

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of April 24, 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 Legal Counsel- Existing Litigation pursuant to [Government Code § 54956.9\(d\)\(1\)](#) (one case), OAH Case No 2024120645 & 2025020605
2. 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](#)
3. 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](#)
4. Superintendent evaluation
5. 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

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** – Principal Gonzalez introduced Sunshine Gardens Elementary student Annikka Myrtle Tuazon, who would be leading the Pledge of Allegiance. She read a message from fifth grade teacher Mrs. Hefner, who described Annikka as a phenomenal young lady and one of the most hardworking, passionate, and talented students in her 17 years of teaching. Annikka consistently approaches learning with enthusiasm, supports her peers, and is actively involved in school activities. She starred in the school opera, plays the clarinet in the band, volunteers in the library during recess, participates in Gene Academy, and will be a student speaker at graduation. She has answered over 20,000 IXL questions this year, mastered 465 skills, and is close to reaching one million words read. Annikka also enjoys writing, drawing, crafting, editing videos and photos, and listening to music. Principal Gonzalez expressed pride in Annikka, calling her a true representation of the Sunshine Gardens Stallion spirit.

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** – Dr. Moore reported that under Item Number One, the Board took action in closed session. By a unanimous vote of 5-0, the Board approved a settlement agreement for OAH Case Number 2024120645 and 2025020605. Dr. Moore clarified that this is one case involving both numbers.

- F. REVIEW OF AGENDA** – None

- G. PTA COUNCIL REMARKS**

Kat San Felipe, introduced herself as a parent of students at Sunshine Gardens Elementary and Parkway Heights Middle School. She shared that she has been involved with the Sunshine Gardens PTA for nearly seven years and expressed appreciation for the school staff, faculty, and Principal Gonzalez. She highlighted several school events that took place this year, including Sunshine Gardens' 70th birthday celebration, multiple movie nights, a holiday shop, and most recently, a Booster Fun Run fundraiser held the previous Friday. She proudly reported that the fundraiser raised over \$19,000 for the school. She concluded by thanking the Board and wishing everyone a good evening.

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 with updates on adult education. She reported that the Integrated Education and Training (IET) computer skills pilot program is progressing well under Ms. Vassei, who currently has 11 students halfway through the curriculum. She expressed satisfaction with the pilot's success and noted that the IET team is working on further improvements for the fall. She also shared that approximately 15 adult education students have transitioned to Skyline this semester and praised their hard work. Bales-Stutes shared news from Baden High School, noting that a student received a Chamber of Commerce scholarship, based on information from Assistant Principal Ms. Jackson. She spoke on the current mood among English as a Second Language (ESL) students in light of national immigration issues. She shared a personal story about a student who traveled to Mexico to obtain a passport due to dual citizenship concerns and reiterated the importance of making her students feel safe, reminding them of the district's protective policies. She thanked Mr. Hannon for including her in an interview panel for new district leadership roles and appreciated the opportunity, noting that the Adult Educators Organization of Teachers (AOT) values being recognized alongside larger unions. She concluded by expressing support for the California Teachers Association (CTA) and their ongoing contract negotiations, affirming solidarity.

South San Francisco Classroom Teachers Association – Shari Giusti president of SSFCTA addressed the Board, cabinet, and SSFUSD community. She shared information on an upcoming statewide CTA rally scheduled for May 17th to protest proposed federal education budget cuts. She shared a flyer outlining the financial impact these cuts could have on SSFUSD, including a potential \$5 million total revenue loss, \$2 million in meal funding cuts, \$800,000 in reductions to educational services, and another \$2 million in cuts affecting students with disabilities. Additionally, a group from SSFUSD plans to meet at the El Camino High School parking lot at 10:30 a.m. to take BART together to the Embarcadero Station to join the rally and invited those interested to contact her. Giusti also spoke in recognition of Educator Appreciation Month in May, noting that although it was early, she would miss the next Board meeting due to an open house. She

expressed gratitude for the work of students and staff and gave special appreciation to classified staff for keeping schools running smoothly, noting they are often undervalued. She highlighted a recent staffing issue at Monte Verde Elementary, where a night custodian transferred to Buri Buri Elementary due to safety concerns, preferring to work on a two-person team rather than alone. Giusti expressed hope that all schools could benefit from a similar staffing model. She thanked Trustee Lam for attending the new school board member event with CTA, noting her own absence due to late-night bargaining sessions. She acknowledged the trustees for their continued time and dedication. She gave a special thank you to the district's bargaining teams, who had just completed a 12-hour session, and expressed optimism that negotiations on April 30th would conclude quickly, stating they were 99.8% complete with a tentative agreement. Finally, she thanked the Board for the opportunity to serve on the interview panel for the new Assistant Superintendent of Teaching and Learning, calling it an enjoyable experience and acknowledging the difficult decision ahead. Giusti closed by expressing her deep appreciation for SSFUSD teachers, calling them amazing colleagues and encouraging continued support for SSFCTA, CSEA, and AFT in their advocacy efforts.

California School Employees Association Chapter 197 – Jolene Malfatti president of CSEA shared that during negotiations, she regularly surveys CSEA members across the district to collect bargaining suggestions and job-related feedback. This year, campus security staff emerged as a key concern, with members highlighting serious challenges that prompted her to seek collaborative solutions with the superintendent and cabinet. Malfatti announced that she will be hosting another “CSEA Communicates” meeting on Monday, April 28 at 4:30 p.m. at the South San Francisco Library. She encouraged district leadership and board members to attend and engage in efforts to better support campus security staff. She expressed gratitude to Mr. Hannon and district leadership for their responsiveness this school year, specifically noting the recent job posting to replace a departing campus security staff member as a positive step. Malfatti concluded her remarks by celebrating the retirement of Wences Paredes, who is retiring after nearly 40 years of service to the district. She emphasized that long-term employees like Wences are a testament to the positive impact of supportive and helpful management. She thanked the Board and Cabinet again for their continued support and wished everyone a happy belated Easter.

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

Trustee Hsieh shared an exciting announcement regarding a former student leader from the district. Abigail Verino, who served as ASB President from 2020 to 2022 and is now in her third year at UC Berkeley, has been elected as the UC Berkeley Student Body President for the 2025–2026 academic year within the Associated Students of the University of California (ASUC). Trustee Hsieh expressed pride in Abigail's accomplishment and thanked her neighbors, noting that their daughter, who also attends UC Berkeley, had shared the news with them.

President Anthony shared that the Facilities Subcommittee met the previous week and received updates on ongoing projects. She mentioned that there is not yet a timeline available for updates regarding Los Cerritos, but assured that information will be provided in the future as it becomes available.

K. SUPERINTENDENT'S REPORT

- a. **Youth in Government Day** – Dr. Moore reported on the recent Youth and Government Day, a collaborative program between the City of South San Francisco and the school district. The event welcomed juniors and seniors from El Camino, South San Francisco, and Baden High Schools, as well as one homeschooled student and one middle college student. The purpose of the program was to provide students with a deeper understanding of the roles and responsibilities of elected officials and city staff through hands-on learning opportunities, including a mock city council meeting scheduled for April 29. The program also aimed to inspire interest in careers in local government and district operations, and to promote civic awareness and engagement among students. A luncheon was held in the students' honor last Tuesday, with board members, district staff, and city officials in attendance. Mayor Flores, a former board member, led a panel discussion with city staff to share insights on leadership and civic participation. Dr. Moore thanked the City of South San Francisco, Social Studies TOSA Mr. Gassaway for coordinating student participation, and Mr. Capitan and Mr. Shrestha for chaperoning the event. She noted it was a wonderful and meaningful experience for all involved.
- b. **Chamber of Commerce Scholarship Luncheon** – Dr. Moore shared she attended the luncheon along with most of the Board, Cabinet members, and high school principals. At the event, 34 seniors from Baden, El Camino, and South San Francisco High Schools were honored with scholarships. Among the recipients were student trustees Josephine Harsana and Jamie Wong, who were congratulated for earning this recognition. Dr. Moore expressed pride in all the scholarship recipients and extended the district's gratitude to the South San Francisco Chamber of Commerce and all the individuals and organizations that contributed scholarships. She emphasized how proud the district is of the students' achievements.
- c. **Other** – None

L. STUDENT TRUSTEE REPORTS

1. Josephine Harsana, Spring Student Trustee and ASB President of SSFHS began by acknowledging that the school year is nearing its end but noted that several events remain. This week is Earth Week, and the Earth Club has been active with various initiatives: a protest and march around campus on Monday to advocate for climate action, a weed-picking competition on Wednesday, and a campus cleanup on Thursday. She added that on Friday, students will create a human banner on the football field spelling out “SSFHS Climate Warriors,” emphasizing the club’s reminder to stay green and their chant, “Hey hey ho ho, climate change has got to go.” Harsana announced that prom will be held this Saturday at the Fox Theater in Redwood City from 6:30 to 10:00 p.m., themed “Old Hollywood,” with pre-purchased tickets to be distributed Friday after school. She shared that a recent ASB Tech and School Community fundraiser selling Dubai chocolate strawberry cups was a major success, selling out in five minutes, with more sales planned soon. She previewed Senior Week activities, which include a senior lip dub on April 29 and a college merch day on May 1. She also reminded students that senior class hoodies are available for purchase. The folklorico program’s annual spring concert is scheduled for May 2 at 7:00 p.m., with an additional performance on May 4, and the band and choir spring concert will take place on May 8 at 7:00 p.m. Harsana highlighted an Inside Out-themed dodgeball tournament held by the ASB school community, congratulating the senior team for winning a \$125 Roblox gift card. She noted that the mock trial team will attend a luncheon to celebrate their season and that National History Day State qualifiers will travel to Sacramento next weekend for competition. For sports, she reported that the boys golf team recently celebrated senior night, the baseball team holds an 8-1 record and is first in their league after a 9-0 win, and the badminton team posted victories over Jefferson and Sano. The swim team will compete against Cappuccino on Friday and celebrate senior night, as will the boys volleyball team. Harsana closed by wishing all students good luck on their upcoming AP exams.
2. Mikayla Levene, ASB Chairperson of ECHS, reported on behalf of Jamie Wong, who was absent but sent her best wishes. Mikayla began by detailing activities from Wellness Week, highlighting the USC Mind Challenge where students and staff participated in an ice bucket challenge to promote mental health awareness and raise funds for Active Minds. Throughout the week, the school hosted a range of events: on Monday, the “Stories of Consent” exhibit opened in the cafeteria; Tuesday featured an Earth Day LTA where students potted plants; Wednesday’s community resource fair welcomed over 15 local organizations; and Thursday included an affirmations and coping LTA with a collaborative poster. Wellness Week will wrap up Friday with an

“Ending the Silence” assembly in partnership with NAMI and ECHS peer counseling. Levene announced that auditions for the APD team concluded successfully, with the new cast posted on Instagram, and congratulated all who participated. She promoted the school’s annual dance show, “Rhythm and Moves,” taking place next Thursday, Friday, and Saturday, with presale tickets available until April 30. Levene encouraged everyone to attend and support the dancers, especially the seniors performing their final show. She reminded the board that Decision Day is coming up on May 1, with the school set to highlight where seniors will be heading after graduation on Instagram. Levene concluded by wishing all students good luck on upcoming AP exams, encouraging them to study hard but also prioritize rest and self-care, emphasizing that their efforts and growth matter most. She ended her report by thanking the board and wishing everyone a great end to April.

