routines had been gradual.

President Anthony then confirmed with staff whether it was possible to continue implementing the new math instructional shifts using the updated framework even with the current materials. Brockmeyer confirmed that it was indeed the plan, though more challenging without aligned curriculum, the district is committed to supporting teachers' understanding of effective math practices. Sathya added that the district's collaboration with the SVMl provides access to supplemental materials. While not as integrated as a full curriculum, these resources, including math talks and tasks, will be used to support professional learning and classroom instruction.

President Anthony revisited her four guiding principles from the 6–12 curriculum adoption: students are not succeeding in math, they deserve high-quality curriculum and instruction, the focus must stay on achievement, and belief in students' ability must be backed by the right tools. She recalled attending a BayEd Fund Family Fellows session with Trustee Richardson, where families criticized the district's lack of belief in their children and insufficient support. Those same families later said the piloted curriculum was helping, yet the district is poised to spend another year using outdated materials that have failed to raise achievement or readiness for advanced math. She expressed deep disappointment but stressed the need to find a path forward. She noted that despite a year of piloting and instructional shifts, teacher feedback remains split 50/50. She questioned how to weigh opposing views and urged the Board to move forward despite the division.

President Anthony reflected on whether the true barrier is trust, training, or the curriculum. If it's trust, instructional coaches can help. If it's training, efforts like the Silicon Valley

Math Initiative should address it. She does not believe the curriculum is fundamentally inadequate. She highlighted improvements seen in math walk observations: student collaboration, real-world learning, sustained discussions, and conceptual understanding. Even some opposing teachers and many parents, especially of English learners, recognized gains. However, concerns about procedural fluency remain, and she suggested addressing that with supplemental practice. Referencing a teacher's comment about the district seeking a silver bullet, she acknowledged there isn't one, but asserted that the district can meet the moment by investing in site resources, building instructional capacity, and supplementing as needed. President Anthony emphasized opposing another year of piloting, emphasizing the urgency and the extended timeline already spent. She directed superintendent, Dr. Moore to return on June 12 or June 26 with a recommendation to adopt the IM curriculum for grades 3–5 starting in the 2025–2026 school year.

Dr. Moore opened the discussion by seeking input from the board on whether staff should return with a recommendation for grades 3–5. Trustee Hsieh expressed support. Trustee Murray raised concerns about moving forward without sufficient support, as it could hinder implementation. President Anthony asked whether more support could be anticipated next year, and Trustee Murray noted that next steps had been outlined and that she supported joining the cohort, deferring to the board.

Trustee Richardson emphasized that state involvement might place the district in a queue again and highlighted the value of professional support seen in similar housing cohort workshops. She was impressed by the complex math problems sixth graders were already solving and noted that this type of instruction aids writing skills. She argued the change is necessary for progress and equity while stressing that the new approach aims to uplift those traditionally left behind. She confirmed her support for bringing back a proposal for grades 3–5.

Dr. Moore acknowledged the support from three trustees and asked for input from Brockmeyer and his staff on the logistical challenges of a June decision. Brockmeyer noted concerns about getting materials to educators by August and providing professional learning in time. While he believed

implementation was possible, he emphasized the aggressive timeline and the need to consult with the publisher.

Trustee Lam expressed surprise that three trustees already supported the proposal and commended President Anthony for clearly laying out the case. She reflected on the teacher feedback, her own concerns about “curriculum shopping,” and the need to align with state frameworks. She expressed cautious support for moving forward, noting IM has followed the state framework for years.

Trustee Murray inquired about curriculum adoption duration (eight years) and estimated cost of IM (about \$2.5 million for secondary, likely slightly more for grades 3–5). She recalled the saying “go slow to be intentional” and stressed the need for teacher buy-in due to the financial and time commitment. She expressed concern that rushing could lead to poor outcomes.

President Anthony respected that view but shared her experience as a teacher who valued consistent curriculum tools. She warned that total teacher consensus may never come and likened the situation to trying to please everyone with different preferences.

