

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of May 8, 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: South San Francisco Classroom Teachers Association
2. Conference with Labor Negotiators ([Government Code § 54957.6](#))
 - Agency Designated Representative: Assistant Superintendent of Human Resources and Student Services
 - Employee Organization: Classified School Employees Association Chapter 197
3. To consider the appointment of one (1) public employee to the position of Assistant Superintendent of Teaching and Learning, in accordance with [Government Code § 54956](#)
4. To consider the appointment of one (1) public employee to the position of Assistant Superintendent of Student and Family Services, in accordance with [Government Code § 54956](#)
5. To consider the appointment of one (1) public employee to the position of Director of School Leadership, in accordance with [Government Code § 54956](#)
6. To consider the appointment of one (1) public employee to the position of Director of Talent Strategy, 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
Ms. Josephine Harsana, Student Board
Member - 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** was led by Zachary Emmanuel Brevner, 5th-grade student at Spruce Elementary School. Principal Garduno shared that Zachary has made impressive strides during his time at Spruce Elementary, consistently demonstrating strong character and modeling Spruce norms. He shows genuine compassion and empathy, builds positive relationships, and supports his peers with thoughtful problem-solving. With a great sense of humor, a love for learning and reading, and a wide range of interests, Zachary brings energy and joy to the classroom. He is self-motivated, takes pride in his work, and embraces a growth mindset, always eager to improve and do his best. Principal Garduno concluded by stating that his positive attitude will be missed as he transitions to middle school in the fall.

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 three, the Board took action to appoint Dr. Nia Campbell to the position of Assistant Superintendent of Teaching and Learning, effective with the 2025–2026 school

year. Trustee Murray made the motion, and Trustee Hsieh seconded it. A roll call vote was taken, and the vote passed unanimously.

Assistant Superintendent Hannon continued, stating that in accordance with Government Code section 54956 and in reference to closed session agenda item number four, the Board took action to appoint Dr. Marcos Garcia to the position of Assistant Superintendent of Student and Family Services, effective with the 2025–2026 school year. Trustee Murray made the motion, and Trustee Hsieh seconded it. A roll call vote was taken, and the vote passed unanimously.

F. REVIEW OF AGENDA – None

G. PTA COUNCIL REMARKS

Jazmin Nieto originally presented in Spanish and Jeanette De La Rosa translated into English.

Jazmin Nieto, PTA President of Spruce, addressed President Anthony, the trustees, Superintendent Moore, cabinet members, and the community. She introduced herself as a third-year PTA volunteer and expressed gratitude to the PTA members and parent volunteers in attendance, as well as to Principal Garduno for her ongoing support. She shared highlights of the year's community events, including a pumpkin patch, winter festival, and Valentine's Day popcorn for every student. She also mentioned upcoming plans such as assisting with the science festival and hosting a special breakfast for fifth-grade students and their teachers. Nieto emphasized that Spruce PTA is fully aligned with the district's Portrait of a Graduate: Learn, Thrive, Navigate, and Impact. The PTA purchased new sports balls for recess, invited a therapist to present on childhood anxiety, provided snacks for students during CAASPP testing, and ordered t-shirts for all fifth graders in celebration of their promotion. She concluded by affirming that parents work together to support the entire school community and expressed pride in the strong sense of community they have built at Spruce Elementary.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – Elizabeth Bales-Stutes, President of the South San Francisco Federation of Adult Educators, addressed the Board and Cabinet. She noted the end of the semester was approaching and acknowledged the ongoing work and exhaustion felt by staff. She congratulated the CTA on reaching a tentative agreement and expressed support and solidarity from SSFFAE, emphasizing that a win for one union is a win for all. With CSEA entering their bargaining period, she read into the record that on June 11, 2024, the San Mateo County Board of Supervisors approved a resolution setting the base wage for regular county employees at \$30 an hour. She cited the county's determination that \$30 an hour constitutes a livable wage, and compared this to

current district salary schedules. She pointed out that positions such as bilingual paraprofessionals, paraprofessionals in special education, health services technicians, campus safety monitors, in-school suspension assistants, and student services aides do not meet this standard under existing pay structures. She raised concerns that a bilingual paraprofessional in adult education might earn between \$21.65 and \$26.34 per hour, which does not meet the defined livable wage. She questioned how her principal, Ms. Prasad, would be able to post such a position, effectively advertising a non-livable wage for skilled support. She extended this concern to other roles across the district and argued for the need to compensate all classified staff fairly, including those at Baden and ATP campuses where ripple effects are felt across the adult education program. Bales-Stutes shifted to a warning about the President's proposed federal budget, describing it as a disaster for adult education. She highlighted the proposed \$729 million cut to adult education and noted that six out of ten adult education students are immigrants. She criticized the rationale of the cuts, quoting the budget's suggestion that improved K–12 outcomes would render adult education unnecessary. She argued this ignores the needs of current adults and immigrants who never benefited from the supposed improvements. She called the budget a means to push immigrants further into the margins or out of the country. She illustrated the impact of adult education through the story of a student, identified as M, who entered the ESL program with limited English and has progressed through computer skills and high school equivalency preparation. M is active in her children's PTA and is now helping other parents gain digital literacy. Bales-Stutes shared that M is tired but refuses to give up. She emphasized the far-reaching benefits of adult education and concluded with a passionate call to action urging the public to advocate for adult education by contacting members of Congress, participating in rallies, and sharing personal stories. She closed with the words: "Believe. Resist. Persist. Insist."

South San Francisco Classroom Teachers Association – Shali Tapia, Vice President of SSFCTA addressed the Board, Superintendent Moore, and members of the community. She began by expressing excitement for the appointment of Dr. Garcia, noting that her team was celebrating the news. She then focused her remarks on the urgent need to strengthen safety and support across all district schools for both students and staff. Tapia raised concerns about the current lack of adequate campus security staffing in high schools. She explained that this shortage creates serious safety concerns. When there are not enough trained professionals on campus, incidents take longer to respond to, tensions escalate more easily, and the burden falls on administrators and teachers who are already stretched thin. She stated that fully staffing security teams must be considered a basic standard rather than a long-term goal. She also addressed the need for clearer communication from administration to secondary educators regarding the outcomes of student referrals. Without this information, teachers are left unprepared to support students appropriately or take necessary precautions. She emphasized that transparency around behavior data is essential to creating safe

and responsive classrooms. Tapia spoke about the importance of providing de-escalation training not only for teachers but also for paraprofessionals. She noted that paraprofessionals are often on the front-line supporting students with the highest needs. They deserve access to the training and tools required to respond safely and effectively in high-stress situations. She stressed that this training is critical to their safety and to the safety of the students they serve. She further explained that paraprofessionals are a vital part of the classroom. They help manage behavior, support instruction, and build strong relationships with students. However, she warned that the district is losing quality paraprofessionals because their positions are not financially competitive. In order to attract and retain skilled and dedicated professionals, the district needs to improve pay, increase training opportunities, and offer meaningful professional support. Tapia clarified that she was not placing blame but was offering a willingness to work together on solutions. She shared that her last child is graduating from South San Francisco this year and that she has been with the district for ten years. She emphasized that she, along with many teachers, wants to help fix these issues for the benefit of the students, their children, and the community.