M. PUBLIC COMMENTS

President Anthony explained that while public comments for items not on the agenda are typically limited to 30 minutes, the board would allow extra time that evening due to the presence of several Spanish-speaking parents who would require interpretation.

Melanie Bingham, a teacher at Buri Buri, addressed President Anthony, the board, Dr. Moore, cabinet, teachers, and the public, emphasizing the district’s frequent focus on buzzwords such as “shifts,” “growth mindset,” and “equity.” She urged the board to shift its thinking by challenging traditional approaches and reevaluating how teachers who shape the next generation are valued. Bingham stressed that this is not solely about increasing teacher pay but about making a long-term investment in children and in strengthening public education to ensure it remains an attractive profession. She warned that without decisive action, fewer people would choose teaching as a career and current educators might be forced to leave due to financial strain. Bingham called on the district to demonstrate a true growth mindset by investing in the professionals who support students daily. She urged the board to lead by example, recognizing teachers as invaluable and necessary, and to extend the principle of equity, frequently discussed in relation to students, also to teachers. She concluded by asserting that all teachers deserve both financial recognition and equitable treatment for the critical work they do.

Amy Lam-Bonilla, a parent in the district and a supporter of public education, addressed the board trustees, Dr. Moore, cabinet members, and the community to advocate for a transitional kindergarten (TK) spot for every child who has applied for the upcoming fall. Lam-Bonilla acknowledged the district’s ongoing efforts to find solutions but stressed that children deserve more than attempts they deserve guaranteed placement. She highlighted the urgency with summer approaching and expressed frustration that meaningful changes had not yet materialized. Lam-Bonilla, pointed out that while the district’s mission emphasizes equity and

accessibility, the current TK process falls short of those goals. She mentioned considering transferring to another district for TK, though she noted that this was neither fair nor realistic for her family, especially when they live only three blocks from their neighborhood school. Lam-Bonilla questioned how space could be an issue if under-enrolled schools exist and whether better teacher pay could reduce vacancies. She emphasized the critical nature of early education, explaining that TK provides essential preparation for long-term academic success. Lam-Bonilla called for more transparent communication from the district, expressing frustration that parents are told only to wait for updates or seek alternatives when what is needed is immediate action. She firmly stated that TK is what her child needs and deserves, and she urged the board to enforce the law now rather than delay, asking them to stop “kicking the can down the road.”

Thomas Blochberger, a science teacher at South San Francisco High School, addressed the board and cabinet to share concerns about the state of education in the district. Blochberger emphasized the significant shortage of teachers and reminded the board that the core mission is to provide the highest quality education possible, which is unachievable with so many vacancies. Blochberger stressed the importance of having a teacher in every classroom, referencing the ineffectiveness of distance learning as a cautionary example. He stated that the solution is straightforward: teachers, counselors, psychologists, staff, and classified employees need to be paid substantially more. Blochberger challenged the notion that the district lacks funds for meaningful raises, urging the board to rethink their assumptions. He criticized the logic that spending 80% of the budget on salaries is sufficient just because other districts do the same, pointing out that larger districts' 80% translates to much higher actual salaries. Blochberger also noted that the district's latest contract offer includes only a 2.5% raise in the second year, which he described as inadequate for surviving in the costly Bay Area and unlikely to attract new educators. He concluded by reminding the board that while equity is important, education must remain the district's central mission.

Lucie Bradshaw, a teacher at Junipero Serra, addressed President Anthony, the board, cabinet, and community, expressing appreciation for the progress being made and the collaborative spirit among the board, cabinet, and teachers. Bradshaw noted feeling hopeful and positive, having heard promising signs of progress related to ongoing efforts. Bradshaw acknowledged the hard work involved in bargaining and expressed gratitude for the time and detail put into it by both sides. However, Bradshaw raised continued concerns about unresolved equity issues, specifically mentioning that teachers who were paid incorrectly are still waiting for those matters to be addressed. Bradshaw stressed that, despite the complexities, these issues should be resolved swiftly. Additionally, Bradshaw emphasized the urgency of finalizing and publishing the updated pay scale to attract and hire new teachers effectively, particularly with the school year's end approaching. Bradshaw mentioned hearing a rumor about a potential new TK class, which brought excitement but also sadness for students at JS who still lack

access to a TK option. Bradshaw concluded by urging the board to work toward expanding TK offerings, highlighting the critical importance of early brain development and the unique opportunity TK provides.

Karie Mullassery addressed President Anthony, trustees, Dr. Moore, cabinet, educators, and the community, introducing herself as the secondary math teacher on special assignment. Mullassery shared her 11 years of service in various roles within the district, including middle school teacher, high school assistant principal, parent, and five years as a district-wide TOSA, expressing gratitude and love for being part of the community. However, Mullassery acknowledged the challenges of the work and described hearing firsthand from teachers about their concerns, particularly the uncertainty surrounding whether they will return next year due to comparatively low salaries. Mullassery noted that math teachers, in particular, have pointed out they could earn significantly more in nearby districts. Mullassery referred to comments made by a math teacher at the last board meeting about incorrect placement on the salary schedule, urging that such issues be resolved quickly. Mullassery emphasized that these problems create significant strain on teachers and hinder efforts to ask them to take on additional responsibilities like implementing new curriculum. While acknowledging that requests for raises are common, Mullassery stressed that compensation is the most meaningful way to demonstrate that educators are valued. Mullassery expressed optimism after hearing updates from recent bargaining sessions and urged the board to show commitment through action to retain highly effective teachers and positively impact students.

President Anthony announced that the next set of comments pertain to item O, regarding the math pilot. She explained that these parents and co-commenters opted to speak now rather than wait until item O is officially addressed.

Ruby Rivera-Lopez introduced herself as a seventh-grade student at Parkway Heights Middle School. Rivera-Lopez shared that out of 20 students in her class, many are struggling with math. She emphasized that math is important for her future success and career goals but noted that too many kids are currently being left behind, which she said is not acceptable. Rivera-Lopez explained that the current math curriculum is not challenging and is sometimes too easy and holds students back rather than helping them progress. She stressed that the new curriculum is crucial because it would help level the playing field for students like her, who are often overlooked. Rivera-Lopez urged the board to act quickly, saying students should not have to wait for equitable math education because it directly affects their futures. She closed by asking the board to adopt the new math curriculum, saying that kids like her cannot wait any longer.

Angelina Molina introduced herself as an eighth-grade student from Parkway Heights Middle School. Molina shared that she participated in the pilot program for the new math curriculum this year and said the difference was clear. Molina

explained that the lessons were more interesting, encouraged deeper thinking, and made her feel more motivated to learn. She expressed frustration upon learning that the district had been using the same outdated math curriculum for over a decade, questioning how students could be prepared for the future with such materials. Molina stated that with the new curriculum, she felt she was truly learning and improving in math. She emphasized that it is important for all students to have access to a curriculum that challenges, motivates, and prepares them, and noted that if she could improve and gain confidence, other students could too. Molina urged the board to approve the new math curriculum, stressing that all students deserve an education that prepares them for a good future.

Summer Lopez introduced herself as an eighth grader from Parkway Heights Middle School and a participant in the advanced math pilot program. Lopez stated that she and her classmates were asking the board to change the curriculum so all students could benefit from the program, describing it as an investment in students' futures. Lopez explained that the skills and materials from the pilot class had supported learning in other subjects, such as science. She emphasized that math is essential in today's technology-driven world, playing a major role in gaining access to high-demand and high-paying careers like computer science and engineering. Lopez concluded by stating that math is crucial for students who want to succeed in these fields and thanked the board.

Alejandra Cumes introduced herself as a junior at El Camino High School and shared her long-standing struggles with math, describing how confusing lessons often left her feeling like a failure. Cumes reflected that while she may need extra support in math, the outdated curriculum, which is 12 years old, might also be a factor in her difficulties. She pointed out that, just like technology, curriculum should advance over time and stressed that the current curriculum has been rated as not meeting standards by EdReports. Cumes emphasized the urgency of adopting a new curriculum to prevent students from falling further behind and called out the district's commitment to equity and problem-solving, stating that students cannot meet those expectations with outdated tools. She concluded by urging the board to vote yes on adopting a new math curriculum, stating that students' futures depend on it and emphasizing that students deserve to see their education prioritized and valued.

Alma Ruiz Soto introduced herself as a proud parent of three children, one in elementary school, one in middle school, and one in high school and shared that she has been a parent in the district for 13 years as well as a former student herself. Ruiz Soto emphasized her advocacy work through Padres Unidos, the PTA, and the South San Francisco Foundation, expressing deep commitment to ensuring all students have access to quality education. She described how her own children are struggling with outdated math materials, just as she did when she was a student, and highlighted that the current curriculum, which is 13 years old, fails to meet national standards, particularly harming Latino and bilingual students.