Trustee Murray asked about teacher support levels. Brockmeyer explained it was a consensus process where scores of three or above indicated support; the result was roughly 50/50. Trustee Murray noted many teachers preferred traditional math practices like repetition and memorization, and she believed more time and training could help them understand the value of the new math approach. She expressed disappointment because she believed adopting IM K–12 would offer the best outcomes, allowing students to develop a consistent foundation and succeed in high school math. However, with teachers not fully supporting IM, she emphasized the need to bring more of them on board.

Brockmeyer pointed out that elementary teachers, unlike secondary, juggle multiple subjects. They are currently implementing new science and literacy curricula and have limited planning time. He acknowledged the challenges of changing from traditional, recipe-like math to an approach requiring deeper understanding and exploration but maintained it was doable.

Trustee Hsieh asked Dr. Moore for her thoughts. Dr. Moore responded by expressing a strong sense of urgency to do right by students. She acknowledged the split among teachers, half in support and half not ready, and emphasized the importance of being responsive to students and families, especially those from marginalized communities who are seeing more success. While recognizing the process may be messy and time may be short, she affirmed that if it's the Board's direction, staff will find a way forward. She noted that teaching is deeply personal and change can be difficult, but staff will provide the necessary information and recommendations and follow the Board's lead.

Dr. Moore confirmed that she heard support from three and a half trustees for moving forward and asked if the Board wanted staff to return with a recommendation for grades 3–5. Trustee Richardson raised concerns about the teachers who prefer the current methods and asked how they would be supported. Dr. Moore responded that the district would need to provide professional learning, involve school leaders, and create space to bring hesitant staff along, acknowledging it won't be easy but must keep students at the center.

Trustee Richardson added that after observing students at Conway and Vista engaging with the new curriculum, she became a supporter of the shift. Dr. Moore confirmed that she understood the Board's directive.

Brockmeyer stressed the need to place the item on the next agenda and begin work quickly, particularly regarding the K–2 team. He asked if the board had any direction, noting K–2 had not piloted this year and alignment is important.

President Anthony revisited the original partnership plan, which started as K–2 and expanded to K–5. She asked Brockmeyer to clarify the partner's definition of a "pilot." Brockmeyer explained that their definition involves reviewing materials thoroughly without necessarily using them in classrooms. He noted that some districts adopt materials without classroom use, and in some states this is illegal. He confirmed that all materials aligning with district priorities, aside from IM, would be reviewed.

Trustee Hsieh suggested that the recommendation about K–

2 should come from Dr. Moore at a later time, stating that the board does not yet have sufficient information to give direction. Dr. Moore agreed, acknowledging the importance of coherence and stating that the team would take that into consideration. She affirmed that they would include this in a future recommendation and reassured the board that it's appropriate not to give direction without sufficient context. She confirmed they would bring this back.

O. PRESENTATION WITH POTENTIAL ACTION – None

P. CONSENT AGENDA

MOTION #118 (Hsieh/Murray) to approve items: 1a. Minutes of the April 24, 2025 Regular meeting; 1b. Minutes of the May 8, 2025 Regular meeting; 1c. Minutes of the May 10, 2025 Special meeting; 2a. Permission for SSFHS Students and Staff to Travel for National History Day Competition at the University of Maryland, College Park, MD, June 8–12, 2025; 3a. Certificated Personnel Assignment Order; 3b. Classified Personnel Assignment Order; 3c. Destruction of Class 3 Disposable Records; 4a. Purchase Order Listing, March 2025; 4b. Warrant Register, March 2025; 4c. Cash Receipts, March 2025; 4d. Declaration of Surplus Items; 4e. Gifts to the District; 4f. Fundraising events for the 2024-25 school year; 4g. Professional services agreements under \$25,000. Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. BUSINESS SERVICES

a. May Revision of the Governor's Budget

Assistant Superintendent Ted O provided an update on the Governor's 2025–26 May Revision Proposal. On Wednesday, May 14, Governor Newsom released his revised State Budget proposal for the upcoming fiscal year, commonly referred to as the May Revision. This is the Governor's final opportunity to update his economic outlook before the State budget is finalized in June. Ted noted that this remains a proposal for now, and we anticipate some adjustments before the final budget is adopted. My team and I participated in a virtual workshop hosted by School Services of California to review the details of the May Revision, which we'll be using to inform the development of our District's 2025–26 budget.