California School Employees Association Chapter 197 – None

I. PERSONNEL COMMISSION

Assistant Superintendent Hannon announced that the next Personnel Commission meeting will take place on Monday, May 19, 2025, at 5:00 p.m. in the district office boardroom.

J. ITEMS FROM THE BOARD

President Anthony addressed the community with a brief reminder regarding scheduling and communication. She noted that Board members have full calendars and rely heavily on them to stay organized. She requested that if anyone would like to invite Board members to events or have them attend, they should contact Joanna to have the event added to their calendars. This helps ensure that Board members can remember and make arrangements to attend and thanked everyone for their understanding.

Trustee Richardson shared that the county committee currently has no business to report, as there have been no requests from within the county to redraw district lines. She explained that the committee only convenes when such a request is made, and since no such action has been initiated, there has been no meeting. She noted that although there is nothing new to report, she is still providing this update as part of her duties. She then inquired whether they should briefly report on the fourth session of the workforce housing series that Board members attended the day before. President Anthony responded that she believed such a report would fall under good and welfare, not as a board committee report.

K. SUPERINTENDENT'S REPORT

- a. Recognition for outgoing Student Trustee Harsana** – Dr. Moore recognized outgoing student trustee, Josephine Harsana. She shared that it had been a pleasure working with Josephine throughout the year. During her time on the board, Josephine consistently provided thoughtful insights, timely updates, and helped elevate the student voice on key issues. She kept the board, staff, and community well-informed about various activities at South San Francisco High School, particularly focusing on academics, student well-being, athletics, and extracurricular engagement. Dr. Moore praised Josephine for her positive, engaged, and thoughtful leadership and commended her dedication and ability to represent her peers with grace and purpose. On behalf of the board, Dr. Moore presented Josephine with a certificate of appreciation for her service as a spring student trustee. She also extended heartfelt congratulations to Josephine on her upcoming graduation and wished her the best in her future endeavors.
- b. Kent Awards** – Dr. Moore shared that last Friday, two district schools received the Kent Award, an honor presented by the San Mateo County School Boards Association. The Kent Award, established during the 1980–81 school year, recognizes innovative and replicable programs across the county's school districts, county office of education, and community college district. This year, Parkway Heights Middle School and Westborough Middle School were selected for this prestigious recognition. Parkway Heights Middle School earned the award for its annual Career Day. During this event, 35 to 40 professionals from the community visit the school to speak with and inspire middle school students. The goal is to expose students to positive role models, help them connect school routines with workplace expectations, and encourage them to begin thinking about their futures. Students choose three different career paths to learn about and attend three 25-minute sessions with professionals. Westborough Middle School was recognized for its Culture Keepers program, designed to support sixth graders as they transition from elementary to middle school. This program pairs eighth grade mentors with sixth grade mentees, offering guidance through academic, social, and emotional challenges. Through structured activities and relationship building, mentees gain confidence, a sense of belonging, and a connection to the school. The program is run by a team that includes a teacher leader, wellness counselor, school counselors, the principal, assistant principal, and support staff. Around 20 eighth grade students are trained as mentors, each supporting two mentees, serving approximately 60 students annually. Dr. Moore noted that both programs align with the district's Portrait of a Graduate and extended congratulations to the Parkway and Westborough communities. She expressed pride in their accomplishments and thanked them for their work.

- c. **State History Competition** – Dr. Moore announced that students from South San Francisco High School were named state champions in the State History Day competition, which took place on May 3–4 at Sacramento State University. The award-winning group created a documentary and were recognized as finalists and state champions in their category. The winning students were Renee Chu and Jollyn Gunardi, supported by their teacher, Kimberly Chin. Dr. Moore expressed pride in the students' achievement and extended congratulations to Renee, Jollyn, Ms. Chin, and the entire South San Francisco High School community for their outstanding work and representation at the state level.

L. STUDENT TRUSTEE REPORTS

1. Josephine Harsana, Spring Student Trustee and ASB President of SSFHS, shared updates on upcoming events at South San Francisco High School. The prom on April 26 at the Fox Theater was a success, with a live performance and a fun atmosphere. Next week is Spirit Week, featuring themes like Dinosaur Train Day and Dora the Explorer Day. On May 16, South City will host its farewell rally, with a senior lipdub and performances from the cheer team and modern band. The senior class will also have a sunset event that evening with activities and food. Seniors are posting their college decisions on Instagram (@SSFHS2025), and senior hoodies are available for purchase. The Folklorico program held their spring concert on May 2 and 4, and the band would be performing later that night. The National History Day team, including seniors Renee Chu and Jollyn Gunardi, will compete nationally in Washington, D.C. The badminton team celebrated senior night with a win, and fall sports practices are already starting. The Special Olympics will be held on May 13, followed by Senior Awards Night. As AP exams continue, Harsana encouraged students to focus on self-care. For Teacher Appreciation Week, ASB created thank-you cards for all staff and is hosting a car wash for teachers. She thanked all teachers and staff for their dedication.
2. Jamie Wong, Fall Student Trustee and ASB President of ECHS began her report by expressing excitement for the approaching summer weather and reflecting on El Camino High School's recent dance showcase, which wowed the audience. Special thanks were given to Ms. Stevenson and congratulations to Mikayla Lee, Takeo Arroyo Yuzon, and Carmelo Sapinoso, the dancers of the year. As spring sports seasons wrap up, Wong acknowledged the hard work of student-athletes, with many heading into PAL divisions, especially in track and badminton. Seniors were celebrated during senior nights for volleyball, baseball, and softball. Wong also highlighted Senior Awards Night, a celebration of the class of 2025's achievements, and Teacher Appreciation Week, where leadership showed gratitude through personalized gifts, a coffee morning, and a luncheon. She thanked all teachers for their dedication. Looking ahead, the final rally of the year will include spring sports recognition, senior awards, and performances. Spring on the Green, a night market event with

vendors and food trucks, will also take place. Wong ended her report with excitement for the remaining school events.