Ruiz Soto urged the board to vote yes on adopting a new, high-quality math curriculum, stressing that students cannot wait any longer. She noted concerns about limited parent engagement last year but expressed appreciation that the district made more effort this year. Ruiz Soto shared a personal success story of her fifth grader at Spruce, who has gained confidence and enjoyment in math thanks to the pilot curriculum, underscoring the positive impact updated resources can have. She concluded by asking the board to approve the new curriculum to give all students the education they deserve.

The following comments were translated from Spanish to English by Annabelle Garay from Linguaficient translation services.

Evelyn Cruz, a grandmother of three children attending Sunshine Gardens, Parkway, and El Camino, addressed the board, urging them to vote in favor of adopting the new math curriculum. She emphasized that the current curriculum is outdated and does not meet standards, which she said is unacceptable. Cruz stressed that the children deserve better and that they need a curriculum that provides the necessary tools for a successful future. She reminded the board of the previous vote against adopting a new curriculum and asked them not to make the same decision again. Cruz concluded by asserting the district's responsibility to provide the best opportunities for children and ensuring a high-quality curriculum across all schools.

Jose Molina, a father of two daughters who attend Martin and Parkway, shared his concerns about the current math curriculum not adequately preparing students for their future, particularly at Title I schools. He emphasized the importance of a strong math curriculum for all children and expressed frustration at how long the district has waited for change. Molina highlighted his daughter's positive experience with the pilot program for the new math curriculum and expressed a desire for all students to have access to that same opportunity. He concluded by urging the board to make the right decision in favor of the new curriculum, citing the community's unity and readiness for change.

Carmen Vega, a mother of a second-grade student at Spruce and a parent leader involved in the creation of the Portrait of a Graduate, spoke about the inadequacies of the current math curriculum. She cited its failure to meet national standards and its negative impact on Title I schools, especially for Latino and bilingual students. Vega expressed concern about her son's future and how the outdated curriculum could limit his opportunities for advanced coursework. She emphasized the urgency of adopting a new math curriculum to ensure students like her son have the chance to excel. She called for the district to fulfill its commitment to equity and education by adopting a rigorous curriculum that reflects their strategic goals, stating that all students deserve a quality education.

Sandra Blanco, a mother of two children at Spruce Elementary, expressed her

concern about the current math curriculum. She spoke as a worried mom, especially regarding her daughter's struggles in math as she prepares to enter middle school. Blanco highlighted how the low math achievement in the district hinders the district's vision in the Portrait of a Graduate, which emphasizes the development of problem-solving and creative thinking skills. She stressed that without a modern and rigorous curriculum, students cannot develop these critical skills. Blanco urged the board to adopt a new math curriculum, as promised, to provide strong leadership and ensure students have the foundation they need for success.

Rosa Salas, a parent leader and community advocate, shared her concerns about the outdated math curriculum in the district. She is a mother of two children, one in seventh grade with an IEP and another in third grade. Salas emphasized the need for a curriculum that meets grade-level expectations and helps children reach their full potential. She expressed worry that the current curriculum, which is over a decade old, is not preparing students adequately for success. Salas urged the board to vote for a new curriculum that supports the academic goals of students and helps them achieve success.

Dorca Arguetta, a mother of an 11th-grade student at El Camino and a parent leader for three years, voiced her concerns about the outdated math curriculum. She pointed out that the curriculum has been in place for over 12 years and does not align with the needs of today's students or prepare them for the future. Arguetta urged the board to follow through on their promise to provide an education that prepares students for success. She called for the adoption of a modern, rigorous, and fair curriculum, emphasizing that students need this change now to become strong leaders in the community.

Selvin Orellana, a father of three children, expressed his concern about the performance of students, including his own, in math. He pointed out that the current curriculum is not preparing students for the future, and emphasized that all children deserve a curriculum that gives them the opportunity to succeed and achieve their dreams. Orellana advocated for the adoption of the new math curriculum, describing it as an opportunity to improve and level the playing field, especially for those students who need it most. He called on the board to make a courageous decision and vote in favor of the new curriculum, stressing that children can't wait any longer.

N. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Sunshine Gardens Elementary School

Principal Leticia Gonzalez introduced herself as the proud principal of Sunshine Gardens Elementary, now in her fourth year of service. She greeted the board, district leadership, and the South San Francisco community, highlighting her school's commitment to fostering a supportive and thriving learning environment where students feel valued and empowered each day.

Principal Gonzalez described the vision for Sunshine Gardens as a place where every student feels seen, every educator is inspired, and every family is connected. She emphasized that this vision is grounded in their shared mission, the district's portrait of a graduate, and strategic priorities all focused on student success. Gonzalez highlighted commitments to fostering curiosity, critical thinking, and compassion in students, as well as supporting their social and emotional growth. She noted that the strategic plan guides them by prioritizing equity, strengthening transparency, and using data to drive continuous improvement.

Sunshine Gardens Priorities

Gonzalez continued by explaining that at Sunshine Gardens, they equip students for success by fostering strong character, meaningful relationships, and a positive school culture. She outlined the 2024–25 priorities, which include learner-centered education, social-emotional wellness, data chats in math and English, partner talks, writing, and attendance initiatives.

Sunshine Gardens Goals Aligned to Our District Goals

Mission

Sunshine Gardens will prepare all students with 21st-century skills and the foundation to become Global Citizens. The staff, families, and community work together to create a safe and engaging environment for the whole child that ensures student success, builds character, and celebrates diversity. We encourage our students to be their best selves and to reach their goals.

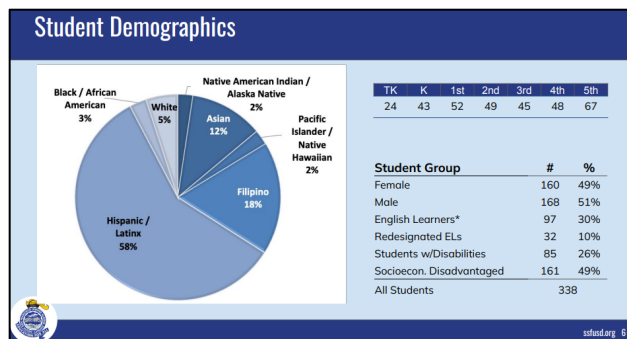
Sunshine Gardens Priorities 24-25

- Learning more about student-centered education
- Prioritizing student well-being and social-emotional growth
- Holding Data Chats three times a year to check progress and set goals
- Encouraging more student discussion through Partner Talk
- Strengthening writing skills with school-wide routines using Write Tools
- Boosting attendance and ensuring students arrive on time

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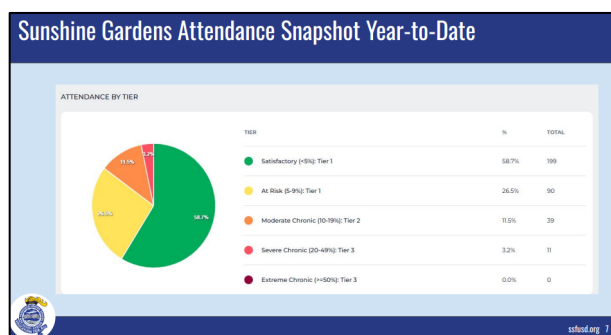
Student Demographics

Gonzalez highlighted that as a Title I school, Sunshine Gardens serves 40% multilingual learners, 26% students with disabilities, and 49% socioeconomically disadvantaged students. She explained that their care team meets every two months to collaborate on strategies and interventions, analyzing academic, social, and behavioral data to support all students' success.



Attendance

Gonzalez emphasized the school's focus on improving attendance, noting active monitoring, positive reminders, and clear messaging to families about the importance of daily, on-time attendance.



She shared that attendance has stayed strong in the mid-90% range this year, starting at 95.8% in August, with chronic absenteeism improving from 12% to 14.5%, reflecting overall positive trends.

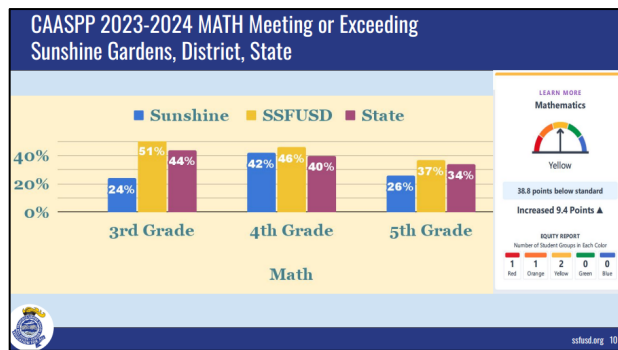
Attendance by Month August-March 2025											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	
Average Daily Attendance											
2022-2023	96.4%	95.2%	94.3%	93.9%	93.3%	93.2%	93%	93%	93.1%	93%	
2023-2024	94.6%	94.3%	94.2%	94.1%	93.8%	93.6%	93.5%	93.6%	93.6%	93.7%	
2024-2025	95.8%	95.1%	95%	94.8%	94.7%	94.4%	94.1%	94.2%			
Chronic Absenteeism											
2022-2023	13.7%	16%	20.1%	20.4%	25.0%	23.9%	24.9%	24.7%	23.8%	22.9%	
2023-2024	22.8%	21.4%	21.8%	18.7%	20.9%	18.2%	17.8%	17.8%	17.4%	16.8%	
2024-2025	12.0%	14.5%	13.3%	16.6%	14.4%	14.2%	15.4%	14.5%			

Statewide Testing

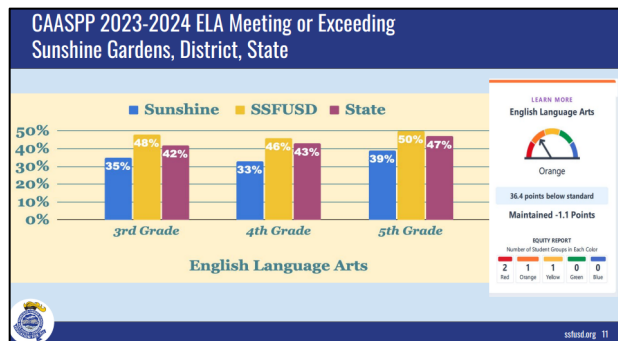
Gonzalez highlighted that with improved attendance as a foundation, the school is now focusing on California state testing outcomes. She noted the importance of comparing pre-pandemic data to current results to monitor progress, pointing out that color-coded cohorts reveal both gains and areas needing growth. She credited teachers' collaboration and student engagement for helping the school get back on track.