Overview

- In Governor Newsom's press conference, he noted that California has advanced from the fifth to the fourth largest economy in the world while highlighting the high level of uncertainty in both the California and national economies.
- The 2025-26 May Revision provides that the risks related to substantial changes in federal policy have now become a reality, driving a downgrade in both economic and revenue forecasts.
- Specifically, broad elevated tariffs, strict immigration policies, and cuts to the federal workforce are mentioned as a cause of a "significant dampened outlook" since the release of the Governor's Budget in January.
- Due to the increased expenditure growth above the Proposed 2025-26 State Budget projection, the State now faces an estimated \$12 billion budget shortfall.
- This will require the State to make difficult but necessary decisions to reduce ongoing expenditure growth to maintain budget resilience and stability for critical State programs.
- Regardless of the shortfall, the 2025-26 May Revision continues to support TK-12 education initiatives and reflects the full implementation of Transitional Kindergarten, full funding for school meals for all, and free access to expanded school day and school year enrichment and academic support for thousands of students.
- The May Revision resolves the dual problems of lower revenues in 2025-26 and increased health care and other costs in the current and near term through a combination of reductions, borrowing, funding shifts, Proposition 98 school funding manipulation, and expenditures that would only be activated if sufficient revenues materialize.
- Tonight, I will be providing an update on some areas of the proposed budget and its impact on education.

Proposition 98 Minimum Guarantee

- For the Proposition 98 Minimum Guarantee, which determines the State funding for education, the Governor's May Revision maintains the Governor's Budget proposal from January to delay fully funding the 2024-25 minimum guarantee to TK-12 and community college agencies to mitigate against the risk of providing more funding to education than the California Constitution requires.
- In January, the Governor proposed delaying \$1.6 billion of the 2024-25 guarantee.
- At the May Revision, the delayed amount is now proposed at \$1.3 billion, a reduction of \$0.3 billion.
- California School Boards Association and others are concerned with this manipulation of Proposition 98 obligation by the Governor and will

likely take legal action should this be part of the final enacted state budget.

- In addition, the May Revision also includes a shift in how transitional kindergarten expansion funds are distributed between TK-12 school districts and community college districts.
- This “Re-benching” will increase the TK-12 share by a proposed \$492.4 million and making an equal reduction for community college districts.
- The May Revision also proposes to institute new deferrals.
- For TK-12 agencies, the May Revision proposes deferring \$1.8 billion in LCFF funding from June 2026 to July 2026.

Proposition 98 Rainy Day Fund

- For Proposition 98 Raining Day Fund, the May Revision maintains the full withdrawal of the \$8.4 billion balance from 2023-24.
- Due to changes in capital gains revenue, the May Revision reduces the mandatory deposit into the Public School System Stabilization Account (PSSSA) in 2024-25 from \$1.2 billion to \$540 million.
- In 2025-26, rather than deposit an additional \$376 million, the drop in the Proposition 98 guarantee triggers a mandatory withdrawal from the PSSSA, which will completely deplete the Public School System Stabilization Account or Rainy Day Fund.

Local Control Funding Formula (LCFF)

- On the Local Control Funding Formula, the Governor proposes to fully fund a COLA of 2.30%, which is slightly less than the 2.43% COLA in his 2025-26 Proposed Budget.
- Lucky for us, this does not impact our school district because we are a “Basic Aid/Community Funded” school district, which means we get the bulk of our revenue from property taxes and not from the State.

CalSTRS and CalPERS (Employee Pension)

- The employer rate for CalPERS (California Public Employees’ Retirement System) would decrease from 27.05% to an estimated 26.81% in 2025-26, a decrease of about a quarter percent (0.24%).
- And the employer rate for CalSTRS (California State Teachers’ Retirement System) would remain the same from prior year at 19.10%.
- This would be a savings to our district.

