

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of April 10, 2025

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

SSFUSD Equity Definition

Equity, in SSFUSD, is defined as giving students what they need, when they need it to fulfill their potential.

OPEN SESSION — 6:30 p.m.

A. CALL TO ORDER

CLOSED SESSION – 6:30 p.m.

1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE ([Government Code § 54957](#))
2. Conference with Labor Negotiators ([Government Code § 54957.6](#))
 - Agency Designated Representative: Assistant Superintendent of Human Resources and Student Services
 - Employee Organization: South San Francisco Classroom Teachers Association

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** Dr. Pallitto introduced Kali Macalino, 8th-grade student at Alta Loma Middle School and Student Body President. Kali was recognized for her leadership, involvement in multiple school activities including the National Junior Honor Society and Leadership, and for being a respectful, kind, and model student. She was also acknowledged for her aspirations in wrestling and her representation of both her school and family with pride.

D. LAND ACKNOWLEDGEMENT STATEMENT

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

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

- E. REPORTING OUT FROM CLOSED SESSION** – Assistant Superintendent Hannon reported that, in accordance with Government Code section 54957 and in reference to Closed Session Agenda Item Number One, Public Employee Discipline/Dismissal/Release, the Board unanimously voted to release one certificated administrator in accordance with Education Code section 44951.

- F. REVIEW OF AGENDA** – None

G. PTA COUNCIL REMARKS

John Baker, Alta Loma PTA Treasurer, shared updates on PTA activities across the district. He thanked Mr. O and Trustee Murray for attending a recent council meeting and highlighted concerns from PTA leaders about the Los Cerritos relocation, urging the district to involve affected families in a transparent and inclusive process. He noted upcoming science festivals, restaurant nights, and school events like Sunshine Gardens' fun run and South City High's Mamma Mia production. Baker also highlighted Alta Loma PTA's successful Turkey Trot fundraiser, which covered the year's expenses and supported teacher grants, student events, cultural programs, and campus improvements. He praised the strong partnership between the PTA and school staff.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – None

South San Francisco Classroom Teachers Association – Shari Giusti, President of the South San Francisco Classroom Teachers Association addressed the board with a spring-themed message, drawing attention to concerns within SSFUSD's financial priorities. She reminded the community that SSFUSD is a basic aid

district, meaning local property tax revenues exceed the minimum funding from the state, allowing the district to keep surplus funds. She questioned where the extra revenue, resulting from significant property tax growth is going, noting that actual reserves have reached \$10 million, or 27% of the projected ending fund balance.

Giusti analyzed recent budget figures, pointing out that projected ending fund balances remain high over the next few years. She observed a significant drop in the percentage of expenditures going to certificated salaries and questioned large allocations such as \$27 million for books and supplies and \$40 million for services suggesting that these figures seem inflated compared to past spending and actual needs. She expressed skepticism about certain financial concerns listed by the district, including property tax litigation, STRS/PERS increases, and potential COVID variants or tariffs, which may not materialize. She argued that the district is not prioritizing its core mission, supporting students and staff despite its financial advantages. Giusti called out real, pressing issues such as overcrowded classrooms, teacher attrition due to salary issues, lack of follow-through on climate surveys and grievances, and inadequate responses to concerns about working conditions and student safety. She emphasized that educators have repeatedly provided feedback and solutions, but these have gone unheeded. Concluding her remarks, Giusti urged the board to take meaningful action, stating that while the district continues to accumulate reserves, teachers are burnt out and students are being underserved. She stressed that as a basic aid district, SSFUSD has the resources to make changes and should begin prioritizing the classroom, teacher retention, and student support.

California School Employees Association Chapter 197 – None

I. PERSONNEL COMMISSION

Assistant Superintendent Hannon announced that the next Personnel Commission meeting will take place on Monday, April 21, 2025, at 5:00 p.m. in the district office boardroom.

J. ITEMS FROM THE BOARD

Trustee Lam announced that the Bylaws Subcommittee, consisting of herself and Trustee Murray, will meet tomorrow at 1:30 p.m. at the district office. President Anthony added that the District Subcommittee on Facilities will meet next Thursday at 4:00 p.m. in the district boardroom.

K. SUPERINTENDENT'S REPORT

- a. Other – None

L. STUDENT TRUSTEE REPORTS

1. Josephine Harsana, Spring Student Trustee and ASB President at SSFHS reported on recent campus activities. Before spring break, students enjoyed the “Day on the Green” carnival with games, food trucks, and a dunk tank featuring teacher volunteers. After break, students returned for the fourth quarter with active participation in spring sports baseball, badminton, swim, and boys’ volleyball. Cheer tryouts for next year are scheduled for April 14–17, with an informational Zoom meeting beforehand. She congratulated the winter percussion team for placing first at the NCPA championship and shared that prom tickets are on sale, with prices increasing after Friday. The ASB commission is hosting an Inside Out-themed dodgeball tournament on April 18. AVID will hold its taco feed fundraiser on April 12 from 4:30–7:00 p.m. Environmental science students visited the Blue Line Transfer Station for a firsthand look at waste management. Harsana also promoted the school’s spring musical, Mamma Mia, with shows running through Saturday. She ended by voicing strong support for CTA members, urging the board to prioritize fair compensation for teachers, emphasizing their vital role in shaping students and sustaining the school community.
2. Jamie Wong, Fall Student Trustee and ASB President at ECHS shared multiple updates. Over spring break, the Advanced Placement Dance team traveled to New York City, where they trained at Alvin Ailey and Broadway Dance Center, learning Vogue and Afro dance styles and working with industry professionals who have danced with major artists like Janet Jackson, Pink, and Harry Styles. They also attended Broadway shows, gaining insight into careers in the performing arts. Wong announced that APD auditions for next year’s team will be held Friday, April 18. Their annual “Rhythm and Moves” dance show is coming up, with presale tickets available for \$15 until April 30. CAASPP testing began this week for juniors and seniors, and she wished her classmates good luck. Wong invited everyone to the Senior Passion Project Expo on April 11 from 5–7 p.m. at El Camino’s academic building, where seniors will present community-centered projects. She ended by echoing support for teachers, thanking them for their dedication and their lasting impact on students’ lives as they prepare for graduation and beyond.

M. PUBLIC COMMENTS

Rosemary Bromann, a six-year teacher at Spruce Elementary and 24-year veteran educator, spoke passionately on behalf of her colleagues, urging the board to increase teacher salaries. She shared a quote from a fellow teacher expressing deep ties to the South San Francisco community, emphasizing how important the area is to their sense of family and belonging. Bromann highlighted the long-standing issue of low teacher pay, noting that after 24 years in education, she is only now earning what her college classmates made in their first year in other professions. She emphasized the high cost of living in the Bay Area, which far exceeds the district’s highest teacher salary, making it nearly impossible for educators to buy homes or save without a second income. She shared her

personal struggles living with housemates from 2010 to 2021 just to afford housing for her and her sons and noted that many colleagues live with parents, rent small spaces, or commute long distances just to stay in the district they love. Her final point underscored the sacrifices teachers make to remain in a profession and a place they deeply care about.

Olivia Pogorelskin, a second-grade teacher at Buri Buri Elementary, spoke out about the issue of teacher salaries. Using a visual aid from the previous year, she emphasized that many teachers in the district are still classified as low-income according to San Mateo County standards. She explained that to reach middle-income status, a single-person household must earn over \$109,700. Pogorelskin pointed out that it would take her 17 years in the district to reach that level, and 22 years for colleagues on a different salary column. Even worse, she noted that if she were a single parent, no amount of education or experience would allow her to move out of low-income status under current pay scales. Compared to last year's data, the situation has deteriorated, with some now never expected to break out of low-income status. She referenced new HR initiatives that encourage teachers to promote the value of working in the district, then questioned whether the salary data truly reflects those values. Pogorelskin closed by urging the district to live up to its reputation for bold change by making the boldest change yet and addressing teacher compensation.