M. PUBLIC COMMENTS

Lucie Bradshaw, a teacher at Junipero Serra, began by expressing gratitude to the board and cabinet for their hard work in negotiating the pay scale, especially considering the financial challenges that may arise over the next three years. She acknowledged the time and effort that went into these negotiations and expressed appreciation for the positive outcome. She then spoke on behalf of the CSEA members, highlighting their dedication and the incredible amount of patience they demonstrate in their work. Bradshaw noted the heartbreak of seeing these individuals struggle financially and emphasized the importance of properly addressing their pay. She shared that she had started attending meetings due to an issue with a co-worker's pay. Her co-worker was incorrectly placed on a lower column (C) instead of column D after earning 15 units to move to column E. Bradshaw expressed concern over these types of errors and stressed the importance of careful and accurate pay processing. She acknowledged that Mr. Hannon inherited a challenging system but emphasized the need for corrections to be made quickly and accurately. She expressed that she did not wish to keep bringing up the issue but wanted it addressed properly. She stated that everyone's pay should be carefully reviewed and corrected. Additionally, Bradshaw spoke about the challenges faced by her students due to the lack of a transitional kindergarten (TK) program at her school. She expressed that students at other schools with TK are better prepared, more confident, and familiar with the school environment. In contrast, her students come in without foundational knowledge such as letters, making it more difficult for them to meet expectations. Bradshaw expressed frustration with this situation, as it creates an additional burden on her as a teacher. She urged the board to consider the TK issue seriously and to work towards resolving it. Bradshaw concluded her comment with a heartfelt plea for the board to take action on these matters.

Megan Connery, math department chair at El Camino High School, addressed the board, beginning with a thank you to President Anthony and Mr. Hannon for attending the Senior Awards Night at El Camino on short notice, especially after a schedule change. She shared that their presence was greatly appreciated by the school community. Connery then provided a brief update on the math curriculum implementation, noting that everything is progressing quickly and efficiently. She commended Karie and Sathya for their strong leadership, organization, and attention to detail. Connery expressed full confidence in Educational Services' support for secondary math teachers during this transition. She raised a concern about the tentative agreement between the teachers' union and the district that the board was voting on. She acknowledged that, overall, it is a strong and thoughtful agreement. However, she pointed out a critical omission: the stipends for secondary department chairs are not increasing at the same rate

as teacher salaries. This breaks from past practice, resulting in stipends remaining stagnant for the fourth consecutive year. Connery explained that Mr. Hannon has questioned the scope of department chair roles at middle and high schools and intends to form a committee next year to explore this further. He has requested a detailed list of department chair responsibilities. Connery emphasized that, currently, the district's stipend is approximately half of what is offered at neighboring Cappuccino High School. The stipend only compensates for 42 hours annually based on the \$60/hour rate, which drops to 24 hours when based on her actual per diem. She stressed that department chairs take on substantial duties that relieve administrators of numerous responsibilities. Without department chairs, school administrators would be overwhelmed. She likened department chairs to directors, noting they play a pivotal leadership role and serve as liaisons between staff and administration. She urged the board and leadership to recognize their value and seek input from site principals, who can affirm the department chairs' critical contributions. Connery concluded by expressing her willingness to engage with Mr. Hannon and the future committee.

Michael Harris, a community member, thanked Assistant Superintendent Ted O for clearing the brush behind neighborhood homes. He brought an economics book to share with Vice President Murray, describing it as article-based and non-sequential, potentially engaging for students. He also brought in some articles on Donald Trump cutting education funding.

N. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Spruce Elementary School

Dr. Moore introduced Principal Angelica Garduño to present the educational priorities and programs at Spruce Elementary School.

Principal Garduño welcomed President Anthony, board members, cabinet, and the community. She shared that the evening's presentation would highlight Spruce's teaching and learning efforts, grounded in the school's core values and aligned with district LCAP goals and the Portrait of a Graduate. This year, Spruce began implementing learner progressions to define graduate outcomes across grade levels. Staff gained valuable insights through collaboration days in November and April. Garduño emphasized the school's focus on inclusive, empowering learning environments and data-driven instructional decisions, led by their instructional leadership team.

Goals

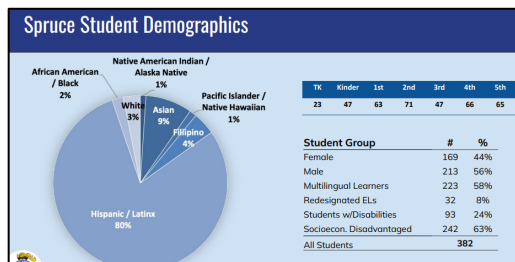
Garduño shared instructional goals for the year. These included full implementation of reading groups and designated ELD, targeted phonics instruction through board-approved supplemental programs UFLI and SIPPS, and grade-level planning with ELD teachers and reading specialists built into the school day. All of this work has revolved around the master schedule, which ensures there is time for these varying components to occur. Now in year two, the school has continued to refine the schedule according to teacher feedback while prioritizing collaboration to deliver high-quality instruction focused on student needs.

Spruce Site Goals

- Master Schedule for Small Reading Groups and Designated ELD Implementation in all grade levels
- Create Designated ELD groups based on ELPAC Initial/Summative data
- Tier 1 UFLI Phonics curriculum in K-3. SIPPS used as Tier 2 phonics curriculum
- Implementation of at least 2 TWIG Modules in 24-25 per grade level
- Grade Level weekly collaboration rotation with ELD Teacher and Reading Specialists embedded into the school day

Demographics

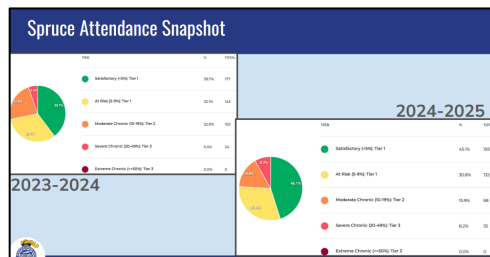
Spruce Elementary serves 382 students, with 58% identified as multilingual learners and 63% as socioeconomically disadvantaged. These demographics inform the school's instructional decisions and support systems, guiding their focus on exceptional instruction and engaged students. She noted that 83.9% of families speak Spanish as their native language. Additionally, Garduño highlighted that the chart presented did not include the 27 preschool students enrolled across four class sections, staffed by two full-time teachers who are also part of the Spruce community.



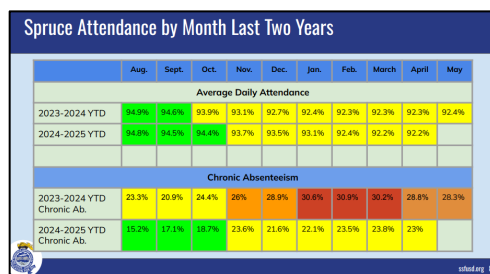
Attendance

Garduño shared data from their Everyday Lab snapshot, showing an improvement in Tier 1 satisfactory attendance from 39.7% last school year to 45.1% this school year. She

emphasized the school's pride in maintaining consistent communication with families, noting that every morning around 8:45 a.m., the office assistant and school community liaison make phone calls to families of students who are absent. These calls allow for direct communication and often provide insight into factors affecting attendance, such as illness or family situations.