Universal Transitional Kindergarten

- The Governor’s May Revision proposal includes a total of \$2.1B ongoing for full implementation of Universal Transition Kindergarten in 2025-26
- This is slightly lower than his original proposal of \$2.4B.

- He also wants to provide a total of \$1.2B ongoing to reduce the students-to-adult ratio to 10:1 from the current 12:1 starting in 2025-26.
- This is also slightly lower than his original proposal of \$1.5B.
- This funding is not provided to our school district or any “Basic Aid/Community Funded” school districts.

Student Support & Professional Development Discretionary Block Grant

- The Governor’s Proposed Budget includes several one-time funding grants.
- One of them is called **Student Support & Professional Development Discretionary Block Grant**.
- These are basically discretionary funds to help the rising costs the district is facing.
- He is proposing to allocate \$1.7 billion for this new one-time block grant, which is slightly lower than the \$1.8 billion he originally proposed.

Learning Recovery Emergency Block Grant

- Another one-time block grant he is proposing is the **Learning Recovery Emergency Block Grant**
- The Governor wants to provide \$378.6 million for this block grant.
- This block grant, initially established in the 2022 Budget Act, supports learning recovery initiatives through the 2027-28 school year.
- The May Revision proposes no changes to his original January proposal for 2025-26.

Educator Investments

- For educator investments, the Governor modifies the investment in supporting teachers and the educator pipeline by repurposing the January State budget proposal for \$150 million one-time funds for the Teacher Recruitment Incentive Grant Program to instead provide \$100 million in one-time funds for student teacher stipends.

Literacy Investments

- In terms of Literacy Investments, the May Revision continues the investments identified in the Governor’s Budget and adds additional funds to ensure aligned implementation of California’s research-based English Language Arts/English Language Development Framework, the Statewide Literacy Network, and adds a Statewide Mathematics Network.
- The May Revision adds \$200 million one-time funds to support evidenced-based professional learning for elementary school educators and \$10 million one-time funds for a County Office of Education to partner with the University of California, San Francisco

Dyslexia Center to support the Multitudes screener, which is free to California public schools.

Early Childhood Education

- Under Early Childhood Education, the May Revision proposes to suspend the Cost-of-Living Adjustment (COLA) in 2025-26 for the California State Preschool Program and child care to help address the budget shortfall.
- This is a reduction of \$19.3 million in ongoing Proposition 98 general fund resources and \$10.2 million in ongoing State General Fund resources.

Universal Meals Program

- On the Universal Meals Program, the Governor is proposing \$90.7 million in additional ongoing funding to fully fund this program in 2025-26.

Summary

- Again, these are just proposals from the Governor at this time.
- From here, the Legislature (State Senate and State Assembly) will work with the Governor to iron out their differences before they vote to approve the budget.
- The California Constitution requires the Legislature to send a balanced budget to the Governor by June 15 for signature.
- The final State adopted budget may look different from what is proposed by the Governor in the May Revision.
- We will see what happens when the final State budget is signed.

ACTION

1. ADMINISTRATION

a. Resolution No. 25-45 for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Pride Month

Trustee Richardson read the resolution.

MOTION #119 (Murray/Richardson) to approve the adoption of Resolution # 25-45: in support of 2025 LGBTQ+ Pride Month. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

2. EDUCATIONAL SERVICES

a. Approval of Agreement with Welldom

MOTION #120 (Lam/Hsieh) to approve the agreement with Welldom, a CDE-Approved Non-Public Agency, for Specialized Staffing Services for the 2025–2026 School Year. Motion Carried. (Unanimous)

b. Approval of MOU with Cabrillo Unified School District

Trustee Lam asked about the fiscal agent for the grant, noting that Cabrillo Unified is listed. Dr. Moore explained that in the previous five grant rounds, the district partnered with San Mateo County, which served as the fiscal agent. However, the County Office of Education decided not to apply for round seven. As a result, the district partnered with Cabrillo Unified, which has the capacity to take on the fiscal agent role for the current round.