Megan Connery, a teacher at El Camino High School, Megan Connery, and CTA secretary, addressed the board with concerns tied to teacher pay and retention. She shared that after 23 years in education, she earns \$20,000 less than her 24-year-old daughter, who is a nurse. She highlighted ongoing issues with salary placement inaccuracies, citing problems related to how the district interprets Master's units and credentialing dates. Connery stressed that before recruiting new teachers, the district should first fix compensation and support issues for current staff. She also discussed her recent participation in a district staff focus group, which provided feedback on the strategic plan's first-year implementation. According to her, the sentiment among staff was largely negative, especially toward the "Portrait of a Graduate" initiative. She pointed out that most teachers had little to no involvement in shaping that vision, despite its wide adoption. Connery closed by urging the district to reconsider its spending priorities, suggesting that funds used for consultants and branding initiatives would be better spent on teachers.

Kate Espiritu-Gonzalez, the lead counselor at El Camino High School, shared her personal and professional struggles related to the cost of living and teacher pay in the district. As a first-generation Filipino woman and long-time resident of the area, she spoke about the challenge of staying in the community given the rising costs. She mentioned recently getting married and considering starting a family, but expressed concern over unpaid maternity leave and the financial difficulties that come with it. Espiritu-Gonzalez highlighted the pay disparity, noting that

neighboring districts pay counselors \$30,000 more than her district, making it harder to stay. Despite losing her entire counseling team due to low pay, she chose to remain in the district out of love for the community. However, she acknowledged that the future stability of her team remains uncertain, as they, too, could leave for better opportunities elsewhere. She ended by emphasizing her deep connection to the community but pointed out that there is a limit to how long she can prioritize it over her own personal and family needs.

Melanie Bingham, a 31-year veteran teacher at Buri Buri, shared her heartfelt concerns about the low teacher salaries in the district. Having taught over 800 students, she expressed deep love for her job but pointed out the harsh reality that her salary places her in the lower economic class, despite her dedication and experience. She emphasized how teachers are undervalued compared to other professionals with similar education levels and noted that many educators in the district struggle to meet basic needs, often resorting to second jobs. This financial strain leads to burnout, high turnover, and talented teachers leaving the profession. Bingham urged the district to raise salaries, arguing that doing so would help retain experienced teachers, reduce stress, and boost motivation and passion in the classroom ultimately benefiting every student. She called for a ripple effect of positive change, starting with properly compensating educators for the critical role they play in shaping the future.

Nayeli Molina, a math teacher at El Camino High School, shared her personal experience with improper salary placement in the district. A South San Francisco native and graduate, Molina has been teaching in the district for six years and holds 77 post-bachelor's units, yet only 21 of those units are being recognized for salary placement. She pointed out that 56 of her units are disregarded simply because they were earned before her teaching credential was issued, a policy unique to this district. Molina explained that when she was hired in 2019, the process was explained differently and more favorably, and she noted the inconsistency even within the district, as some of her coworkers have had all their units counted. Molina compared her situation to peers in neighboring districts like SFUSD and San Mateo Union, where fewer units have qualified others for higher salary columns. She expressed frustration at being told she'd need to go back to school full-time for a year just to catch up, something she cannot do without considering leaving the district entirely. She concluded by urging the district to correct this inequity, emphasizing the need to value teachers fairly and pay them what they're owed.

Carney Skold, a nine-year teacher at South San Francisco High School and science department chair, spoke passionately about the urgent need to support teachers with fair compensation. He is teaching a new Emergency Medical Services (EMS) course next year that has already drawn over 170 student sign-ups, yet due to the ongoing teacher shortage, only a few will be able to enroll, as there aren't enough teachers to cover even biology classes. He shared that even

with 25% of staff working at 120% capacity, the district struggles to fill positions, describing it as if the “ground beneath his feet is eroding.” Skold has dedicated time to training peers and supporting the district, but noted with sadness that many of her talented colleagues have left for higher-paying jobs elsewhere, despite having deep roots in the community. As a department chair involved in hiring, he recounted the heartbreak of losing strong candidates because they can’t afford the pay cut or because their pre-credential units aren’t recognized, which disincentivizes them from joining the district. Skold, who is expecting his first child in June, ended his remarks by asking the board to support educators with wages that reflect their dedication and value, so the district can rebuild a strong, stable foundation for both staff and students.

Amy Lam-Bonilla, a parent of two children, a first grader and a hopeful TK (transitional kindergarten) student, spoke to strongly advocate for TK access for all four-year-olds in South San Francisco Unified. She revealed that her child is still on a waitlist for TK, and after researching, she discovered that waitlists for TK are not permitted under California law, according to the California Department of Education. She pointed out that the law mandating universal TK is not new, and districts have had years to prepare. While other Bay Area districts have successfully expanded their TK programs, SSFUSD still has limited TK slots, and she expressed frustration that despite a recent state-mandated decrease in teacher-student ratios, TK capacity has barely grown. Lam-Bonilla questioned the district’s selective adherence to education code updates: “Do we get to follow one part and not another?” She suggested the district consider waiting to implement the lower student-teacher ratio until there are enough TK spots for all eligible children. She also advocated for better teacher compensation, expressing heartbreak upon hearing that educators in the district often require second jobs just to survive. As a lifelong product of public schools and a local property taxpayer, she emphasized that nearly half her property tax payments go to the school district, and she urged that these funds be used to fairly compensate teachers. Lam-Bonilla closed by offering to be part of the solution for TK expansion but expressed disappointment at the lack of communication and transparency provided to parents, who are mostly told to “wait and remain hopeful.”

Lucie Bradshaw, a 20-year teaching veteran at Junipero Serra, began by pointing out that her school currently has no TK program and fewer students enrolled in TK than other sites raising a concern about equity in access and distribution. Bradshaw shared that her initial motivation for attending board meetings was to support fellow teachers facing incorrect salary placements, but as she continued to participate, she became increasingly disillusioned with the direction of the district. She emphasized the need for a salary schedule increase, asserting, “We really deserve it.” Drawing from her own research, Bradshaw compared SSFUSD to 50 other school districts, including all in the county. She highlighted a key discrepancy: SSFUSD is the only district she found that restricts credit for post-bachelor’s units to those earned after credentialing. In contrast, every other district

simply counts BA plus units, regardless of when they were completed. Calling this practice “nickel and diming” and “humiliating,” Bradshaw said it’s not only disrespectful to educators but also short-sighted. The cost-saving tactic, she warned, will ultimately cost more through staff turnover, repeated training of new hires, and losing quality educators to higher-paying districts. She illustrated this point by comparing starting salaries: Fremont Unified starts at \$83,000, while SSFUSD starts at \$67,000. Fremont’s educators, she noted, are preparing to strike for a raise, and their district has already shown respect by negotiating for 17 hours straight with their union. Bradshaw ended with “That is respect and that’s what we deserve.”

Barbara Hahn, a math teacher at Alta Loma, addressed the board to express deep concerns regarding the Illustrative Mathematics (IM) pilot program, which she stated has remained unchanged even after a year of implementation. According to Hahn, seventh, eighth, and Algebra teachers at Alta Loma identified core standards missing at every level of the IM curriculum. Despite this, the program continues to be promoted by the district, largely due to its alignment with the new California Math Framework. However, Hahn criticized this alignment, pointing out that many university math professors across the country have spoken out against the new framework. These experts have raised concerns that it deemphasizes calculus, underprepares students for STEM-related fields, and places too much focus on conceptual understanding while neglecting foundational skills and essential math facts. Hahn described the IM curriculum as being useful primarily for what she referred to as “grocery store math”, sufficient for day-to-day use, but inadequate for students aspiring to enter STEM careers. While she acknowledged that not every student wants to pursue a path in STEM, she firmly argued that the district should not eliminate or weaken the math preparation necessary for those who do. Responding directly to President Anthony’s previous request for solutions, Hahn offered several recommendations. She urged the board to offer two separate math curricula: one designed to prepare students for AP-level and STEM courses, and another tailored for college preparation without a STEM focus. She called for an end to the IM pilot, stating plainly that it is not suitable for students seeking rigorous math instruction. Finally, she emphasized that the district’s identity should reflect a commitment to ensuring all students are prepared for any career path they choose. For Hahn, that means providing the appropriate math foundation whether a student wants to pursue engineering or a non-STEM profession.