Overall, absences have improved from last school year to the current one, particularly in chronic absenteeism. This year, the school has remained within the satisfactory and at-risk ranges, a notable improvement from last year's moderate to severe chronic absenteeism levels. However, the rise in at-risk numbers has been partly due to a higher incidence of prolonged or recurring illnesses, as well as illnesses spreading within classrooms. Garduño also noted that the political climate has created unease among families, particularly around concerns related to ICE. In response, resources were shared and continue to be made available. On the call-to-action day held February 3rd, many families participated, resulting in 44% of the student population being absent. Despite steady attendance rates, chronic absenteeism remains a challenge, though the rate has dropped from over 30% to the low 20s. The school is encouraged by this progress and looks forward to continued improvement in the next school year.



Statewide Assessments

Garduño highlighted steady growth in English Language Arts

(ELA) as students progress from third through fifth grade, with the cohort improving from 14.52% to 21.88% over three years. She expressed optimism that with continued efforts in literacy, growth in math can follow a similar trend. The data showed initial improvement in math through fourth grade, followed by a dip in fifth grade, indicating a need to strengthen support as students begin to encounter more complex concepts. Overall, the cohort data reveals promising trends and identifies clear opportunities for targeted instructional efforts to make a meaningful impact.

Spruce 2023-2024 State Testing - Multiple year comparison

Percentage of students meeting/exceeding standards on CAASPP ELA, Math

Grade - Data / Subject	21-22	22-23	23-24
3rd - CAASPP ELA	14.52%	27.28%	21.12%
4th - CAASPP ELA	42.19%	15.52%	20.00%
5th - CAASPP ELA	40.00%	35.59%	21.88%
3rd - CAASPP Math	19.41%	29.42%	27.15%
4th - CAASPP Math	34.85%	21.87%	28.36%
5th - CAASPP Math	31.76%	25.00%	12.30%

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DIBELS

Garduño presented DIBELS literacy data from the past three years, focusing on students scoring well below benchmark in subtests like oral reading fluency (ORF) accuracy and nonsense word fluency. Since ORF isn't used in kindergarten, nonsense word fluency assesses decoding skills in early grades. She noted that for the class of 2025, the percentage of students decoding below grade level dropped from 32% in third grade to 13% in fifth. Most remaining students needing support were newcomers or had individualized plans, prompting a review of current interventions. Overall, the data shows most students are on track with decoding skills thanks to evidence-based curriculum.

DIBELS Literacy Screening Assessment multiple year comparison

ORF-Accuracy or NWF subtest Decoding- BOY (Aug/Sep) organized by graduating class

Grade	22/23	23/24	24/25
Class of 2030 Current K	N/A	N/A	77% NWF-CLS
Class of 2029 Current 1st	N/A	76% NWF	60% NWF
Class of 2028 Current 2nd	75%	63%	47%
Class of 2027 Current 3rd	75%	64%	54%
Class of 2026 Current 4th	45%	39%	14%
Class of 2025 Current 5th	32%	19%	13%

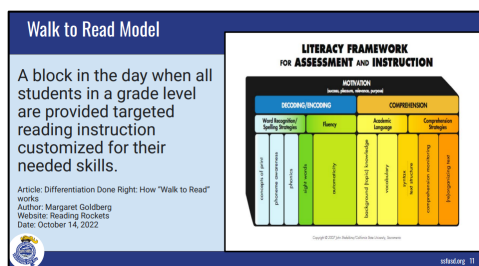
Percentage of students per grade level who scored well below benchmark (red) in the Oral Reading Fluency (ORF) Accuracy or Nonsense Word Fluency subtest

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Walk to Read

Garduño reported that Spruce adopted the Walk to Read model, which provides a daily block for targeted reading

instruction. Students are grouped by need, allowing teachers to specialize and share responsibility. Reading specialists meet with teachers biweekly for support. She praised specialists Aura Jose and Carly Humphrey for leading the effort and thanked the board for supporting Legarza PE, which makes collaboration time possible.



Garduño described Spruce's second-grade Walk to Read model, where all three teachers, reading specialists, and an education specialist collaborate to teach small groups based on student needs. This ensures students receive intervention support without missing core instruction. Groups are fluid and shift based on DIBELS and SIPPS mastery data. She emphasized the need for trust and teamwork, with professional learning focused on Orton-Gillingham methods and reading comprehension strategies through UC Berkeley's reading project and support from TOSAs.

Walk to Read Model (2nd Grade View)

Beginning of School Year

Group #1 RS	Group #2 RS	Group #3 Teacher A	Group #4 Teacher B	Group #5 Teacher C
SIPPS Beg 11 learning to blend CVC with short a, i, u	SIPPS Beg 21 blending with short a, i, o, u & sight word intervention	SIPPS Beg 41 all short vowels & digraphs	SIPPS Extension 1 consonant clusters, VCe, inflectional endings	Fluency & Comprehension Wordless, ReadWorks, NewsELA

Middle of School Year

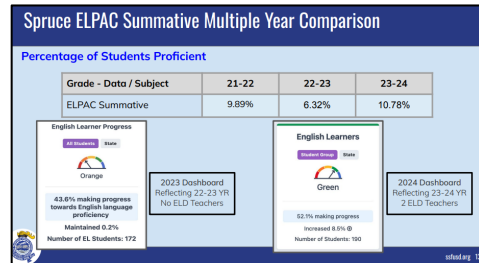
RSP	Group #1 RS	Group #2 RS	Group #3 Teacher A	Group #4 Teacher B	Group #5 Teacher C
Spire	SIPPS Beginning	SIPPS Ext Review	SIPPS Extension	SIPPS Extension	Morphology & Comprehension Flyout Decodables, ReadWorks, NewsELA

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ELPAC

A major focus when developing the 2023 master schedule was the structured implementation of designated ELD. This year marks the first data point since the initiative launched. In 2023, Spruce was at the orange level on the California dashboard with 172 English learner students. By 2024, the school advanced to the green level, showing an 8.5% performance increase despite an 18-student increase in EL enrollment. This improvement reflects the combined efforts of EL and general education teachers, designated ELD instruction, and targeted support from reading specialists.

during Walk to Read, all of which have strengthened tier one instruction and improved access to literacy support.



Garduño highlighted growth in ELPAC Summative data, with fourth grade showing a 17% gain in proficiency. Data suggests that it typically takes three to five years for English learners to achieve oral English proficiency and up to 5.7 years to reach academic English proficiency. Fourth grade is typically when oral English starts to develop, and academic English proficiency begins. With the addition of ELD teachers and a focus on designated ELD and collaboration, more students are progressing toward reclassification. This school year, 14 students were reclassified, with six others very close to meeting the requirements.