Sunshine Gardens Historical & Current CAASPP Data 2018-2024					
Grade - Data / Subject	18-19	19-20 20-21	21-22	22-23	23-24
3rd - CAASPP ELA	39%		29%	36%	36%
4th - CAASPP ELA	47%		28%	30%	33%
5th - CAASPP ELA	55%		44%	38%	40%
3rd - CAASPP MATH	37%		26%	30%	25%
4th - CAASPP MATH	44%		30%	22%	42%
5th - CAASPP MATH	30%		30%	17%	26%

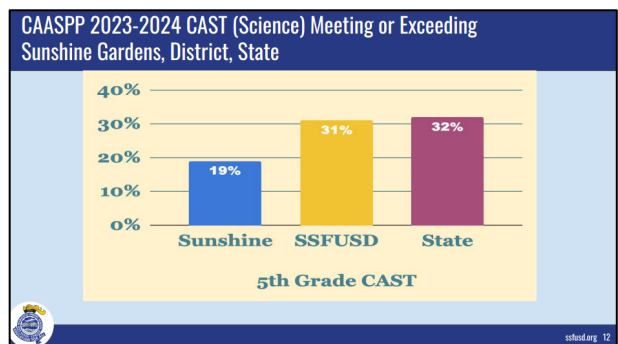
In Math, she noted that while 24% of third graders and 26% of fifth graders met or exceeded standards, below district and state averages, fourth graders showed stronger performance at 42%, nearly matching district levels and surpassing the state average. The school improved its standing on the California Dashboard, moving up 9.4 points from red to yellow.



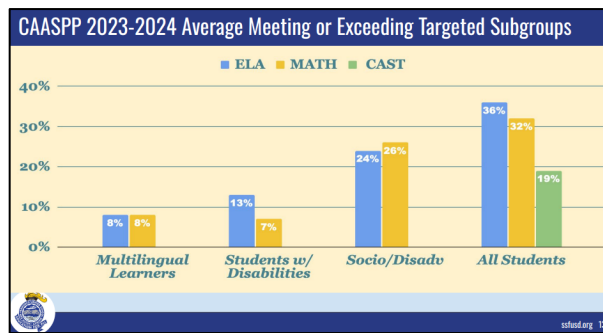
In English, results were modest: 35% of third graders, 33% of fourth graders, and 39% of fifth graders met or exceeded standards. Although these numbers are still below district and state benchmarks, there is progress, and the school remains in the orange category on the dashboard.



In Science, only 19% of fifth graders met or exceeded standards, prompting stronger efforts in hands-on learning through the Twig curriculum and new teacher-led initiatives.

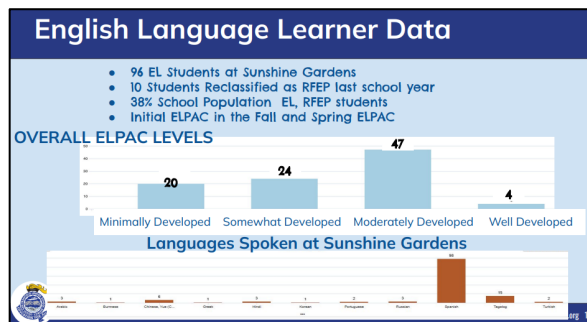


She emphasized ongoing support for targeted subgroups, multilingual learners, students with disabilities, and socioeconomically disadvantaged students through specific strategies designed to meet their needs.

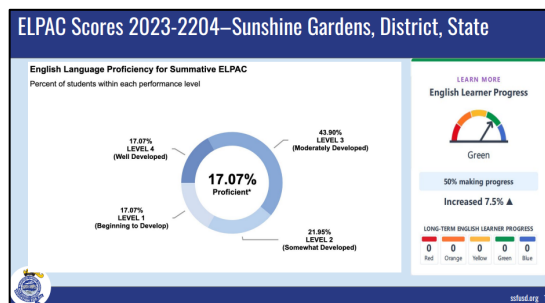


English Language Learners

Gonzalez highlighted that Sunshine Gardens now serves students speaking 11 different languages. A recent success was the reclassification of 10 students as Fluent English Proficient (RFEP) during a special ceremony, highlighting strong progress. Bilingual paraprofessionals and teachers are working closely to meet multilingual students' needs.



On the ELPAC assessment, 17% of multilingual learners scored proficient, reflecting the positive impact of instructional strategies. Dashboard data also indicates steady growth, suggesting these supports are effectively helping students advance.

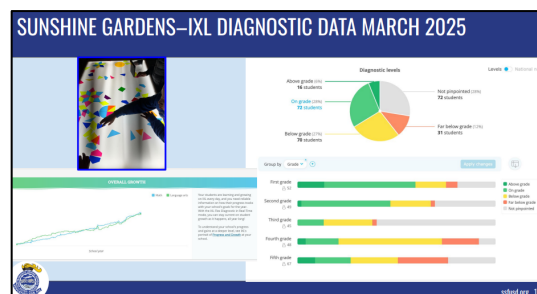


DIBELS and IXL

Gonzalez emphasized that Sunshine Gardens is deeply focused on using data-driven tools to support student growth year-round. They use DIBELS and IXL Math to closely track progress, and they're seeing strong gains: between 50% and 79% of students in each grade met or exceeded DIBELS benchmarks from the beginning to the middle of the year.

Composite Score	September 2024					January 2025				
	Exceeds	Meets	Approaches	Does Not Meet	PIR Key	Exceeds	Meets	Approaches	Does Not Meet	PIR Key
Kinder	28%	21%	28%	23%	●	34%	26%	19%	21%	●
1st	22%	29%	22%	27%	●	25%	36%	14%	25%	●
2nd	29%	28%	26%	17%	●	38%	38%	11%	13%	●
3rd	35%	40%	16%	9%	●	23%	45%	16%	16%	●
4th	8%	60%	17%	15%	●	26%	40%	17%	17%	●
5th	9%	44%	17%	30%	●	17%	30%	25%	28%	●
Kinder - 5th	21%	37%	21%	21%	●	27%	35%	17%	21%	●

Math IXL is a key tool at Sunshine Gardens for tracking student progress year-round. With the help of Title One funding, math interventionists provide targeted support twice a week for grades 1–5, and six teachers run before- and after-school math academic centers. They're also working on strengthening Tier 1 instruction through strategies like academic discourse, and their IXL growth data confirms steady progress.



Navigate, Impact, & Thrive

Gonzalez shared how co-curricular activities at Sunshine Gardens such as theater, art, gardening, recycling, and cultural awareness, support holistic development. These programs not only enrich academics but also nurture inclusivity, citizenship, and peer relationships, helping students thrive in all areas of their school experience.



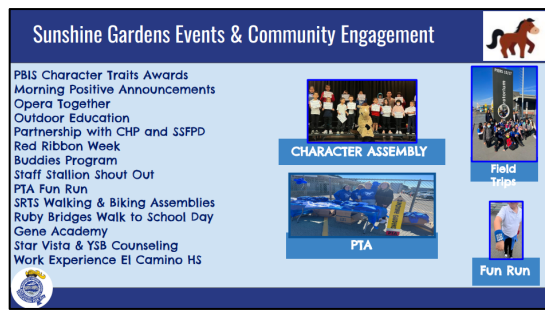
Partnerships

Partnerships have been essential to Sunshine Gardens' success. Over 150 students participate in afterschool programs through the Boys and Girls Club and Leo J. Ryan, offering safe, enriching environments. Other key partnerships include Music for Minors (Prop 28 funded), Legarza PE, and Genentech's Gene Academy, which provides mentorship for 4th and 5th graders. Additionally, the Partners in School Innovation (PSI) has strengthened staff collaboration, data-driven instruction, and peer learning, enhancing the school's culture of shared leadership and growth.



Events & Community Engagement

Gonzalez highlighted how the school community thrives both in and out of the classroom, mentioning the PTA's strong role in connecting families to the school through various events and support for teachers and students. She made a special announcement about their Kent Award-winning Multicultural Talent Show, happening tomorrow at 6 PM, warmly inviting everyone to attend at Sunshine Gardens.



Appreciation

Gonzalez shared that Sunshine Gardens' 70th anniversary was recently celebrated, sharing that the school marked the occasion with a fun 1950s-themed party. She gave heartfelt thanks to both the teaching staff for their dedication to student success and the classified staff for their excellent support to families. Looking ahead, she expressed excitement for the future and pride in serving the Sunshine Gardens community, calling it an honor to be part of such a committed group of educators, students, and families.



She concluded by recognizing her dedicated staff and parent volunteers, emphasizing that out of 40 staff members, 16 have been with Sunshine Gardens for over 15 years, which fosters deep community connections. She acknowledged several parent volunteers for their roles in organizing events like the Scholastic Book Fair, talent show, and career day. Gonzalez noted her own upcoming role as PTA vice president starting next year.



The Board recessed at 8:30 p.m. for a break and reconvened at 8:40 p.m.

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

Trustee Lam thanked Principal Gonzalez for her presentation, noting it was a pleasure to meet her and reflecting personally on having lived in Sunshine Gardens over 17 years ago. She recalled walking by the school with her son and wondering about the campus back then. She expressed appreciation for Principal Gonzalez's leadership and the detailed update about the school's progress and programs, adding that she looks forward to visiting formally and learning more about the school's interventions and supports.