Alexis Limaye (Rosenbaum), the wellness counselor at El Camino High School, shared her frustration with the board, highlighting her third consecutive year of being improperly placed on the salary schedule and not being paid what she feels she deserves. She expressed her deep passion for supporting students and the community, but also emphasized that, despite taking on increasing responsibilities, the district continues to ignore the feedback from those doing the work at the school sites. Limaye pointed out the district’s focus on mental health as one of its top priorities, yet as the only full-time mental health staff member for over a

thousand students at El Camino, she has been left to consider other job opportunities. She mentioned receiving an offer letter, and although she doesn't want to leave the community she loves, she is struggling with burnout and the uncertainty of how to support her growing family. She expressed her frustration with the district's failure to act on feedback, the inequity in pay, and how the district's misinterpretation of the salary schedule has led to her earning less than a colleague with similar responsibilities. Limaye called for better support for staff, suggesting that if the district truly wants students to embody the "portrait of the graduate," they must prioritize the resources and compensation needed to support the educators who are doing the critical work. She ended by posing a powerful question, asking how much the district would pay for a "magic wand" that ensured student success, and urging them to invest that amount in the educators who help make that success possible.

Christina Bonite, a first-grade teacher at Martin School, addressed the board to raise concerns about both the lack of EL (English Learner) teacher support at her site and the issues with the district's salary schedule. She recalled a past meeting with Mr. Hannon, Mr. Covacha, and other educators where they voiced key concerns, one of which was the urgent need for an EL teacher. While she was told that need was acknowledged and "on the list," she now questions what happened to that promise, especially given the 42 newcomers and 241 EL students currently enrolled at her school. Bonite emphasized that not having an EL teacher is a clear disservice to these students and challenges the district's stated commitment to equity. She pointed out the inequity in funding decisions, noting that another Title I school will receive an EL teacher through LCAP funding, while Martin School will not despite its significant EL population. She also spoke out about the frozen salary steps that stall compensation progress for years at a time. As a teacher with 15 years of experience, she said she will be stuck at the same pay level until year 17, and then again until year 20. She questioned how any professional could be expected to stay motivated under such conditions, pointing out that even private companies like Genentech offer sabbaticals after seven years of work. She asked whether cabinet members face similar freezes and called on the district to reconsider what "equity" really means in their policies and compensation practices. Bonite closed by calling the situation "wild" and urged the board to reflect on how they truly value long-term educators.

N. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

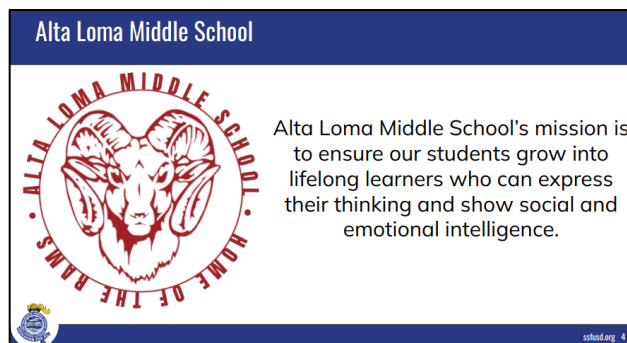
a. Teaching and learning presentation: Alta Loma Middle School

Dr. Moore introduced Principal Nina Mendez who would

present the educational priorities and programs at Alta Loma Middle School.

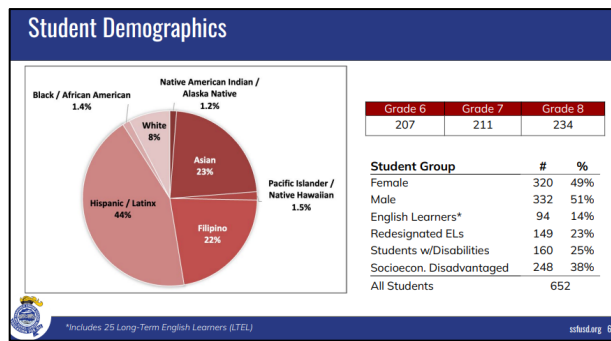
Principal Mendez opened with humor despite losing her voice, joking, “Did you hear about the equestrian with laryngitis? Now she’s a horse... whispering.” She greeted President Anthony, the Board, and the community, and explained that Dr. Pallitto would assist and she would step in if needed.

Dr. Pallitto began by apologizing, saying she wouldn’t fully do the presentation justice just by reading the notes, but promised to do her best. She added that she’d step aside whenever Principal Mendez felt ready to speak, acknowledging Mendez’s moments of voice clarity. She echoed Mendez’s pride in Alta Loma, emphasizing their strong learning community, which is supported by dedicated teachers, engaged parents, and hardworking students. Dr. Pallitto said they were excited to share their school’s work and hoped that, by the end of the presentation, everyone would see how special Alta Loma truly is. She then introduced the school’s mission: to nurture lifelong learners who can think critically and demonstrate social and emotional intelligence.



Student Demographics

Dr. Pallitto highlighted Alta Loma’s diverse and vibrant community, noting that this diversity adds to the school’s richness. The largest student group is the Hispanic/Latinx community, making up 44% of the student body. She also shared that 14% are English learners, 25% have learning challenges or disabilities, and 38% are socioeconomically disadvantaged. Alta Loma currently serves a total of 652 students.



Attendance

Dr. Pallitto shared chronic absenteeism has seen steady improvement, with a 10% drop between 2022 and 2023 and a projected 34.4% improvement for 2023–2024. Average Daily Attendance (ADA) has also climbed, reaching 95.19% so far in 2024, up from 94.27% in 2023 and 93.29% in 2022. She credited the use of Everyday Labs and greater family awareness of the connection between attendance and academic success for this positive trend.

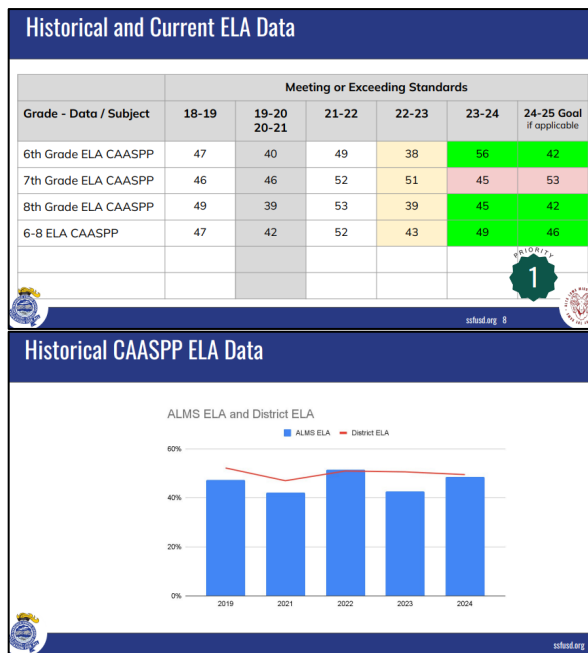
Attendance Monthly Last Three Years

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Average Daily Attendance										
22-23	95.5%	94.9%	94.0%	95.1%	92.4%	92.2%	92.1%	92.2%	92.3%	92.2%
23-24	95.9%	94.9%	95.0%	94.7%	94.3%	94.1%	93.4%	93.4%	93.4%	93.6%
24-25	97.1%	96.0%	95.8%	95.2%	94.8%	94.5%	94.1%	94.0%		
Chronic Absenteeism										
22-23	15.2%	18.2%	22.2%	24.0%	29.1%	28.0%	26.8%	28.2%	27.0%	27.0%
23-24	16.8%	19.7%	16.0%	14.7%	18.2%	19.2%	18.8%	19.6%	20.6%	17.7%
24-25	8.0%	10.2%	11.5%	15.7%	15.6%	16.9%	17.4%	19.3%		