Growth in ELPAC Summative Proficiency (%)

Grade Level	2022-2023	2023-2024	Notes on growth and sub groups
Kinder (current 1st 2024-2025)	8% (initial ELPAC)	16%	Significant growth by approximately 7%
1st (current 2nd 2024-2025)	7%	4%	Groups at level 2 and 3 grew by 12%
2nd (current 3rd 2024-2025)	0%	3%	Group at level 3 grew by 30%
3rd (current 4th 2024-2025)	2%	3%	Group at level 3 grew by 7%
4th (current 5th 2024-2025)	3%	20%	Significant growth by approximately 17%
5th (current 6th 2024-2025)	11%	18%	Significant growth by approximately 7%

DELD/Newcomer Program

Garduño explained that the current ELD model provides targeted instruction based on students' language proficiency levels, similar to the walk-to-read model. Students are regrouped according to their ELPAC levels, and instruction focuses on content areas to help multilingual learners build essential background knowledge. Newcomer students receive small group language development support tailored to their needs. Teachers collaborate twice a month with ELD teachers to refine strategies and better support language development in core subjects. The strength of this model is the collective commitment, with all staff working together to reinforce that every multilingual learner is the responsibility of every teacher. Collaboration ensures success, with reading

specialists, ELD teachers, and the multilingual TOSA coordinating efforts. Designated ELD has also supported the seamless integration of science content into the structured literacy block through the TWIG science curriculum.

Spruce DELD/Newcomer Program Model 24-25		
Teachers	Designated ELD Classes	Newcomer Classes
K-2 ELD Teacher	- Emerging K - Emerging 1st - Emerging 2nd	- Kinder 1st Grade 2nd grade
3-5 ELD Teacher	- Emerging 3rd - Emerging 4th - Emerging 5th	3rd 4th 5th
Classroom Teacher (1-2 teachers per grade level)	Expanding/Bridging @ their grade level	none
Classroom Teacher (1 teacher per grade level)	ELRFEP students @ their grade level	none

• Designated ELD 3x per week, 50 minutes
 • Students are grouped for Designated ELD by ELPAAC proficiency level
 • Newcomer support at each grade level, about 45 minutes with a certificated ELD teacher
 • Grade level teams & ELD Teacher meet 2x per month during Legarza PE to plan/collaborate

Designated ELD

When Spruce first discussed implementing designated ELD and newcomer supports, they had specific students in mind who would benefit from this targeted approach. However, through ongoing efforts, they've found that the impact is not always fully reflected in quantitative data. The meaningful relationships and sense of belonging cultivated within the learning environment are often more critical to a student's well-being and long-term ability to learn. These human connections stand out as a defining feature of the support provided. Moving forward, the school plans to gather qualitative data to better capture students' experiences.



Newcomer Small Groups

For newcomer students, academic instruction must be complemented by a safe and supportive emotional and physical environment. ELD teachers Monica Gonzalez Lopez and Andrea Tunkett have cultivated such an environment with great care and intentionality. Navigating school can be particularly challenging for these students, who are adjusting to a new country and language. The ELD teachers provide individualized support and encouragement to help them thrive. The program now includes at least three adults working with the students: the classroom teacher, ELD

teacher, and reading specialists. Additionally, the ELD teachers have built strong, trusting relationships with families, serving as vital bridges between home and school, ensuring newcomer students not only access the curriculum but also feel seen, valued, and connected to the school community. This collaborative approach is building a true support system for the learners.



Learn, Navigate, Impact, Thrive

Spruce has been intentional about bringing its core values and portrait of a graduate to life, strengthening enrichment opportunities through events such as Ruby Bridges Day, Career Day Festival, and prioritizing hands-on learning with music, science, and field trips. A highlight this year has been expanding the second chance breakfast program, which initially served just fourth and fifth grade but now includes second and third grade, serving over 200 breakfast items daily to help students stay nourished and focused. The school has also updated its character traits to better align with the portrait of a graduate. This work will continue next year with support from the wellness counselor. Additionally, the safety patrol team, led by Mr. Summers, the lead team, led by Mr. Malunay, and the first career day fair were showcased as part of the school's initiatives.



Spruce Culture

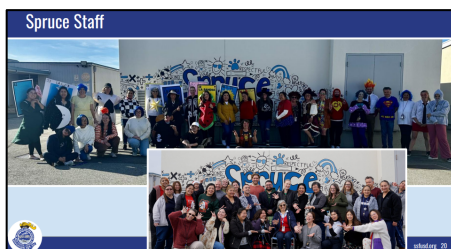
Garduño highlighted the graduating cohort from the Latino Literacy Project this spring, which focuses on building family reading routines through workshops and culminates in a

special family project. She also noted the enriching field trips students participated in, including visits to the San Francisco Zoo, Elkus Ranch, Heal Farm, Half Moon Bay State Beach, the Exploratorium, and the Academy of Sciences.

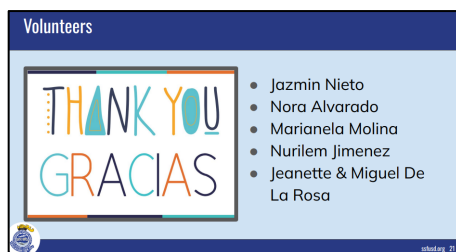


Staff & Volunteer Appreciation

Garduño acknowledged that none of the progress shared would be possible without the dedicated staff at Spruce Elementary. She emphasized the importance of every role on campus, from classroom teachers and paraprofessionals to custodians, office staff, and support services, saying all pieces of the puzzle must fit together for a school to thrive. She expressed her honor in being part of such a committed team and invited the Spruce teachers and staff present to stand and be recognized. Garduño gave a special acknowledgment to Ms. Teresa Ortiz, the former school liaison who retired in December after 28 years of service, and to Ms. Debbie, the school librarian, who is also retiring this year.



Garduño recognized volunteers who have devoted their time to Spruce Elementary, some over multiple years. She highlighted their role in helping to build a connected community for students and families and expressed her gratitude for their dedication.



Trustee Richardson expressed her appreciation for Principal Garduño's leadership, particularly noting the joyful environment at Spruce and the school's sense of family. She mentioned enjoying her visits, especially seeing the transitional kindergarten (TK) students, and asked about challenges with student absenteeism. Garduño responded that illness has been a significant factor this year, with prolonged cold and flu seasons affecting attendance across the school even noting she herself had been sick six times. She added that there's increased mindfulness among families about keeping sick children home to avoid spreading illness, but this caution can also delay return to school. She hopes to explore this issue further next year with the support of the school's wellness counselor.