Trustee Hsieh praised Principal Gonzalez for her positive and energetic presentation, acknowledging her leadership and the great team at Sunshine Gardens. She thanked Principal Gonzalez for her efforts in supporting the students, expressing excitement to see her at the multicultural talent show the following night. Trustee Hsieh commended the school and its community, further expressing appreciation for the great report shared.

Trustee Murray expressed gratitude for Principal Gonzalez's amazing presentation, noting the positive energy and leadership from her and the team. She thanked her for helping the students, mentioned looking forward to seeing her the next day, and praised the great report and wonderful school community.

Trustee Richardson thanked Principal Gonzalez for her presentation and enjoyed reading about the diverse languages spoken at the school. She asked about the percentage of Latino students and clarified that 40% of students are English learners from various cultural backgrounds. She praised the talent show, expressing

excitement about witnessing different costumes, and complimented Principal Gonzalez on her leadership and positive attitude.

President Anthony expressed her gratitude for Principal Gonzalez's efforts, particularly with attendance, noting that the school has stayed in the "green" all year, which is crucial for better student outcomes. She also acknowledged the strong work being done in math and literacy interventions, trusting that these efforts will continue to succeed, particularly highlighting the effectiveness of the school's tier-one instruction. She called attention to the Kent Award won two years ago for the care team's work with students with disabilities and praised the team's collaborative approach. Principal Gonzalez shared about the care team's model, noting how it brings teachers, counselors, parents, and interventionists together to discuss and implement strategies for student success. President Anthony also emphasized the impressive ELPAC results, recognizing the positive progress made by the students. She wrapped up by noting the importance of teacher retention, mentioning that the long tenure of many teachers at Sunshine Gardens speaks volumes about Principal Gonzalez's leadership.

O. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

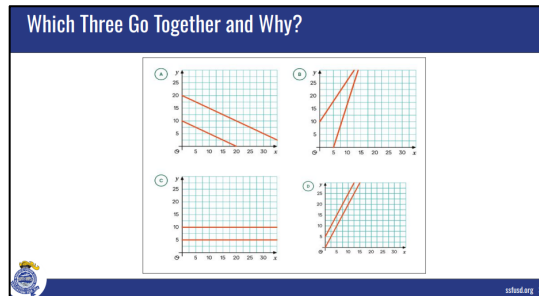
1. EDUCATIONAL SERVICES

a. Math Pilot

Director Jason Brockmeyer introduced the agenda for the evening, which would include an overview of the recommendation and adoption process, followed by an engagement activity led by Karie Mullassery. He mentioned that there would be a focus on implementation support, and they would bring forward a recommendation to adopt before updating on grades 3 through 5.

Secondary Math TOSA, Karie Mullassery began the presentation by starting with a math activity on "which three go together" with the Trustees and gathering all their answers. She expressed her gratitude for the collaborative learning experience, acknowledging the valuable contributions from everyone in the session. She emphasized

that the activities were all from the new math curriculum, and their purpose was to encourage deeper conceptual understanding. Mullassery highlighted that the rich discussion had come from the participants themselves, showcasing the power of collective thinking. She also reminded everyone that students come with valuable knowledge and that the goal is to build on their thinking and strengthen their confidence.



Director Brockmeyer reflected on how the district's strategic plan was shaped by broad community input, which helped establish its core values, strategic priorities, and overall mission. He emphasized the district's commitment to upholding its promise to the community, as reinforced by the evening's presentations.

He reviewed the meeting's goals: providing an overview of the math curriculum adoption process, discussing the co-developed implementation plan with the Instructional Leadership Team (ILT), and giving a brief update on progress. He highlighted that selecting high-quality math materials has been a key district priority this year, noting that all planned actions remain on track and have brought them to this point of presenting to the board.

#1: Exceptional Instruction B. Pilot Math curriculum & assessments	
Owner: Jason Brockmeyer	Key Supports: Irish, Imagine Learning (IL), PSI, TOSAs (Mullassery, Seigel)
EoY Goal / Evidence of Success: By March 14, EDS & Cabinet will decide whether to recommend Illustrative Mathematics (IM) to the Board based on student data and a clear, supportive piloting process, then share the decision with the Board on April 10	
Key Actions for Semester 1: ✓ Conduct study session for Board on Math on 8/29 ✓ Finalize coaching / support plan for pilot teachers by 9/20 ✓ Administer Math common assessment for all 3rd through Algebra 2 students by 9/27 ✓ Share pilot timeline with community in newsletter by 10/9 ✓ Provide one (1) release day for piloting teachers by 11/1 ✓ Present Math framework & IM pilot at 11/1 PL Day to share info with non-piloting ES / Math teachers and answer questions, share brightspots & get feedback ✓ Host IM PL session for district leaders in 12/5 CAT Move to 2/20 ✓ Collect feedback from pilot participants via a survey re: support received by 12/20 ✓ Complete first round of Math classroom & site visits and share findings & pilot update in 12/12 Step-back	Key Actions for Semester 2: ✓ Provide second release day for piloting teachers by 1/20 ✓ Administer second Math common assessment by 1/28 ✓ Provide pilot process update at 2/13 Board meeting to share info with the community, answer questions & share brightspots ✓ Start process for recruiting K-2 pilot teachers by 3/3 ✓ Complete data analysis with piloting teachers by 3/20 ✓ Collect individual recommendations from pilot participants by 3/28 ✓ Recruit diverse constituents (e.g., principals, teachers, parents, students) for Board presentation & finalize materials for Cabinet's review by 3/31 Tactical meeting ✓ Present pilot feedback to Cabinet & determine whether to move forward with a formal recommendation by 4/11 ✓ Present final recommendation at Board meeting

Director Brockmeyer noted that while the presentation was brief, it was intentionally so, given the extensive prior

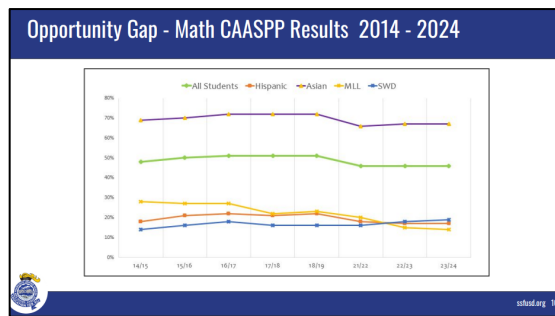
engagement with the Board. He reminded the public that the district had already held two in-depth Board study sessions earlier in the year focused on the math curriculum adoption process. These sessions thoroughly explored the criteria, research, and selection process, which is why only a high-level summary was provided at this meeting.

2024/2025 Milestones	
August - All piloting teachers received 2.5 days of training and were equipped with all necessary materials before the start of the school year. - Conducted board study session. - Site leaders participated in the second professional learning session.	January - Launch K-2 pilot recruitment. - Initiate the second round of release days for piloting teachers.
October Initiated the first round of full-release days for piloting teachers.	February - Conduct second board study session to review adoption and recommendation process. - Finalize K-2 pilot teacher selections.
November - Completed initial classroom observations (96%). - Finished all secondary math department head meeting visits.	March - Finalize individual pilot teachers' recommendations. - EDS reviews all data to determine whether to proceed with an adoption recommendation.
December - Collected feedback for implementation support plans from pilot and non-pilot teachers. - Initiate elementary listening tours or staff presentations.	April - Seek board approval, pending EDS recommendation. - Initiate the materials procurement process. - Finalize implementation plan.
	June Launch volunteer training for Grades 3-5 implementation and K-2 pilot teachers.

Director Brockmeyer shared that the district's math vision was crafted by its own math educators, underscoring a shared commitment to student growth. The vision focuses on nurturing collaboration, independent and critical thinking, and perseverance especially the idea that meaningful learning often comes through struggle. He noted that this mindset is being encouraged not just in students but across the entire staff culture.

SSFUSD Math Vision
Our math classrooms will provide equitable support and opportunities to ensure that all students can succeed. We will foster a community of lifelong learners who collaborate effectively, think independently and critically, take risks, and persevere through challenges and mistakes.

Director Brockmeyer emphasized the significant opportunity that remains ahead, pointing to 10 years of CAASPP data reflecting persistent gaps in student achievement across the district. He noted that a substantial group of students continues to perform far below grade-level standards and stressed that, as highlighted by community voices, all students deserve access to high-quality education. Brockmeyer underscored that the decade of outcomes signals a clear need for fundamental shifts in teaching practices to improve student success.

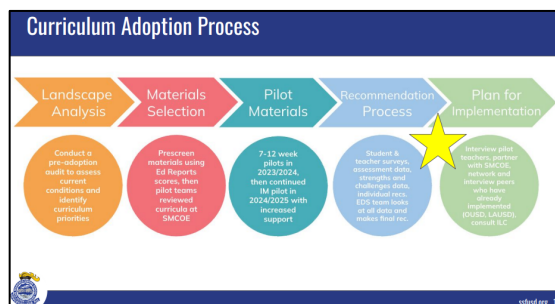


Reflecting on the math pilot outcomes, Director Brockmeyer recalled that around this same time last year, the team had been tasked with ensuring sustainable support for staff, a key concern raised during the previous cycle. He praised the team's strong performance in maintaining support structures and highlighted the improvements made to the recommendation process, ensuring all voices were heard and documented. He also emphasized added efforts to enhance clarity and transparency in the adoption process, including meetings with family groups, study sessions, and a thorough consensus process with the piloting teams.

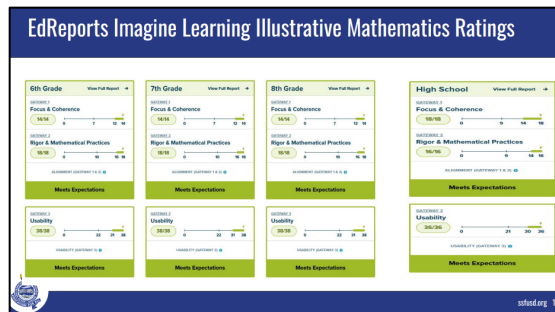
2024/2025 EDS Math Pilot Outcomes

- ☐ Demonstrate the capability to offer meaningful and sustained support throughout the duration of the pilot
- ☐ Support all piloting educators in making individual recommendations based on strong evidence and reasoning aligned with math priorities.
- ☐ Ensure clarity and transparency in the adoption process*

Director Brockmeyer explained that the district has been deeply engaged in this work for about two years now, a lengthy and intensive effort for educators across the district. He noted that tonight marks the point of bringing forward the recommendation for adoption, which reflects the consensus reached by the secondary pilot team after extensive evaluation.