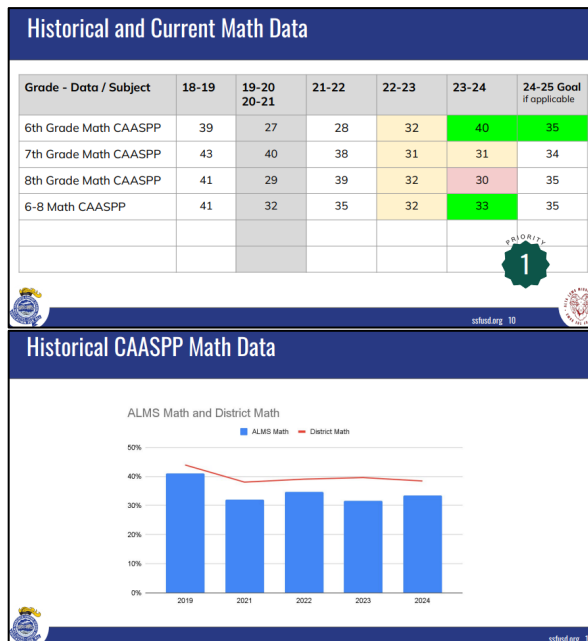
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Statewide Assessment Data

Dr. Pallitto then shared their latest CAASPP English Language Arts test results from 2019 to now. She pointed out improvements in the sixth and eighth grade scores last year and noted that they already passed the goal they had set for the 2024–2025 school year. Even though the 7th grade group showed up in red for the 2023–2024 year, she explained that this group still improved by 7% compared to their 6th grade scores, which is something to be proud of.



For math, she explained that the scores have stayed fairly consistent over time. However, one highlight was that the sixth-grade students already surpassed the goal that had been set for the 2024–2025 school year, which is a positive sign. She mentioned that this progress would be taken into account during site planning for the next academic year.



Dr. Pallitto continued by breaking down the data by student

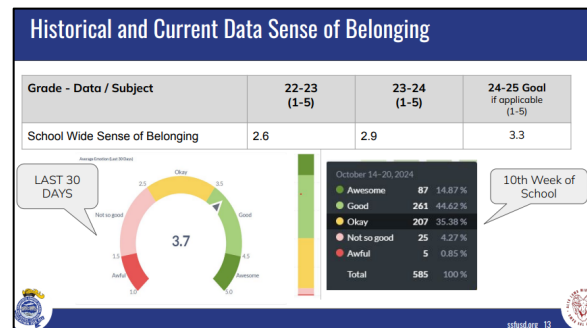
groups. She acknowledged that while there's still a lot of work ahead, the school is slowly making progress, and they are proud of the improvements they've seen so far.

Alta Loma MS Dashboard Data 2023-24

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Orange	N/A	Yellow	Orange
English Learners	Orange	Orange	Orange	N/A	Yellow	Red
Long-Term English Learners	—	Orange	Orange	N/A	Red	Red
Foster Youth	N/A	—	—	N/A	—	—
Homeless	N/A	—	—	N/A	—	—
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Yellow	Yellow
Students with Disabilities	N/A	Yellow	Red	N/A	Red	Red
African American	N/A	—	—	N/A	—	—
American Indian or Alaska Native	N/A	—	—	N/A	—	—
Asian	N/A	Orange	Yellow	N/A	Green	Green
Filipino	N/A	Green	Orange	N/A	Green	Yellow
Hispanic	N/A	Yellow	Orange	N/A	Yellow	Orange
Native Hawaiian or Pacific Islander	N/A	—	—	N/A	—	—
White	N/A	Yellow	Orange	N/A	Blue	Yellow
Two or More Races	N/A	Green	Green	N/A	Orange	Orange

Sense of Belonging

Dr. Pallitto shared that Alta Loma takes great pride in its three-year focus on building a strong sense of belonging among students. In the 10th week of school, a student survey showed that 70% of respondents rated their sense of belonging at a 3 or 4, meaning they feel part of the community most days or absolutely. She also shared that students' average emotions from their "Sown to Grow" reflections, have stayed consistently high, ranging from 2.8 to 3.9. The school is aiming to meet its year-end goal in this area based on an upcoming survey.



SPSA Goals

Dr. Pallitto explained Alta Loma's site goals, each aligned with the district's priorities, core values, and graduate aims. The first site goal focuses on providing exceptional instruction and building equity-centered systems. The school aims to increase both math and ELA CAASPP scores by 10% across all students. Staff are working diligently toward this target, with notable progress from the ELA and social studies departments. Social studies has been focusing on student writing, while ELA is emphasizing academic discourse.

To support diverse learners, Alta Loma has implemented systemic supports specifically for multilingual learners and students with IEPs. There are teacher cohorts in each core subject, with some teachers focused on supporting IEP students and others on adapting lessons for multilingual learners. This structure helps ensure that students receive targeted support while still learning alongside a range of peers.

SPSA Goal #1: By the Spring of 2027, students' school-wide performance in math and ELA will increase by 10% compared to the 2022–23 school-wide scores in both ELA and math.

Actions

- CAASPP ELA
 - The Social Studies department is engaged in cycles of inquiry focused on writing.
 - The ELA department is engaged in cycles of inquiry focused on Academic Discourse.
- Math & ELA
 - ELD Accommodations and Supports (Instructional & Personnel)
 - IEP and 504 Accommodations and Support (Instructional & Personnel)



Priority 1: Exceptional Instruction
Priority 5: Equity-Centered Systems
Core Value: Equity is our North Star
Graduate AIM: Learn

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Dr. Pallitto discussed the second goal, which focuses on empowering teachers within equity-centered systems. By 2027, the staff at Alta Loma will demonstrate the ability to support district priority standards and initiatives for all students, while also fostering a safe and positive learning environment. This year, the school has relied heavily on teachers to reflect and modify site practices to boost student performance. Dr. Pallitto highlighted how impressive it has been to witness teachers rising to this challenge. Teachers have observed one another and participated in cycles of inquiry, examining grading and testing data across departments and grade levels. Additionally, faculty-led committees are focusing on mental health, community, and culture to further support the overall school environment.

SPSA Goal #2: By the Spring of 2027, Alta Loma staff (classified and certificated) will demonstrate the ability to support our district priority standards and initiatives for all students and create a safe and positive learning environment for all students as measured by District Benchmark Tests, CAASPP data, the California State Dashboard data, attendance data, and other site-specific survey data.

- Share out of best practices in site based PD
- Intra-disciplinary 30 Day Action cycles w/ observations
- Faculty Lead Committee work
 - PBIS TIER 1 & 2
 - Quarterly School-Wide Activities Committee
 - Equity and Cultural Committee
 - PoG-leading site based PoG work
- School-wide data cycles of inquiry
 - Grading data
 - Testing data
 - Sense of belonging



Priority 4: Empowered Educators
Priority 5: Equity-Centered Systems
Core Value: Authentic Relationships Matter
Graduate Aim: Learn & Thrive

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For SPSA goal three, Dr. Pallitto emphasized the school's commitment to the Portrait of a Graduate. Alta Loma Middle School is working to ensure that every parent and student can clearly understand and identify how each part of the graduate portrait is brought to life on campus. The school has launched a number of community events and student-led projects to support this effort. In addition to regularly scheduled activities like school yoga, drama, and a wide variety of clubs, the school is fostering student agency by encouraging leadership and involvement in real change. Students are actively engaged in shaping their school community through groups like SQUAD (Students' Quest for Unity and Diversity), school ambassadors, the service club, National Junior Honor Society, and the leadership team. These student-led groups have taken on several improvement initiatives, including food service suggestions, campus beautification, facilities and field upgrades, recycling and compost campaigns, and water conservation efforts. Dr. Pallitto praised how students are taking true ownership of their community through these meaningful projects.