Trustee Richardson also raised concerns about over-reliance on digital tools and asked how students are learning traditional writing skills, including cursive. Garduño explained that fine motor skill development is a major focus in TK and kindergarten, with students practicing pencil grasp through varied activities. They are even collaborating with occupational therapy (OT) specialists to choose writing tools that support proper hand positioning. She also noted that Spruce's third-grade team has begun introducing cursive writing and is interested in continuing that work. Trustee Richardson concluded by thanking Garduño again for creating an environment where students enjoy coming to school.

Trustee Lam thanked Principal Garduño and the Spruce community for their presentation, saying it helped her better understand how intentional, student-centered support and collaboration are embedded throughout the school. She noted that the way Spruce structures the school day and instruction clearly reflects a shared commitment to supporting all students especially English learner and that this alignment is evident in the school's strong data and progress. Trustee Lam found the improvements in student outcomes inspiring

and praised the school's collective sense of responsibility for every child. She expressed enthusiasm about visiting Spruce in the future and shared a personal reflection about the prolonged illnesses many families are experiencing lately, noting that her own children have gone through similar long-lasting colds.

Trustee Hsieh expressed gratitude for the presentation, Principal Garduño's leadership, and the dedication of the entire Spruce team.

Trustee Murray thanked Principal Garduño and the Spruce team, emphasizing how evident it is that the school is truly kid-centered. She appreciated the strong sense of connection and care for every student, from newcomers to fifth graders. She praised the team's intentional, data-driven approach and commended the staff's dedication and hard work.

President Anthony acknowledged the newcomer model that Principal Garduño started. Garduño confirmed that they were finishing year two and also discussed the Walk to Read model, which was fully implemented this year after having been introduced in components the previous year. She shared plans to expand it further next year by aligning UFLI and SIPPS across grades K–2, and incorporating SIPPS morphology into third grade.

President Anthony expressed appreciation for the work being done, particularly with differentiating instruction in classrooms with varying levels of student needs. She recognized that it can be challenging for teachers to feel supported when they are managing classrooms of 30 students at different levels. She emphasized that this model at Spruce is promising and could be beneficial for other schools as well. She mentioned that Principal Ramich had also discussed protected times for reading, which seemed similar to the approach at Spruce, and she was excited to see how it progresses. Additionally, she praised the work being done with newcomer students, recognizing how difficult it is to navigate a new country even with resources. She thanked Garduño and the staff for creating a space where families and students feel supported.

O. PRESENTATION WITH POTENTIAL ACTION – None

P. CONSENT AGENDA

Trustee Richardson asked for clarification on the agenda item, inquiring whether they were on item P1. President Anthony confirmed they were on items P1 through P4. Trustee Richardson then requested a second reading of the bylaws, but President Anthony clarified that the board was currently approving only the minutes from the April 11th bylaws meeting, not the bylaws themselves. Trustee Richardson acknowledged the clarification. President Anthony reiterated that the actual bylaws would be addressed at another time.

Trustee Hsieh congratulated all the graduates, and President Anthony noted that the board had received the graduation lists and looked forward to attending the upcoming ceremonies.

MOTION #105 (Murray/Hsieh) to approve items: 1a. Minutes of the April 10, 2025 Board meeting; 1b. Minutes of the April 11, 2025 Bylaws meeting; 1c. Proposed Board of Trustees' meeting calendar for the 2025-26 school year; 2a. SSFHS Staff travel to attend the AVID Summer Institute in San Diego, CA, July 29 – August 1, 2025; 2b. Graduates – Baden HS, ECHS, SSFHS, and Adult Ed.; 3a. Classified Personnel Assignment Order; 4a. Gifts to the District; 4b. Professional services agreements under \$25,000; 4c. Fresh Produce RFP rollover for 2025-26; 4d. Commercial Foods and Supplies RFP rollover for 2025-26; 4e. Processed USDA Foods RFP rollover for 2025-26. Motion Carried. (Unanimous)

PUBLIC HEARING

The Board meeting was suspended to open a public hearing at 8:20 p.m.

Assistant Superintendent Hannon announced that pursuant to Government Code section 3547, the South San Francisco Unified School District is submitting its initial proposal to the Classified School Employees Association (CSEA) Chapter 197 for annual reopener contract negotiations. He stated that the district's approach to negotiations will be guided by its board-adopted strategic plan, "Fulfilling Our Promise to Learners," which includes the mission, vision, core values, portrait of a graduate, and five priorities: exceptional instruction, engaged students, purposeful partnerships, empowered educators, and equity-centered systems.

The district will present proposals and/or counterproposals on all articles identified by CSEA in its March 27, 2025, Sunshine Statement, including but not limited to Article 7 on compensation and benefits. The district emphasized its interest in negotiating fair and reasonable compensation and benefits aligned with its financial capacity, projected financial stability, and broader economic conditions.

Article 25 on the term of the agreement was also identified, with the district aiming to resolve negotiations extending beyond the 2025–2026 school year. Any appendices impacted by contract modifications will be addressed during the negotiations. Additionally, the district reserves the right to negotiate on other subjects or articles not specified, in accordance with the Educational Employment Relations Act, Government Code section 3543. Hannon concluded by expressing the district's intent to engage in collaborative, objective, and fact-based negotiations with CSEA.

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

The public hearing was closed and the Board meeting resumed at 8:20 p.m.

ACTION

1. HUMAN RESOURCES

a. Approval of Agreement with the San Mateo County Superintendent of Schools for the SMCOE/Alder GSE Residency Program

President Anthony noted that she had not asked the following question in advance but recalled that the district had planned to take up to 12 participants. Assistant Superintendent Hannon clarified that for the Alder Graduate School teacher residency program, the district had approved up to 10 participants, and currently, six have been confirmed.

MOTION #106 (Murray/Hsieh) to approve the agreement with the San Mateo Superintendent of Schools for the SMCOE/Alder Graduate School of Education Teacher Residency Program Agreement for the 2025-26 school year. Motion Carried. (Unanimous)

b. Adoption of the Tentative Agreement between SSFUSD and SSFCTA for the 2025-2028 term, and approve the corresponding Public Disclosure AB 1200

President Anthony asked Assistant Superintendent Hannon to address the discussion regarding grievances, noting that it is included in the contract. Hannon confirmed that as part of the successor agreement reached in partnership with SSFCTA, a grievance settlement agreement was incorporated. He added that he is actively working with

president leadership to address the 29 listed grievances over the course of the month.