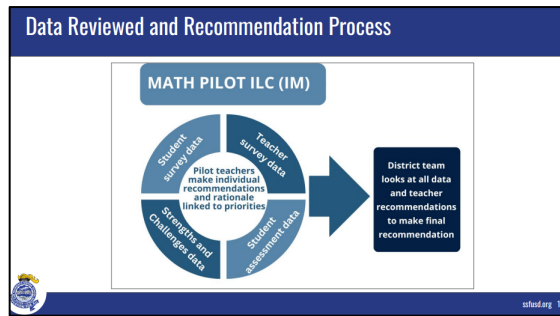
Director Brockmeyer acknowledged ongoing discussions around alignment and rigor, emphasizing that the IM curriculum received a perfect score in key areas such as usability, coherence, and rigor. He reminded the board that any curriculum considered for piloting must first meet established criteria, and IM successfully met that standard.



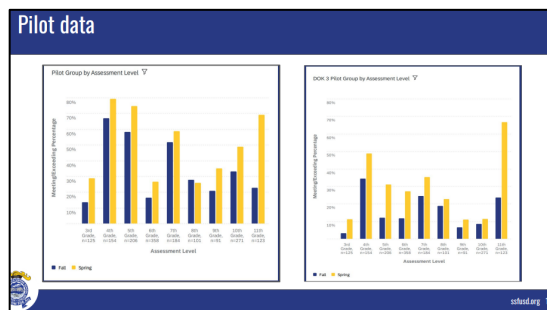
Mrs. Mullassery provided an overview of the support and collaboration throughout the pilot program. This year, the pilot group represented 33% of middle school math teachers and 41% of high school math teachers. Teachers in the pilot engaged in about 45 hours of professional development, which will inform the planning and support strategies for next year's implementation.

Pilot Support and Collaboration			
Teachers Currently Piloting		Professional Learning Provided for Piloting Teachers 1st Sem.	
Elementary (3-5)	21 (30%)	August 8th & 9th	12 Hrs
Middle	9 (33%)	August 13th	4 Hrs
High	11 (41%)	Release Day (1)	6 Hrs
		Nov. 1st	3 Hrs
		District Collab	2 Hours
		Total Hours	27 Hours
		Total 24/25 Estimated Professional Learning Time	
		45 Hours	
		Professional Learning 2nd Semester	
		Release Day (1)	6 Hrs
		Approx. 5 District Collab	12 Hrs
		Total	18 Hrs

Mrs. Mullassery reiterated the rigorous process involved in evaluating the pilot program. Data sources included student and teacher surveys, strengths and challenges protocols, student assessment data, and pilot teacher ratings. This year, the team also incorporated feedback from student focus groups to enhance the data review process.



She shared data from the MARS task administered to both pilot and non-pilot groups in August/September and again in January. The first graph showed overall scores for the pilot groups, and the second graph focused on Depth of Knowledge (DOK) Level 3, emphasizing strategic thinking and complex reasoning. Growth was observed in both areas, particularly in DOK Level 3, indicating that the curriculum's implementation support is having a positive impact, even within the first 14 weeks of piloting.

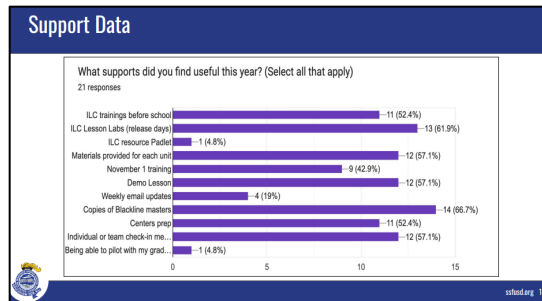


Non-pilot data was also presented, showing baseline scores and growth. While the non-pilot group did not have exposure to the new curriculum, the data still reflected positive growth.



Feedback from a teacher survey indicated that piloting teachers found training sessions before school and the provided materials to be especially helpful. The lesson labs and demo lessons were rated highly as key supports during

the pilot phase.



Mrs. Mullassery highlighted the composition of the secondary piloting team, which included 20 dedicated teachers from all six school sites. She acknowledged their hard work and noted that some team members were present in the audience while others were tuning in remotely. The team thoroughly reviewed student data, focus group feedback, teacher survey data, and conducted a strengths and challenges protocol. After extensive review, the team engaged in a consent protocol, resulting in 100% agreement to recommend the program, affirming its alignment with the district's landscape analysis priorities.

Secondary Piloting Team

Alta Loma MS	Parkway MS	Westborough MS	Baden HS	El Camino HS	South San Francisco HS
G. Cisneros S. Criswell J. Shim	E. Butchart D. Hung I. Szeto D. Wong	H. La A. Saelaw	F. Lazalde	M. Connery V. Culpepper	S. Li J. Oh S. Chang J. Horwitz C. Ly M. Haywood R. Lee Yee A. Villarin

school.org 19

The findings and recommendation were then shared with the EDS team.

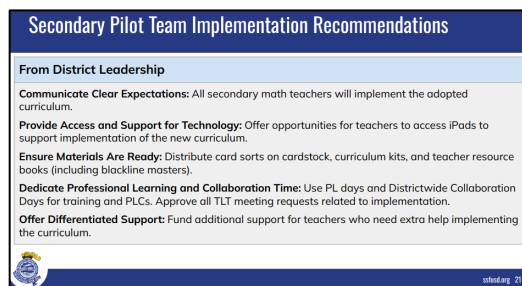
EDS Review of Data

☐ Ms. Blackett	Analyze student survey ✓	
☐ Mr. Brockmeyer	Analyze teacher survey ✓	
☐ Dr. Hew	Analyze Student Assessment data ✓	
☐ Dr. Garcia	Analyze Strengths and Challenges ✓	
☐ Ms. Yacoub	Submit individual recommendation ✓	
☐ Mrs. Mullassery		100% consent from all secondary pilot teachers
☐ Ms. Seigel		

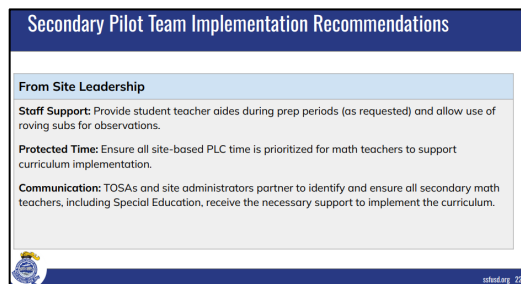
school.org 20

Mrs. Mullassery mentioned that while the recommendation is strong, successful implementation will require significant

ongoing support. Drawing from consultations with other districts and feedback from the pilot team, a preliminary implementation plan was developed and shared during the final consent meeting. Since then, the Teacher Leadership Team (TLT) has refined goals, metrics, and support structures, addressing critical areas such as honors and special education needs. Key supports identified include leadership communication, technology access (e.g., iPads), material readiness, dedicated professional learning and collaboration time, and differentiated support for varied learner needs. The plan is designed to be iterative, with adjustments continuing into the next school year.



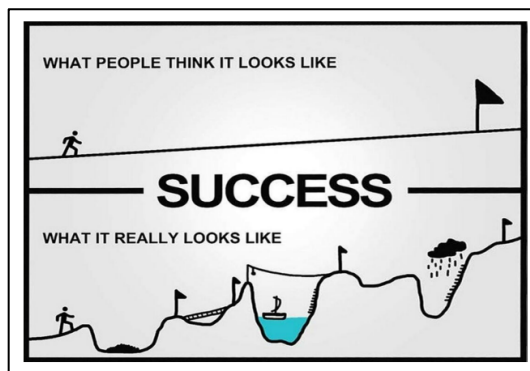
At the site level, staff have requested additional support, protected time for collaboration, and ongoing communication to sustain effective implementation.



Mrs. Mullassery shared an overview of the implementation framework, outlining focus areas including professional learning from the curriculum publisher, PLC, principal engagement, coaching, and family engagement. She emphasized that detailed planning will continue, with specifics around meeting structures and timelines to be finalized. She reminded the board and community that patience, openness, and sustained effort will be essential for success.

Implementation Plan Components and Timeline		
	PURPOSE	WHEN
Publisher Professional Learning	Ensure all secondary math teachers, including Special Education teachers, receive foundational training directly from the publisher during district professional learning days.	2 days in summer 1 day in Jan
Site Based PLCs	Provide structured collaboration time for teachers to engage in continuous improvement cycles through peer observation, and instructional planning.	Weekly/Monthly
Principal Engagement	Build principal knowledge of the curriculum and their role in supporting effective site-level implementation.	1 in spring 1 in fall
Coaching	Offer 1:1 support for teachers who request additional time and guidance to implement the curriculum with confidence.	As needed
Math TLT projects	Create space, time and compensation for teams to identify and address real-time implementation challenges with timely solutions.	1 meeting monthly or as needed
Family & Community Engagement	To help families understand the new curriculum, its supports and its impact on learners.	2 spring 2 fall

Director Brockmeyer concluded by acknowledging the importance of the work ahead, emphasizing that the upcoming implementation phase will require significant effort and sustained commitment. He likened the process to a marriage, explaining that while tonight marks the formal start, “the wedding”, true success will depend on ongoing dedication over the next decade. Director Brockmeyer reiterated that meaningful change goes far beyond the curriculum itself; it relies on the district’s ability to support educators consistently and effectively through the transition. He noted the urgent need for substantial shifts in classroom practice, recognizing that the current approach is not meeting the needs of many students. He expressed confidence that, with the strong support systems being put in place and the dedicated staff already within the district, it is possible to become one of the few “outlier” districts known for achieving exceptional outcomes. Director Brockmeyer closed with a message of optimism, stating that while the work will be difficult, persistence and a collective belief in the district’s capacity will drive lasting, positive change for all learners.