SPSA Goal #3: By the Spring of 2027, all staff, parents, and students will be able to articulate and identify the 4 characteristics of a Portrait of a Graduate and how each is supported and implemented at Alta Loma Middle School and South San Francisco Unified School District.

Actions

- Back to School Night
- Academic Night
- Turkey Trot
- Student of the Month
- Monthly newsletter
- Passion Projects
- Student Staff Volleyball, Basketball Softball
- Read-a-thon
- Culture Night: April 25
- Career Day- May 6
- SQUAD
- SSSA



PRIORITY 2: Engaged Students
PRIORITY 3: Purposeful Partnerships
 Core Value: Community is our Strength
 Graduate AIM: Impact, Navigate, Thrive

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Alumni Staff

Principal Mendez added that a significant number of Alta Loma's current staff are alumni of either Alta Loma Middle School or other South San Francisco schools. She shared that out of the 32 teachers on staff, nearly a third are former students of the district. Some even transferred from other local schools like Parkway as "Panther Converts" to join the Alta Loma community. She expressed pride in this connection, highlighting how special it is to have staff who are deeply rooted in and committed to the local community.

SSFUSD ALUMNI on Staff- Once a Ram always a RAM

ALMS Ramily Mr. Tom- Science Teacher Ms. M. Hahn- Math Teacher Mr. Valdez-Math Teacher Mr. Jimenez- PE Teacher Mr. Concepcion-Band Director Mr. Nico-Para Educator Ms. Blaire- Ed Specialist Ms. Roberts-Science		Panther converts Ms. Cisneros-Math Teacher Ms. Gemma- Para Educator
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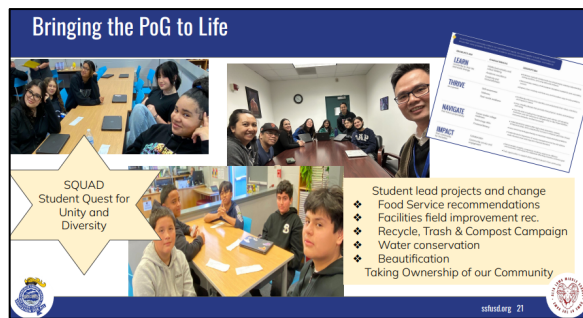
School Culture

Principal Mendez highlighted some of the school events. She explained that each month, Alta Loma holds a cultural assembly to celebrate the diversity of its community, and some of the photos reflect those monthly themes. She also talked about a fun moment where she was duct-taped to a wall as part of a student activity something she admitted she didn't think would work, but surprisingly, it did. Additionally, she pointed out a photo from their annual Turkey Trot event, emphasizing how these activities help build a strong, positive school culture.



Portrait of a Graduate

Principal Mendez continued by highlighting a few more student-led moments captured in photos. One shows students actively engaged in their work, while another features the school's "SQUAD" student group in action. She also mentioned a group of students who took the initiative to request a meeting with the district's nutrition services. These students had clear ideas about how to improve the school's food options, and they were thrilled to learn that the main kitchen was undergoing a remodel, making the timing of their advocacy especially meaningful. She praised the students for stepping up and working to make a real difference on campus.



Trustee Hsieh thanked Principal Mendez and Dr. Pallitto for their inspiring and valuable presentation. She expressed gratitude for being able to visit classrooms and observe dedicated teachers like Barbara, Grace, Everardo, and Marykate. She also thanked Jason and Karie for helping coordinate the visit.

Principal Mendez welcomed any board member who wanted to visit. Trustee Lam shared that she would be visiting the next day and mentioned that her husband, Mark Nagales, is also an Alta Loma alum. She thanked the team for their meaningful work and said she was excited to get to know the school community better.

Trustee Richardson shared her appreciation for Principal Mendez's leadership and the efforts made at Alta Loma Middle School. She specifically acknowledged the financial literacy class, calling it one of the most popular offerings. Reflecting on a prior visit to the school right after the pandemic, she noted how energized the students were and how impressed she was by the use of community circles, which encouraged students to communicate directly and resolve issues respectfully. She mentioned how the school environment seems much calmer now, with fewer behavioral incidents or police involvement. She credited this positive change to the school's implementation of restorative justice and strong leadership. Trustee Richardson commended Principal Mendez and recognized that her work would not be possible without the support of the dedicated staff and teachers. She praised the sense of family at Alta Loma, saying it felt more like a community every time she visited, and acknowledged the challenges of working with adolescents.

Trustee Murray thanked Principal Mendez for the presentation. She asked about the sense of belonging data,

wondering whether it came from a survey. Principal Mendez explained that the school uses a program called Sown to Grow, where students check in every other week during advisory by choosing an emoji to reflect how they're feeling and answering a custom question. These questions are created by the school to help guide their actions toward improving campus belonging. For example, they asked students if they felt part of the Alta Loma community, and later, whether there was an adult on campus who supported them. This allowed the staff to identify students who didn't feel connected, and then pair those students with a teacher or adult they had a relationship with. Teachers were also given access to see which students needed more support, and they were quick to reach out. Trustee Murray said she loved that approach and asked if the school was able to identify students who reported feeling awful or not so great. Principal Mendez responded that they could identify them immediately right after students submitted their answers and alerts were sent to teachers and other staff identified to provide support. Trustee Murray followed up to ask whether the school checks back in with those students. Principal Mendez said yes, and that after learning in the first year of implementation, they realized they needed to follow up quickly. Waiting too long made students feel worse, so now the school makes sure the follow-up happens as soon as possible. Trustee Murray thanked her again and said she thought it was wonderful.

President Anthony expressed her appreciation for the presentation. She said it was really wonderful to get a look into what's happening at Alta Loma and then welcomed Principal Mendez back from maternity leave. She asked Principal Mendez if she would like to take a moment to honor her staff. Principal Mendez responded by acknowledging the Alta Loma staff in attendance. She invited the staff members present to stand so everyone could see them, and the audience responded with applause. She then gave recognition to her volunteers with John Baker still present.

2. ADMINISTRATION

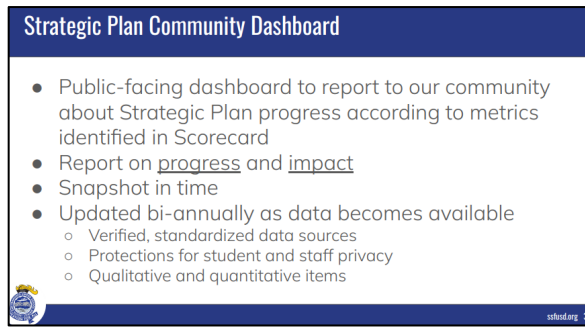
a. Strategic Plan Community Dashboard

Dr. Moore introduced Director Dr. Marianne Hew who would be presenting an overview of the district's strategic plan and

community dashboard. The presentation aimed to provide an update on the progress made so far, which would be shared with the board and the community.

Dr. Hew began her presentation by greeting the Board of Trustees, cabinet, and the South San Francisco Unified community. She explained that she would be discussing the district's strategic plan community dashboard as part of their ongoing effort to share progress with the community. Dr. Hew outlined the structure of her presentation, which would include an overview of the purpose of the dashboard, a review of scorecard metrics, details about the dashboard's architecture, and some preview slides. She also noted that the data presented would not be live but would consist of screenshots to avoid potential issues with the Wi-Fi connection during the presentation.