MOTION #107 (Murray/Hsieh) to approve the Tentative Agreement between the South San Francisco Unified School District and the South San Francisco Classroom Teachers Association for the 2025-2028 term, and approval of the corresponding Public Disclosure under AB 1200. Motion Carried. (Unanimous)

c. Approval of Agreement Renewal with EveryDay Labs Attendance Software

Trustee Richardson asked if this is the first or second year of using the system. President Anthony clarified that it is a renewal and the third year of use. Trustee Richardson inquired about how well it is working. Dr. Moore responded that Mr. Sebers collaborates with school leaders to monitor attendance data and that the reports provided are snapshots reflecting this. Principals use the data to implement strategies for improving student attendance. Dr. Moore confirmed that the staff likes the system.

MOTION #108 (Hsieh/Murray) to approve the renewal of an annual subscription to the EveryDay Labs Attendance Software, a web-based platform which provides real-time analysis of attendance trends and patterns at the District, school, and student levels for the 2025–26 school year. Motion Carried. (Unanimous)

d. Approval of Contract with Effective School Solutions

Trustee Lam asked for clarification about the program and inquired why ESS was selected as a partner. Assistant Superintendent Hannon explained that in collaboration with the San Mateo County Office of Education, several partners were evaluated, and ESS stood out for their ability to staff positions consistently, provide training, offer dynamic supervision, deliver multi-tiered programming, support flexible models aligned with district needs, and produce actionable data. ESS also came with strong references and had worked directly with the County Office of Education.

President Anthony confirmed this would be the first year using ESS. Trustee Lam then asked about the scope of

cases, particularly the 15 to 18 caseload noted in the agreement, and how these cases fit into existing wellness and mental health support systems. Hannon responded that the district's restorative and multi-tiered systems coordinators already have relationships with ESS staff and regard them highly. He said ESS would complement existing services and refer higher-need students to outside agencies. The case load figure is a starting point based on past needs observed in the ATS program.

Trustee Lam also asked about the funding sources, noting they seemed to be one-time grants. Hannon confirmed that the SBHIP grant is one-time and that while the JUUL settlement funds are also one-time, it's unclear if more funds will come from that settlement. Additional funding will need to be identified to continue the ESS partnership beyond the current funding. Trustee Lam expressed hope that the program would prove beneficial, particularly as the board continues to focus on mental health and wellness.

President Anthony asked if the program was more focused on substance use prevention than mental health. Hannon clarified that the primary focus is on substance abuse, though ESS may be able to address other areas. President Anthony noted that based on feedback from the recent CSEA town hall, many high school students are struggling with substance use, particularly vaping tobacco and cannabis. She said she is looking forward to this program being part of the solution to improve campus safety and learning environments.

MOTION #109 (Murray/Hsieh) to approve the contract with Effective School Solutions to provide substance use prevention services for the 2025–26 school year. Motion Carried. (Unanimous)

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

Student Trustee Harsana left the meeting at 8:36 p.m.

2. BUSINESS SERVICES

- a. Approval of Selected Firms for the Lease-Leaseback Preliminary and Construction Services Pool Measure T Bond Program**

Trustee Richardson asked whether the proposed pool would apply to specific projects or all remaining projects, and which firms would be drawn from it. Director Shelton clarified that the pool is intended for Measure T projects and facilities work over a five-year period. After that time, the district would establish a new pool.

MOTION #110 (Lam/Hsieh) to approve the selected firms through the Request for Qualifications (RFQ) process for the creation of the Lease-Leaseback Preliminary and Construction Services Pool on behalf of the Measure T Bond Program and the Facilities Department. Motion Carried. (Unanimous)

b. Approval of Agreement with Bartos Architecture

Trustee Richardson inquired whether there were plans to expand the district office due to current overcrowding, asking specifically if this was for the Facilities Department. Director Shelton clarified it is a facilities project. Assistant Superintendent O explained that new staff, including a new Assistant Superintendent of Student and Family Services, have increased the demand for office space. The plan is to install a modular building next to the Facilities Department to accommodate the additional staff, though it is still to be determined which staff will be relocated. Trustee Richardson acknowledged the need for more space.

MOTION #111 (Murray/Hsieh) to approve the agreement with Bartos Architecture for Architectural & Engineering services on the Modular Office project at the District Office in the amount of \$65,100.00. Motion Carried. (Unanimous)

c. Approval of Agreement with Pinelli Construction Inspection Inc.

MOTION #112 (Lam/Hsieh) to approve the agreement with Pinelli Construction Inspection Inc. for Inspector of Record services for the El Camino High School Central Kitchen and Cafeteria Project and the Westborough Middle School Field and Pavement Improvements Project, in the amount of \$177,320.00. Motion Carried. (Unanimous)

d. Approval of Agreement with Eichler Associates, Inc.

Trustee Richardson made a brief comment expressing

appreciation for the woman-owned outfit and referenced “Rosie the Riveter.”

MOTION #113 (Murray/Richardson) to approve the agreement with Eichler Associates, Inc. for commissioning services for the El Camino High School Central Kitchen and Cafeteria Project, in the amount of \$30,350. Motion Carried. (Unanimous)

e. Approval of Agreement with ISI Inspection Services, Inc.

Trustee Richardson inquired about the nature of the request for special inspection services, as she believed DSA approval would be final. Director Shelton explained that the services include testing by an independent lab, which is required by DSA. These services could involve testing materials like rebar and concrete, or conducting tests if the industrial hygienist deems it necessary. The lab is used to carry out these tests, and it is a separate requirement mandated by DSA. Trustee Richardson asked specifically about the hygienist testing, noting it seemed out of place, and Director Shelton clarified that if such testing is needed, the lab would handle it, in addition to more typical material inspections like rebar and concrete.

MOTION #114 (Murray/Richardson) to approve the agreement with ISI Inspection Services Inc. for special inspection services for the El Camino High School Central Kitchen and Cafeteria Project and the Westborough Middle School Field and Pavement Improvements Project, in the amount of \$102,687.86. Motion Carried. (Unanimous)

f. Contract Award to Wickman Development & Construction Inc.

MOTION #115 (Hsieh/Murray) to approve the contract for El Camino High School Building J alterations to the lowest responsive and responsible bidder, Wickman Development & Construction, Inc., in the amount of \$585,000. Motion Carried. (Unanimous)

g. Approval of Amendment #1 to Alten Construction Agreement for El Camino High School Central Kitchen and Cafeteria Project

Trustee Richardson asked whether the total project amount of \$10,692,036 includes contingencies and if the project is

capped at that amount. Director Shelton explained that the contract includes built-in allowances and contingencies for unforeseen conditions, making additional costs unlikely but not impossible. Trustee Richardson asked if the project could still exceed that amount and require a change order. Shelton confirmed it could, but it's unlikely. Trustee Richardson asked about the contingency percentage. Bond Project Manager Calvin Wong explained it's about 10% of direct construction costs, excluding fees and insurance. President Anthony referred to the \$841,000 district-controlled contingency on page 295, which Wong confirmed. Trustee Richardson expressed confusion about the current lease-leaseback structure, though she trusts it's improved from previous versions that didn't serve the district well. Director Shelton noted she isn't familiar with the older version and couldn't compare.