Director Brockmeyer explained that the primary purpose of the evening’s presentation was to formally bring forward the consensus recommendation from the secondary pilot team, advancing the curriculum adoption proposal for the Board’s

consideration.

Pilot Team and EDS Recommendation

SSFUSD Secondary Pilot Team and Educational Services Leadership recommends the adoption of Illustrative Mathematics published by Imagine Learning Classroom 6th grade through Algebra 2.




sfusd.org 25

He noted that, unfortunately, the district will need to delay the adoption recommendation for grades 3-5. After meeting with the pilot team the previous day, the group was unable to reach consensus. The educational leadership team met earlier that day to discuss next steps, and while those are under review, no adoption recommendation for grades 3-5 will be brought forward at this time.

Elementary Math Pilot Team Update

Educational Services to provide an update on the Grades 3–5 math pilot meeting held on Wednesday, April 23.




sfusd.org 26

Director Brockmeyer expressed appreciation to everyone who contributed to the curriculum adoption process. He specifically thanked the San Mateo County Office of Education, with special recognition for Ms. Kim Bambao, who supported the district over the past year and a half and led the consensus process with the elementary team, as well as Ho Nguyen, who led the consensus process with the secondary team. He also acknowledged the BayEd Fund for its extensive support, including providing opportunities to celebrate the hard work of staff. Director Brockmeyer extended gratitude to the district's math TOSAs, the piloting teachers for their significant efforts over the past two years, and the students who participated by sharing their perspectives. He also thanked the community members who showed up to speak and the Board for engaging deeply in study sessions to learn about the adoption process and the instructional shifts needed to better serve students.

Appreciations

We want to extend our sincere thanks to the following organizations and dedicated educators for their support throughout this process:

- San Mateo County Office of Education
- Bay Ed Fund
- All pilot teachers who contributed their time, expertise, and feedback





schooling 21

Megan Connery, math department chair and Algebra 2 Honors teacher at El Camino High School, gave her final public comment on the math curriculum adoption. She acknowledged the strong and consistent support from the Educational Services team and math TOSAs throughout the pilot year. However, she expressed significant concerns with the IM curriculum itself, citing insufficient support for multilingual learners and special education students, inadequate practice and assessment questions, and a lack of rigor in Algebra 2 necessary to prepare students for Pre-Calculus. She noted that she needed two weeks in May to cover gaps in the curriculum, specifically mentioning that topics like holes in rational functions were not included. Connery also shared that although the secondary pilot team reached 100% consensus to recommend the curriculum, the initial vote showed strong opposition from Algebra 2 teachers. She explained that her eventual support was influenced by Director Brockmeyer's commitment to provide iPads to all math teachers, which she emphasized are essential for implementing the curriculum effectively due to current technological limitations.

Trustee Richardson responded to concerns, emphasizing the importance of ensuring teachers, especially those in advanced placement, have the necessary support to address challenges with the new curriculum. She asked how the board could hear these concerns and not act, stressing her commitment to ensuring teachers are equipped to navigate the issues raised. Director Brockmeyer assured that there is a process in place with a team of educators to respond to challenges during implementation. He reiterated that while no curriculum is perfect, with strong support, significant success is possible. Trustee Richardson also inquired whether adopting the IM program was mandated by the state or optional. Director Brockmeyer clarified that while the district must adopt a new math curriculum, it is not required to adopt

the specific IM curriculum under consideration.

Trustee Murray thanked the team for their extensive outreach and efforts throughout the year, acknowledging the field trips and learning experiences that contributed to the presentation. She expressed appreciation for the work done.

Trustee Hsieh thanked the team for the presentation and the effort put into the pilot process, particularly appreciating the flowchart that illustrated the work done. She expressed deep gratitude for the pilot teachers' dedication and honest feedback, as well as for the contributions from students, parents, and the public. Trustee Hsieh acknowledged the concerns raised by teachers, including the need for more support and uncertainties about the impact on students. She also recognized the current math outcomes, stating that while the hard work has been evident, improvements are needed to meet the potential of the students.

Trustee Lam acknowledged her son's participation in the eighth-grade math pilot at Westborough Middle School and thanked Mr. Law. She asked if the IM curriculum is aligned with California Common Core math standards and the California math framework. Mr. Brockmeyer confirmed it is, noting that one of the curriculum's authors was also a co-author of the Common Core State Standards. Trustee Lam inquired about the meaning of "tier one" curriculum, and Mr. Brockmeyer explained it establishes grade-level expectations and rigor for all students, with tier two interventions providing additional support as needed. Math TOSA Sathya Seigel added that an honors curriculum includes "plus standards," which are designed to challenge students beyond the grade-level standards. Trustee Lam asked how the district supports students who are behind in math and how this curriculum fits into that effort. Mr. Brockmeyer emphasized the importance of ensuring students receive grade-level content, explaining that consistent exposure to grade-level rigor paired with scaffolding and differentiation helps close achievement gaps. He highlighted that teaching below grade level tends to perpetuate those gaps. Trustee Lam also asked about the curriculum's impact on Title I and special education students. Mr. Brockmeyer said there is promising feedback but not yet enough data to draw formal conclusions; however, he emphasized that Title I schools and special educators

showed overwhelming support during the pilot. Mrs. Mullassery added that written comments from pilot teachers, including special educators, highlighted positive student engagement and benefits of the curriculum. Mrs. Mullassery mentioned focus group sessions where both students and teachers shared strong positive feedback.

Trustee Lam began by thanking everyone involved in the math pilot process over the past two years, including Superintendent Moore, cabinet members, board colleagues, her predecessor Trustee Daina Lujan, the pilot leaders (Jason Brockmeyer, Math TOSAs Sathya Seigel, and Karie Mullassery), and all the pilot teachers for their hard work. She expressed deep appreciation for the testimonies and public comments from students, parents, and teachers, noting that she had carefully read and considered them. Trustee Lam reflected on being a latecomer to the process and emphasized her efforts to catch up on the work, especially regarding the new California Math Framework adopted in 2023. She pointed out that the framework is grounded in extensive data and research and was designed to improve student outcomes, citing the troubling statistic that only 35% of California students, and 38% in their district, meet math proficiency standards. She highlighted that the proposed curriculum is aligned with the state framework, highly rated by EdReports, and fosters engagement, deeper learning, critical thinking, and collaboration. Trustee Lam shared her own reflections on growing up with traditional math teaching methods, acknowledging that while those may have worked for some, they are no longer adequate for today's students. She stressed that continuing the status quo is unacceptable, especially for the 62% of students in the district struggling with math, and spoke emotionally about the heartbreak of seeing children fall behind and feel lost in math. Trustee Lam called the new curriculum a critical opportunity to change the district's trajectory and echoed the district's math vision of fostering lifelong learners who collaborate and think independently. She acknowledged that the shift would be a big and possibly uncomfortable change for teachers but emphasized the need for accountability and ongoing evaluation as the curriculum is implemented. She closed with an encouraging message to teachers, urging them to stay open-minded and reassuring them of the board's belief in their abilities. Finally, she addressed students directly, especially those who find math difficult, urging them to keep

trying and expressing her strong belief in their potential. Trustee Lam concluded by urging the board to support the adoption of the curriculum.

President Anthony opened by explaining that she had prepared written comments to ensure she addressed everything important thoughtfully. She acknowledged the challenge of balancing competing opinions and interests and emphasized the board's responsibility to weigh feedback from all sides, even when it's conflicting. She outlined four key points she's grounding her decision in:

1. Our students are, on the whole, not succeeding in math, and those who are, are often getting outside supplementation from home or from programs like Kumon, especially at the elementary level.
2. Our students deserve high-quality math curriculum and instruction so that they don't need to supplement with outside work because not everybody can afford that.
3. We must focus on educational achievement, especially in math.
4. We must believe that our students can learn math and give them the tools they need to do so.

President Anthony noted that while there is debate on how best to achieve these goals, everyone in the community shares the same core objectives for student success. She explained that the board delayed adoption last year to better understand the curriculum and its implementation, including expanding pilot testing and holding study sessions. Through this process, she learned key facts:

- The IM curriculum is among the top three math programs.
- It emphasizes math language, core competencies, and critical thinking over rote memorization.
- Its flaws can be addressed with strong implementation, professional development, and supplemental resources for advanced students.

President Anthony thanked Dr. Hsieh for detailed research that helped clarify pros and cons across different student groups. She also addressed opposition from stakeholders, particularly questions about why the district piloted IM for a

second year and concerns from teachers who either find it too easy or too hard for students. She acknowledged the tension between these two critiques and suggested that both perspectives highlight the need for building stronger foundational skills early. President Anthony emphasized positive feedback from students who reported new understanding and confidence in math during the pilot. She stressed that meaningful change is needed, noting that even advanced students have learning gaps, as reflected in low math scores despite early access to Algebra. She concluded by affirming her vote to adopt the curriculum, expressing faith in the district's educators to implement it successfully, and emphasizing her commitment to co-creating a strong rollout plan.

ACTION

2. EDUCATIONAL SERVICES

a. Approval of the Imagine Learning Curricula

MOTION #93 (Murray/Lam) to approve the Imagine Learning curriculum and professional training for grades 6 through Algebra 2, as presented to the Board. Motion Carried. (Unanimous)

P. CONSENT AGENDA

MOTION #94 (Murray/Hsieh) to approve items: 1a. Minutes of the March 27, 2025 Regular meeting; 1b. Minutes of the March 27, 2025 Special meeting; 2a. Permission for SSFHS staff to attend the National Mariachi Education Workshop in Las Vegas, NV, June 23 – 27, 2025; 3a. Certificated Personnel Assignment Order; 3b. Classified Personnel Assignment Order; 4a. Purchase Order Listing, February 2025; 4b. Warrant Register, February 2025; 4c. Cash Receipts, February 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. HUMAN RESOURCES

a. Williams Uniform Complaints for 3rd Quarter Ending 03/31/25

Assistant Superintendent J. Marwan Hannon presented to the Board, the Quarterly Report on Williams Uniform Complaints for the quarter ending 03/31/25, per Education Code Section 35186. This form addresses complaints related to textbooks, facilities, and teacher misassignments. He stated that there were no complaints filed in the District for this quarter.