MOTION #121 (Murray/Richardson) to approve the Memorandum of Understanding with Cabrillo Unified School District for Participation in the K12 Strong Workforce Program – Round 7 effective May 1, 2025 through June 20, 2027. Motion Carried. (Unanimous)

c. Approval of World Language Textbook Adoption

MOTION #122 (Murray/Hsieh) to approve the adoption for the Vista Higher Learning World Language instructional materials for implementation beginning in the 2025 – 2026 school year. Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Approval of the MOU with the SSFCTA for the CCAP Partnership Program (Evaluation)

MOTION #123 (Murray/Hsieh) to approve the Memorandum of Understanding with the South San Francisco Classroom Teachers Association for the College and Career Access Pathway Partnership Program (Evaluation) for the 2025-2026 school year. Motion Carried. (Unanimous)

b. Approval of the MOU with the SSFCTA for the CCAP Partnership Program (No Evaluation)

MOTION #124 (Lam/Murray) to approve the Memorandum of Understanding with the South San Francisco Classroom Teachers Association for the College and Career Access Pathway Partnership Program (No Evaluation) for the 2025-2026 school year. Motion Carried. (Unanimous)

c. Approval of the MOU with the SSFCTA for the SSP Emergency Response Pathway

President Anthony shared she is excited about this program.

MOTION #125 (Murray/Hsieh) to approve the Memorandum of Understanding with the South San Francisco Classroom Teachers Association for the Specialized Secondary Programs Emergency Response Pathway for the 2025-2026 school year. Motion Carried. (Unanimous)

d. Approval of the MOU with the SSFCTA for the GSPP Patient Care Pathway

MOTION #126 (Lam/Murray) to approve the Memorandum of Understanding with the South San Francisco Classroom Teachers Association for the Golden State Pathways Program Patient Care Pathway for the 2025-2026 school year with a correction to reflect the amount as ten thousand dollars, not ten hundred as stated in the memo. Motion Carried. (Unanimous)

e. Approval of the Instructional Coach Job Description

MOTION #127 (Hsieh/Murray) to approve the job description for the Instruction Coach, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

4. BUSINESS SERVICES

a. Resolution No. 25-44 support of Workforce Housing Legislation: AB 1021 and AB 1381

MOTION #128 (Richardson/Hsieh) to approve the adoption of Resolution #25-44: in support of the Workforce Housing Legislation, Assembly Bills 1021 and 1381 and to waive the reading. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

b. Approval of Agreement with Anchor Relocation Service, Inc.

Trustee Richardson asked if the current item is in addition to the \$10 million recently approved for the new kitchen. Mr. O confirmed that it is separate. President Anthony clarified that the \$10 million was for construction, while the current expense covers the moving and storage of large kitchen equipment. Mr. O explained that various items, such as mobile racks, food warmers, salad bar stands, and wire shelving units, need to be carefully stored during the project. Trustee Richardson asked if this includes equipment from the large kitchen project at El Camino. Mr. O clarified that the permanent equipment from that project will remain onsite and is not part of the current move.

MOTION #129 (Hsieh/Murray) to approve the agreement with Anchor Relocation Service, Inc. for moving services and off-site storage related to the El Camino High School Central Kitchen and Cafeteria Project, in the amount of \$128,518.50. Motion Carried. (Unanimous)

c. Approval of Contract Proposal with Cumming Group

MOTION #130 (Murray/Hsieh) to approve the contract proposal from Cumming Group for construction management services for the El Camino High School, Parkway Heights Middle School, and District Office Summer Projects, in the amount of \$40,437. Motion Carried. (Unanimous)

d. Approval of Amendment #1 with ProTech Consulting and Engineering

MOTION #131 (Lam/Hsieh) to approve the Amendment No. 1 to the Independent Consultant Agreement with ProTech Consulting and Engineering, Inc., for additional hazardous materials consulting services to address newly identified areas of concern related to the Westborough Middle School Field and Pavement Improvements Project, in the amount of \$5,285.00. Motion Carried. (Unanimous)

e. Approval of Contract Award to Zone 4 Construction Inc.