Dr. Hew explained the purpose of the community dashboard, stating that it is a public-facing tool designed to communicate the progress of the district's strategic plan to the community. The dashboard will report on how the district is doing in relation to the metrics established in the strategic plan. She clarified that the data presented would be a snapshot in time, with updates occurring biannually, once in the summer, after the end-of-year data is collected, and again in the winter when other accountability data becomes available, typically around October or November. Dr. Hew emphasized several design principles for the dashboard. The district is committed to using verified, standardized data sources to ensure accuracy and clarity. Student and staff privacy will be protected, and summary data will be shared rather than individual student information. If data is related to very small groups, it will not be displayed to avoid compromising privacy. Additionally, both qualitative and quantitative data will be included, recognizing that some of the district's work, such as experiences and narratives, cannot always be measured in charts but is still essential for telling the full story.



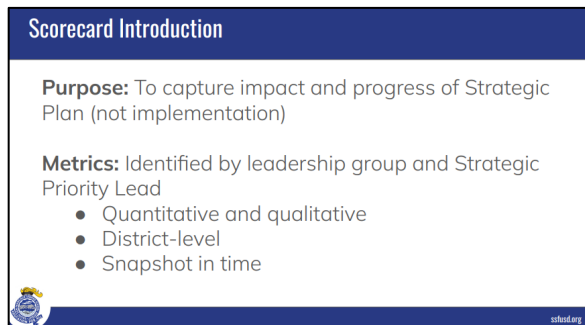
Strategic Plan Community Dashboard

- Public-facing dashboard to report to our community about Strategic Plan progress according to metrics identified in Scorecard
- Report on progress and impact
- Snapshot in time
- Updated bi-annually as data becomes available
 - Verified, standardized data sources
 - Protections for student and staff privacy
 - Qualitative and quantitative items

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Scorecard Introduction

Dr. Hew continued by explaining that the “scorecard” is another term used for the list of metrics the district has identified to measure progress on its strategic plan. These metrics include things like CAASPP scores, graduation rates, and indicators of whether students are receiving the necessary supports to meet graduation requirements. The district is also measuring student progress in reading and math, as well as tracking how many students are progressing toward A-G requirements and overall college readiness. She emphasized that these metrics are a mix of qualitative and quantitative data and are reported at the district level.



Scorecard Introduction

Purpose: To capture impact and progress of Strategic Plan (not implementation)

Metrics: Identified by leadership group and Strategic Priority Lead

- Quantitative and qualitative
- District-level
- Snapshot in time

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Metrics

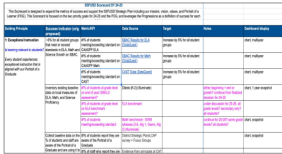
Dr. Hew showed an example of the scorecard metrics spreadsheet, which is organized by strategic plan priority area. For instance, “Exceptional Instruction” is Priority One, and underneath that are various metrics used to measure and report progress. She mentioned that the scorecard metrics are expected to evolve over time as the strategic plan is implemented. What’s measured in Year One might differ from what’s tracked in Years Two, Three, or Four. The list of metrics may grow, or some metrics might be swapped out if the district decides they are no longer the best measures. Any changes would be discussed and reviewed with district leadership and the broader district community as they move

forward.

Scorecard Metrics

This Scorecard is designed to expand the metrics of success and support the SSFUSD Strategic Plan including our mission, vision, values, and Portrait of a Learner (POG). This Scorecard is focused on the two priority goals for 24-25 and the POG.

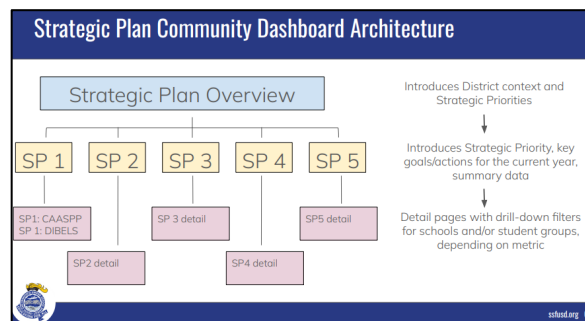
- Focus on 24-25 priorities: SP 1 (Exceptional Instruction) and SP 5 (Equity-centered systems)
- 24-25 is baseline (Year 1 of implementation) for many metrics



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Architecture

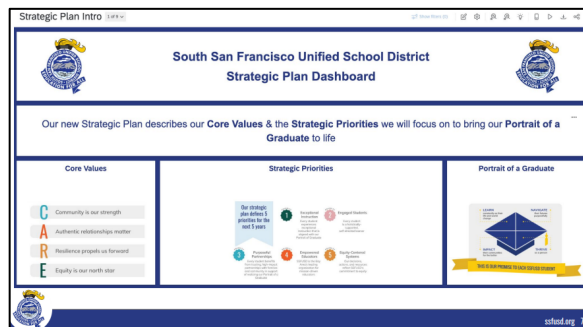
Dr. Hew explained that for Year One of the strategic plan, the focus for both the plan and the community dashboard is mainly on establishing a baseline. The goal is to show who the district is and where it currently stands using the data available. Most of the data shared in this initial phase will be baseline data such as graduation rates and CAASPP scores, much of which comes from state-level metrics. As the plan evolves, more detailed and varied metrics will be added, especially as the implementation of the strategic plan deepens over time. The dashboard will start with an overview that outlines the strategic plan, including the process used to define the district's priorities. Then each priority area will have its own dedicated page. For example, the section on "Exceptional Instruction" will include its related metrics, like CAASPP scores and DIBELS (the district's literacy/reading assessment). Similarly, the "Engage Students" section will include metrics relevant to student engagement. This format is meant to help the board and the community easily navigate and understand the district's progress.



Overview Landing Page

Dr. Hew showed a screenshot of the overview slide that will serve as the landing page for the community dashboard. This

page will greet users when they first visit the site and includes the district logo, the strategic priorities, and the CARE core values. It also features the district's "Portrait of a Graduate." Although not visible in the screenshot, Dr. Hew noted that beneath these elements are explanations describing how the CARE values were created, how the strategic priorities were selected, and the process that the district and community used to develop them. The idea is to help orient families, staff, and community members to understand the background and purpose of the strategic plan.



In addition, the overview page will contain slides showing who the district is, including demographic data on students, the surrounding community, and district staff. It will also show trends in enrollment numbers and a high-level summary of each strategic priority area, giving viewers a strong foundation before diving deeper into the specific metrics on the dashboard.



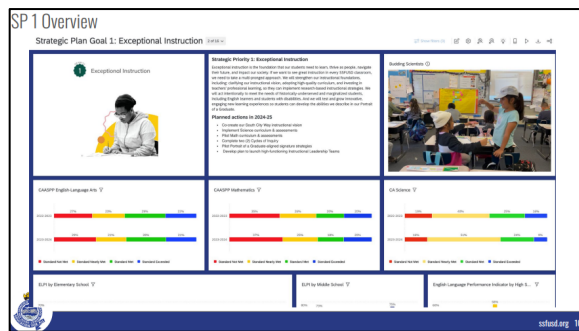
Strategic Plan Goals

Dr. Hew continued by explaining that the community dashboard will break down each strategic priority area in more detail. For Strategic Priority 1, "Exceptional Instruction," she shared some of the metrics already included in the dashboard, using currently available data. These include familiar items like CAASPP scores, CAST science scores,

DIBELS for literacy, and Math. She also noted that the district piloted the SVMl Mars math assessment this year, and they've started to gather preliminary data from it. That information is expected to be added to the dashboard by the end of the school year. English learner performance is another metric being included under this goal. Looking ahead, they're planning how to represent less quantifiable data like awareness and implementation of the "Portrait of a Graduate" in the dashboard. Since that kind of data comes from focus groups, surveys, anecdotes, and walkthroughs, they're still deciding how best to share it whether that's in the form of statistics, images, stories, or something else. Other future data areas include learner progressions and learning walkthroughs, which they also intend to incorporate into the dashboard over time.