MOTION #116 (Murray/Lam) to approve Amendment #1 to the Site and Facilities Lease Agreements with Alten Construction to incorporate the Guaranteed Maximum Price (GMP) for the El Camino High School Central Kitchen and Cafeteria Project. This amendment reflects an additional cost of \$10,282,036.00, bringing the total GMP to \$10,692,036.00. Motion Carried. (Unanimous)

h. Adoption of Resolution No. 25 – 43 Authorizing a Technology Contract Under PCC 20118.2 for Measure T Project Management Software Implementation

MOTION #117 (Richardson/Hsieh) to adopt Resolution No. 25-43, authorizing a technology contract under Public Contract Code Section 20118.2 to support implementation of the Measure T Bond Program's project management software. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried with a waiver of the reading. (Unanimous)

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

President Anthony reminded everyone that there will be a special board workshop meeting this Saturday at the district office, emphasizing that it is an official special meeting. She also noted that there will be one the last meeting of the school year before graduations.

May 10, 2025 – Special Meeting/Board Workshop *(District Office)*

- Good Beginnings Board Workshop

May 22, 2025

- Presentation teaching and learning - Baden HS/ Adult Education
- Presentation on the Facilities Department
- Approval of the Children's Center Program annual self-evaluation reports
- Approval of SPSAs
- Approval for destruction of Disposable Class 3 records
- Approval of updated Board Governance Handbook
- Approval of the agreement with Remind for the 2025-26 school year
- Approval of the agreement with Newsela for the 2025-26 school year
- Approval of the agreement with BeGlad for the 2025-26 school year
- Approval of the agreement with SMCOE for Center for Learning Data Sharing
- Information on May revision of the Governor's 2025-26 budget
- Approval of Bill Saving Facilities Consulting agreement for 2025-26
- Resolution in support of LGBTQ+ Pride Month (June)

SUMMARY OF BOARD DIRECTIVES – None**GOOD AND WELFARE**

Trustee Richardson shared that she, along with Dr. Moore's Cabinet and Trustee Murray, attended the New Teacher Celebration, where they had the opportunity to sit down and get to know some of the new teachers. In the same week, they participated in the PTA officer installation at Parkway Heights, which was well attended by parents, the outgoing PTA members, and principals from most schools in the district. She also took part in the fourth CSBA teacher housing workshop, which included a tour of a below-market-rate and workforce housing development in Hollywood. Trustee Murray and Assistant Superintendent O were also in attendance. Although the development is not new, it was relevant as a model for similar projects the district may explore. She also attended the annual Folklorico performance, led by Mr. Cruz and Mrs. Martinelli. She emphasized that each year's performance is unique and lively, and that she has attended nearly all of them during her time with the district missing only one due to a conflict with the CSBA conference. She described the dances as beautiful and the event as a highlight of the year. She attended the Genentech Science Garage poster contest, where two busloads of South City students presented their projects. She was deeply impressed by the creativity and insight students brought to their scientific work and praised Mr. Rocky Ng, the science garage teacher, for his role in organizing and supporting the event. She described the contest as something she could have spent the entire afternoon enjoying. Earlier in the day she visited Mr. Alima's freshman biology class, where students hosted a conference for their parents. She spoke with students Carl Larosa and Joseph Garces, who explained what they had

learned about the scientific method, the role of serendipity in science, and the effects of global warming. She expressed excitement at seeing students so engaged with their learning and their environment. She concluded her remarks with a warm Mother's Day greeting, saying, "We wouldn't be here without you. Good night."

Trustee Lam noted how much she learns every day simply by spending time with students, teachers, and the school community. While she acknowledged that she hadn't attended nearly as many events as Trustee Richardson, she emphasized that it had still been a busy period and she anticipates things will get even more hectic as graduation season approaches. She expressed her enjoyment of the recent Kent Awards, describing the event as a truly fun experience. She especially appreciated being able to support Parkway Heights and Westborough Middle Schools as they received their well-deserved recognition. She also attended the Los Cerritos PTA meeting, where there was a productive conversation about the challenges related to the school's modernization project. She appreciated the opportunity to engage with parents and recognize the strength of the community there. She also attended a Giants game as part of Monte Verde's PTA outing. The event coincided with Cal Night at the ballpark, so they found themselves surrounded by enthusiastic Cal alumni. She mentioned sitting near the Cal band, who played every other inning, making the evening entertaining even though the Giants lost. She concluded by offering heartfelt gratitude to all teachers in honor of Teacher Appreciation Week, thanking them on behalf of herself, her children, and the families throughout the district.

Trustee Hsieh offered warm wishes to all mothers for a happy Mother's Day and concluded by noting that the board members would see each other at the upcoming Saturday board workshop.

Trustee Murray shared she attended the new teacher celebration and the PTA officer installation, noting how fun and inspiring it is to welcome new teachers and leaders. She also attended the Beetlejuice play at Alta Loma Middle School, where students' performances stood out particularly a quiet student who amazed everyone with her powerful voice and another student who gave a strong performance as Beetlejuice. She then described a full day spent at Los Cerritos. In the morning, she saw the third graders leaving for their field trip to the Exploratorium. In the afternoon, she witnessed the fourth graders each receiving a bike through a program called "Every Kid Gets a Bike," supported by the city and county. She noted she missed the part in between when the fifth graders walked over to Parkway Heights Middle School to begin preparing for their transition to middle school. Trustee Murray closed by expressing heartfelt appreciation to all mothers and teachers for their dedication and amazing work.

President Anthony noted that it's "Maycember". She attended the Sunshine Gardens talent show for the second time and described it as a joyful experience.

She also participated in Parkway Heights Middle School's color run, which she said was equally joyful. She spoke about attending the Science Garage poster session, praising its growth since its early days. When it began in 2016 or 2017, there were just a few students on stage, but now, so many participate that it's difficult to capture everyone in one photo. She gave a special shout-out to Rocky Ng, who will be moving back to Hong Kong at the end of the year, and thanked him for his outstanding work in building the program. She also expressed gratitude to Michael Diaz of El Camino High School for his contributions. President Anthony noted the importance of the recent CSEA town hall, where classified staff voices were heard. She celebrated the district's senior night, calling it an amazing and joyful milestone. She closed by expressing deep gratitude to all educators, recognizing Teacher Appreciation Day and the upcoming Classified School Employees Week. She thanked everyone for the communities they've helped build in South San Francisco.

ADJOURNMENT – 9:03 p.m.