MOTION #132 (Murray/Hsieh) to approve the contract for the District Office Main Entrance Accessibility Project to the lowest responsive, responsible bidder, Zone 4 Construction Inc., in the amount of \$544,813. Motion Carried. (Unanimous)

REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS

President Anthony noted the math adoption will be added.

June 12, 2025

- Presentation on 2025-26 LCAP draft plan
- Presentation on 2025-26 Preliminary Budget
- Public Hearing 2025-26 LCAP draft plan
- Public Hearing 2025-26 Preliminary Budget
- Approval of Local Indicators
- Approval of SMCOE Induction Program agreement for 2025-26
- Approval of updated Board Governance Handbook
- Approval of Board of Trustees Compensation increase for 2025-26
- Approval of supplementary instructional materials
- Approval of the agreement with Newsela for the 2025-26 school year
- Approval of Scoot Education MOU
- Resolution on Budgetary increases and year end transfers

June 26, 2025

- Presentation on Counseling and Safe School Advocates Services and approval for 2025-26
- Presentation on SLO MOU with student data
- Information on Daybreak Mental Health and approval of MOU
- Approval of SMCOE Outdoor Education dates for 2025-26
- Approval of Paper Education Company agreement for 2025-26
- Approval to increase facility use fees for 2025-26
- Approval to increase District rental/leasing rates for 2025-26
- Adoption of 2025-26 LCAP
- Adoption of 2025-26 Preliminary Budget
- Approval to continue NPS contracts for 2025-26
- 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
- Approval of Air Tutors 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

The Board directed staff to return with a recommendation for math adoption for grades 3–5 at one of the June Board meetings.

GOOD AND WELFARE

Trustee Richardson shared that she and Trustee Lam attended the Middle College celebration, where Mr. Hannon and Dr. Hew were also present. She reflected on how the event improves every year. She highlighted seeing former students and hearing a report from a Morehouse College student who earned straight A's. Last year's event had a family feel, especially with Director Goodman, the program director, and her twin sons graduating. She also attended the Awards Night, where Josephine Harsana received a scholarship and the Rotatory presented \$60,000 in grant awards given to students. This year, students will also receive the Seal of Biliteracy on their diplomas, indicating proficiency in more than one language, with Italian, Spanish, and one instance of Russian being represented. Trustee Richardson noted the growing bilingual nature of the community and closed by wishing everyone a nice summer and holiday.

Trustee Lam wished everyone a happy Memorial Day and summer, and shared her experience attending the Middle College graduation, her first event at Skyline College. She appreciated the invitation from Director Goodman and highlighted Dean Lauren Ford's remarks, noting around 50 students graduated. With graduation season underway, she plans to attend ceremonies at Skyline Elementary, Spruce Elementary, and Westborough Middle School, where her son Aiden is graduating 8th grade. She also joined a field trip with Monte Verde second graders to Elkus Ranch, their first since COVID. She reflected on previously attending with her son and appreciated Monte Verde's volunteer brunch. She gave a shout-out to the Westborough 8th grade dance committee for organizing a successful glow-themed dance, despite the stress of planning. Trustee Lam concluded by mentioning upcoming groundbreakings: the central kitchen on June 6 and Westborough Middle School fields on June 9.

Trustee Murray extended warm wishes to all graduating seniors and students being promoted this year, hoping they have a wonderful time and a great summer.

President Anthony acknowledged the community teams involved in the Purposeful Partnerships event held the previous week, calling it a wonderful gathering of community partners with great presentations and a strong sense of connection. She congratulated the planning committee and noted the upcoming promotions and graduations. She also recognized that the board's decision that evening might not satisfy everyone, but affirmed it was made in service of students.

ADJOURNMENT – 10:01 p.m.