Strategic Plan Goal 1: Exceptional Instruction	
2024-25 Scorecard metrics include:	Work in progress:
• CAASPP ELA, Math, Science • DIBELS • Math (MARS) assessment • English Learner performance	• Portrait of a Graduate awareness • Portrait of a Graduate Learner Progressions • Learning Walks data collection pilot

Dr. Hew presented an example of the Strategic Priority One page, focused on "Exceptional Instruction." She pointed out that the page begins with an overview of the goal itself, followed by focus areas for the current school year. She emphasized that this was mainly to give the board and the audience a general sense of the page layout. The top portion provides a high-level view of the included data sets or metrics under the Exceptional Instruction goal. For those who want to dive deeper, she explained that there are dedicated detail pages for each data category such as CAASPP or DIBELS where users can explore the data in more depth. These detail pages include filters that allow users to sort information by grade level span (like elementary), student group (like English learners), and by school, helping to tailor the data view to specific interests or needs.



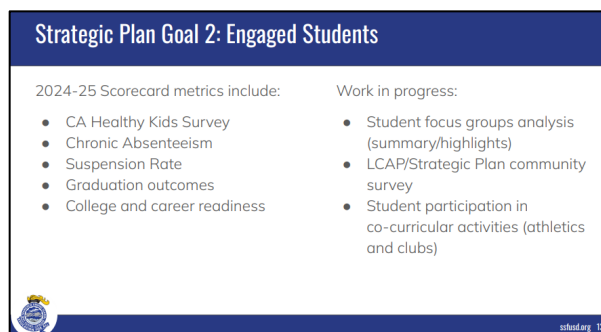
Dr. Hew also spoke about the design principles behind the dashboard. One key choice was maintaining a consistent color scheme across all pages. For example, red represents lower performance and blue indicates higher performance just like on the state dashboard. This was done intentionally to avoid confusion and help users quickly understand the data. She said they've also kept the language and terminology consistent across all metrics and grade spans so that users can easily navigate and interpret the information throughout the dashboard.



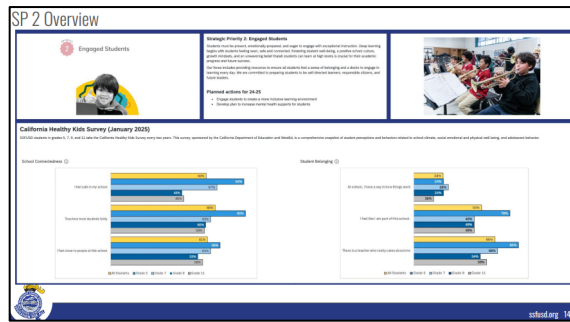
Dr. Hew continued the presentation by sharing an example of DIBELS data. She explained that the visual she provided was actually two different screenshots combined because it's difficult to fit all of the data into a single slide. DIBELS is an assessment given three times a year, primarily to the youngest grade levels, so it offers a unique opportunity to present both a snapshot and growth data. She noted that one view shows how students performed at the beginning of the year versus the end of the year. Another view displays growth over time highlighting the percentage of students who improved, those who stayed the same, and so on. Dr. Hew emphasized that there are a couple of different ways this data can be presented in the dashboard to give a fuller picture of student progress in early literacy.



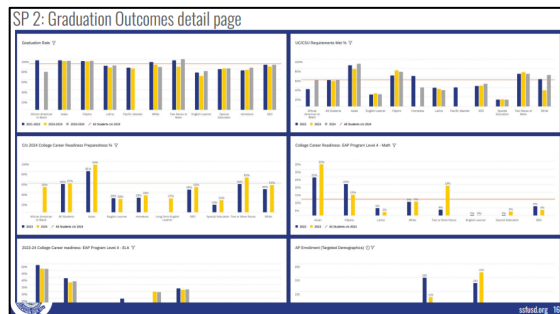
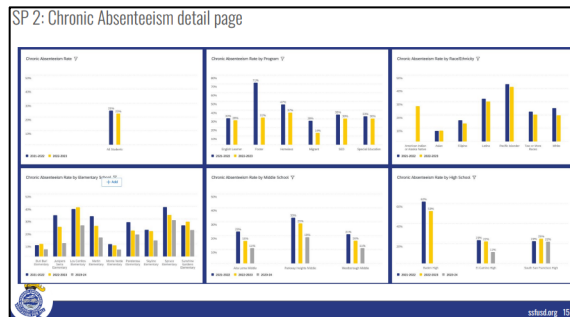
For Strategic Priority Two: Engaged Students, Dr. Hew explained that some of the key metrics are listed on the left side of the screen. These include school climate indicators from the California Healthy Kids Survey, which was administered in January and for which results are just now coming back. That survey is helping shape some of the new metrics they're beginning to include in the dashboard. In addition to that, they are looking at chronic absenteeism, suspension rates, and graduation data the board has seen before. She also mentioned that they're working on other pieces of data like results from focus groups and surveys, which will help give a fuller picture of how engaged students feel across the district.



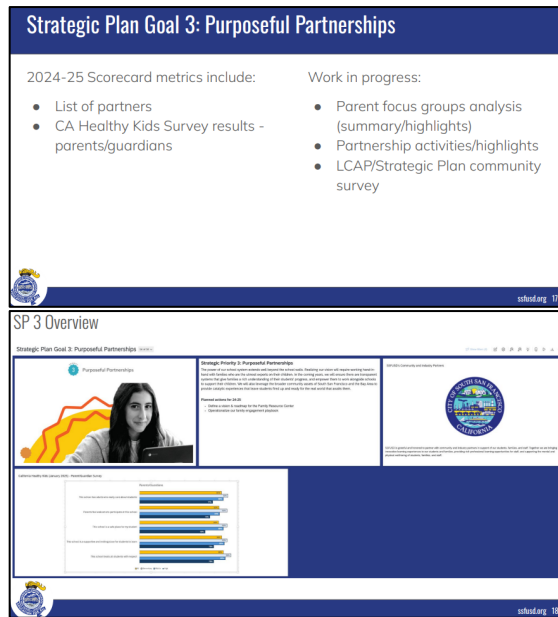
Dr. Hew showed an example of what one of the individual pages would look like on the dashboard. Strategic Plan two overview page displayed data from the California Healthy Kids Survey. She emphasized that these slides are just a way to visually explore what the presentation of the data could look like.



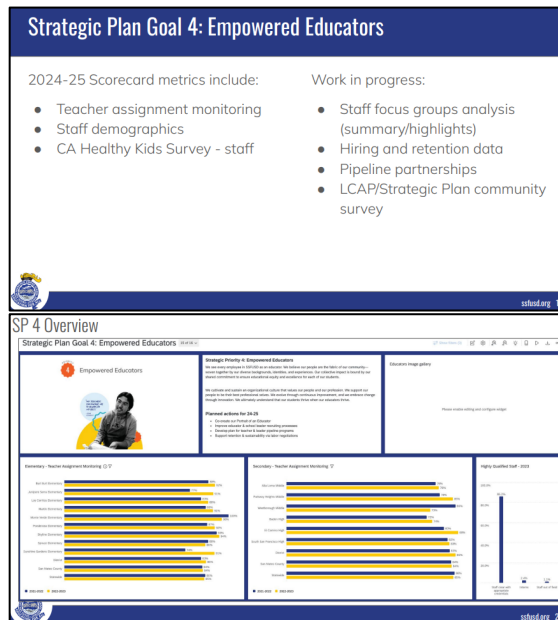
She then briefly mentioned other important data sets such as chronic absenteeism and graduation outcomes, which will also have their own dedicated sections in the dashboard.