ACTION

1. ADMINISTRATION

a. Resolutions No. 25-13 through 25-41: Retirements

MOTION #95 (Murray/Hsieh) to approve the adoption of Resolutions #25-13 through 25-41: Honoring colleagues for their years of service to the South San Francisco Unified School District. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried with a waiver of the reading. (Unanimous)

b. Resolution No. 25-42: Asian American and Pacific Islander Heritage Month

Trustee Richardson read the resolution.

MOTION #96 (Richardson/Lam) to approve the adoption of Resolution #25-42: Honoring Asian American and Pacific Islander Heritage Month. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

c. Approval of Board Member's Travel Proposal

Trustee Murray expressed that she was not in favor stating that trustee Richardson had not attended any of the board's workshops or self-evaluations for the past few years. She mentioned that attendance at these local board events is expected if a trustee wishes to travel for professional development. Trustee Murray also mentioned that trustee Richardson had attended the California Latino School Boards Association conference over the past three years, which is held in California, and pointed out that board policy encourages attending closer conferences when possible.

Dr. Moore clarified that the board policy trustee Murray

referred to did not specifically restrict travel outside of California but addressed conference attendance in the context of board roles. Trustee Murray reaffirmed her stance, emphasizing the importance of attending local school board workshops and self-evaluations before seeking external training. She reiterated that trustee Richardson had primarily attended the CLSBA conference, which is separate from the CSBA conference that all board members typically attend, and raised a concern about prioritizing local development opportunities.

Dr. Moore noted that each board member has a \$2,000 allocation for professional development outside of CSBA and other board governance training, and that trustee Richardson was seeking to use those funds to attend the NALEO 42nd Annual Conference. President Anthony confirmed that trustee Richardson had used her allocation the previous year and clarified that this new request was for the upcoming fiscal year starting July 1.

Trustee Murray maintained her no vote, repeating her belief that attending internal board workshops should come first. Trustee Hsieh stated her support for the request, noting that it followed board policy and was within the regulatory framework. President Anthony added that she would like to see trustee Richardson attend board workshops moving forward.

Trustee Richardson responded by emphasizing that professional development is encouraged by the California School Boards Association and that no board member should dictate another's learning needs. She explained that she brings extensive community experience rather than an education background and has benefited greatly from attending these external workshops, which she believes have provided valuable insights to the district. Trustee Richardson detailed how conferences like NALEO have offered safety protocols and personal development training not typically covered at CSBA events. She explained that each board member has unique needs and that she has always sought opportunities that enhance her service to the district.

MOTION #97 (Lam/Hsieh) to approve Trustee Richardson's request to attend the National Association of Latino Elected and Appointed Officials 42nd annual conference in Atlanta,

GA, July 21 – 24, 2025. (AYES: Richardson, Hsieh, Lam, Anthony; NOES: Murray). Motion Passed with a 4-1 vote.

2. EDUCATIONAL SERVICES

b. Approval of Reallocation of funds for Special Education Non-Public Agencies

MOTION #98 (Murray/Hsieh) to approve the reallocation of funds for Special Education non-public agencies from Tilly to RoHealth and from Adroit to Green Cab. Motion Carried. (Unanimous)

3. BUSINESS SERVICES

a. Approval of Contract with McGuire and Hester for Westborough MS Field and Pavement Improvements

Trustee Lam commented that she was very excited to see the field finally getting an upgrade. President Anthony noted that this was discussed at the Facilities Subcommittee meeting and mentioned the possibility of holding a groundbreaking ceremony with shovels. Trustee Lam added that it would be amazing and suggested inviting Daina and everyone else.

MOTION #99 (Murray/Hsieh) to approve the contract with McGuire and Hester to provide construction services for the Field and Pavement Improvements Project at Westborough Middle School, in the amount of \$5,800,000. Motion Carried. (Unanimous)

b. Approval of Contract with Better Building Construction for Temporary Meal Support Space Project

MOTION #100 (Lam/Hsieh) to approve the contract with Better Building Construction for construction services related to the Temporary Meal Support Space Project at the District Office, in the amount of \$169,000. Motion Carried. (Unanimous)

c. Approval of Selected Firms for Commissioning Agent Services Pool – Measure T Bond Program

Trustee Richardson asked whether all the consultants had been approved by the DSA, noting her understanding that

such approval is needed before any work can begin. Mr. O responded that some of the consultants are required to have DSA approval but was unsure about the specifics. Calvin, the construction project manager, joined in to clarify that certain consultants do require DSA approval, but in this case, the commissioning agent does not; they only need to be properly licensed for their work. Trustee Richardson thanked him and noted she had learned something new.

MOTION #101 (Murray/Hsieh) to approve the firms selected through the Request for Qualifications (RFQ) process for the creation of a Commissioning Agent Services Pool to support the Measure T Bond Program and the Facilities Department. Motion Carried. (Unanimous)

d. Approval of Selected Firms for Construction Management Services Pool – Measure T Bond Program

MOTION #102 (Murray/Hsieh) to approve the firms selected through the Request for Qualifications (RFQ) process for the creation of a Construction Management Services Pool to support the Measure T Bond Program and the Facilities Department. Motion Carried. (Unanimous)

e. Approval of Selected Firms for Moving Services Pool - Measure T Bond Program

MOTION #103 (Lam/Hsieh) to approve the firms selected through the Request for Qualifications (RFQ) process for the creation of a Moving Services Pool to support the Measure T Bond Program and the Facilities Department. Motion Carried. (Unanimous)

f. Approval of Five-Year Agreement with Finals site for Website Services

Trustee Lam asked how long it would take to migrate the old websites to the new Finals site platform if approved. Dr. Moore responded that it would take approximately eight weeks. Trustee Lam also inquired about the mention of additional new websites in the contract. Dr. Moore invited Ms. Blackett to elaborate, and Ms. Blackett explained that in addition to existing sites, there would be a new bond program site and a site for early childhood education programs. Trustee Lam expressed excitement, noting that having a dedicated bond

site was discussed at a previous meeting and is much needed. She added a comment that she was pleased about the promise of more timely tech support and staff training, highlighting how stressful it can be when websites encounter issues, and she looks forward to seeing the updated sites.

MOTION #104 (Hsieh/Murray) to approve the five-year agreement with Finals site for website services in the amount of \$14,000 per year, totaling \$70,000 over five years. Motion Carried. (Unanimous)

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

President Anthony noted that she will see everyone at the next meeting on May 8.

May 8, 2025

- Recognition for outgoing Student Trustee Harsana
- Presentation teaching and learning – Spruce ES
- Approval of the Board meeting calendar for the 2025-26 school year
- Approval for 5th graders to attend SMCOE Outdoor Education
- Approval of Graduates and Certificates of Completion - Baden HS, ECHS, SSFHS, and Adult Education
- Resolution for Project Management Information System (PMIS) RFP
- Resolution for Fund 11 and Fund 14 account balances
- Approval of All City agreement for crossing guards for 2025-26
- Approval of MOU with Legarza Sports for 2025-26

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)

June 12, 2025

- Presentation on 2025-26 LCAP draft plan
- Presentation on 2025-26 Preliminary Budget
- Presentation on Portrait of a Graduate
- Presentation on Facilities Department
- Public Hearing 2025-26 LCAP draft plan
- Public Hearing 2025-26 Preliminary Budget
- Approval of Local Indicators
- Approval of updated Board Governance Handbook
- Approval of Board of Trustees Compensation increase for 2025-26
- Resolution on Budgetary increases and year end transfers

June 26, 2025

- Presentation on Graduation Requirements
- Presentation on SLO MOU with student data
- 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

SUMMARY OF BOARD DIRECTIVES – None

GOOD AND WELFARE

Trustee Richardson reported attending the RFEP event at the South San Francisco auditorium recognizing students from all districts who were reclassified as English proficient, allowing them to participate in regular classes without additional help. The event featured many languages from the district's diverse student body, with certificates awarded and proud families in attendance. Trustee Lam also attended. Trustee Richardson shared about attending a subcommittee meeting for the bond project, where the bond director provided updates on completed phase one work and other projects awaiting Division of State Architect approval. She also attended a Chamber of Commerce lunch where nine district staff and students, including student trustees Josephine Harsana and Jamie Wong, received scholarships from local businesses. Trustee Richardson attended the City of South San Francisco Student Government Shadow Day luncheon with notable guests, including Supervisor Noelia Coro, former student James Coleman, and Mayor Eddie Flores, who led a panel on public service. Lastly, on April 23,

Trustee Richardson participated in the third workshop of the CSBA Education Workforce Housing cohort, covering strategies for surveys and learning about the process of building workforce housing. The group also toured the Shirley Chisholm workforce housing, which impressed with its quality and integration into the neighborhood. Trustee Richardson looks forward to the final workshop in May as they continue efforts toward workforce housing in South San Francisco.

Trustee Lam wished everyone a happy belated Easter and Passover, along with a general happy spring. She shared that she attended a virtual board member training hosted by CTA, which was insightful in learning how to collaborate better with unions. Trustee Lam mentioned visiting classrooms at Alta Loma Middle School, where she observed teaching practices and had the opportunity to meet teachers, noting it was her first time on that campus. She also attended the Chamber of Commerce scholarship luncheon and the RFEP ceremony, highlighting the inspiration of the district-wide celebration of reclassified English language learners and emphasizing the importance of maintaining home languages while learning English. Trustee Lam expressed excitement that this celebration will continue annually. She mentioned the upcoming eighth-grade dance at Westborough and extended appreciation to fellow parents working on the event.

Trustee Murray mentioned that she forgot her phone and, as a result, couldn't recall all her recent activities. She noted that many of the events she attended were already mentioned by other trustees. Trustee Murray expressed appreciation for the work done on the math pilot and thanked everyone for their efforts.

ADJOURNMENT – 10:01 p.m.