Under Strategic Priority Three, Purposeful Partnerships, Dr. Hew described that the current data is primarily narrative in nature. She noted that one of the key components is the California Healthy Kids Survey, which the district recently received and is still in the process of analyzing. Alongside that, the dashboard includes a rotating list of community partners.



Under Strategic Priority Four, Empowered Educators, Dr. Hew shared that this area centers around staff data. Currently, much of it is still under development as the district moves further into the implementation of the strategic plan. The data for this goal will include insights into staff experiences, professional development participation, and other measures of educator engagement and support.



For Strategic Priority Five, Equity-Centered Systems, Dr. Hew explained that this goal focuses on how the district

allocates resources and provides targeted supports. The metrics tied to this area highlight the ways in which the district is addressing opportunity and achievement gaps through intentional strategies.



Dr. Hew emphasized that her presentation served as a high-level overview of the district's new community dashboard not a deep dive into the data itself, but a look at how the information will be presented.

Planning Ahead for 2025-26 Scorecard and Community Dashboard

In addition to what is listed for 2024-25 Scorecard, and based on this year's progress and discussions, potentially add the following:

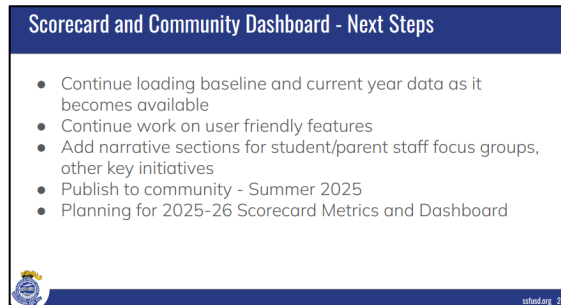
SP 1 Exceptional Instruction	SP 2 Engaged Students	SP 3 Purposeful Partnerships	SP 4 Empowered Educators	SP 5 Equity-centered Systems
- ELA/Math benchmark assessment? - Students participating in inquiry-based learning?	- Students participating in career exploration activities - Students participating in peer counseling programs	ELOP participation?	Pipeline partnerships	

UNDER CONSTRUCTION!

Next Steps

Dr. Hew wrapped up by outlining the next steps for the dashboard's development. The team is actively working on uploading and organizing all of the relevant data while making sure it's user-friendly and easy to understand placing the responsibility on the district to do the interpreting, not on families or community members. The goal is to reduce the cognitive load for users and make the dashboard truly

accessible. The district plans to officially launch and publish the dashboard this summer, with full implementation ready for the start of the next school year.



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

Student Trustee Harsana left the meeting at 8:29 p.m.

Trustee Richardson expressed appreciation for the detailed report but raised the concern that some members of the public might find it overwhelming. She suggested adding a summary version that would allow community members to easily see the district's progress without needing to delve into all the detailed graphs. Dr. Hew responded, explaining that this was the first year of implementation and that they were already considering a simpler summary page. This page would provide a high-level overview, showing progress in key areas like reading, math, and graduation rates, with the option for those interested in more details to access further data. Dr. Hew acknowledged the need for both detailed data and easy-to-understand summaries and emphasized that they were actively working on making the dashboard more user-friendly.

Trustee Lam appreciated the creation of the dashboard and reflected on its purpose, particularly from the perspective of a parent and a new board member. She acknowledged the value of having narratives to help make sense of the data and asked about how the district plans to promote the dashboard and help the community understand and use it effectively. Dr. Hew responded by outlining the district's rollout plan, which includes a summer launch featuring the dashboard in community newsletters and the development of a short orientation video. The video would walk users through what the dashboard is, what data it includes, where the data comes from, and how to navigate it based on interest areas.

like school climate. She also mentioned that the dashboard includes helpful user-interface features like hover-over tooltips that explain terms and acronyms like DIBELS, making the experience more accessible. Trustee Lam affirmed the usefulness of those features and emphasized her hope that the dashboard not only informs the public but also promotes transparency and a sense of accountability. She sees it as an important tool for communicating the district's efforts and progress in a clear and approachable way.

Trustee Hsieh expressed appreciation for the presentation and commended the direction the district is taking with the community dashboard. She emphasized that the dashboard serves as an important accountability tool for the board and the district. Given the significant time and effort invested in developing the strategic plan, she highlighted the importance of having a clear way to monitor progress and assess how well the district is doing.

Trustee Murray thanked Dr. Hew and the team for the report and expressed strong support for the community dashboard. She described it as “amazing” and emphasized its value not only as an accountability tool for the board, but also as a meaningful resource for parents. She appreciated how the dashboard brings the strategic plan to life by breaking it down in a clear and accessible way for the community.

Dr. Moore reminded the board that the development of the community dashboard was rooted in a conversation from a board governance workshop two years prior, during a self-evaluation process. At that time, the board had identified a need to make district data more visible and accessible to the community. She emphasized that the dashboard was created in direct response to that request, aligning with the launch of the strategic plan and the board's commitment to tracking its success. Dr. Moore expressed her gratitude to Dr. Hew and her team for their work and thoughtful collaboration, and she was pleased to see the board's positive reception to the results.

President Anthony expressed enthusiasm for the dashboard, emphasizing the broader issue of under-communicating the important work happening in schools and local government. She noted that while the dashboard is a great step toward

addressing this, it won't be effective unless there is a proactive communication strategy in place. Referencing the idea that "if we build it, they will not come unless we tell them to come," she urged the team to ensure the public is not only aware of the dashboard's existence but also understands how to access and use it. Dr. Hew responded affirmatively, explaining that user accessibility has been central to the design offering both high-level summaries for quick insights and more detailed views for deeper exploration. President Anthony closed by acknowledging that this will be an evolving process and encouraged continued effort, expressing confidence that the district will learn and refine the approach over time.

O. PRESENTATION WITH POTENTIAL ACTION – None

P. CONSENT AGENDA

MOTION #83 (Murray/Hsieh) to approve items: 1a. Minutes of the March 13, 2025 Board Meeting; 2a. Designated representatives to CIF (California Interscholastic Federation) for 2025-26; 2b. Permission for ECHS staff to attend the SEL & Wellness in Sacramento, CA, May 15 – 16, 2025; 2c. Permission for staff to attend the CAL-MSCS Science Professional Learning in San Diego, CA, May 19 – 20, 2025; 2d. Permission for ECHS staff to attend the ASCA Conference in Long Beach, CA, July 12 – 15, 2025; 2e. Permission for SSFHS students to attend the National History Day in Sacramento, CA, April 19 – 20, 2025; 3a. Classified Personnel Assignment Order; 4a. Gifts to the District; 4b. Fundraising events for the 2024-25 school year; 4c. Professional services agreements under \$25,000. Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. BUSINESS SERVICES

a. Bond Program Project Update

Assistant Superintendent Mr. O introduced Bond Director, Lori Shelton who would provide the Board with an update on the status of current Bond Program projects.

Director Shelton gave a brief update on current bond projects. She reminded the board that projects were grouped into five phases, starting with schools that had not received improvements in the previous bond cycle.

For Sunshine Gardens, the team completed the assessment phase and is now beginning design work, including meetings

with the school community. The design phase will take about 6–9 months, followed by state and local agency approvals. Construction is expected to begin in summer 2027 and will last 18–24 months. Planned upgrades include classroom modernization, HVAC, security, restrooms, infrastructure, accessibility, roofing, and interim housing.

Director Shelton gave an update on the Los Cerritos modernization. She reminded the Board that the project had been on hold due to some challenges which were discussed at a previous Board meeting. She shared that she recently met with the architectural firm to begin discussing how to move forward with construction. Once those logistics are sorted out, the design phase can resume. There's no set timeline yet, but progress is being made.

For the central kitchen and El Camino cafeteria project she share that construction is set to begin this summer and continue through summer 2026. DSA approval has been secured for the cafeteria, and they're expecting approval for the kitchen soon. The project is moving forward under a lease-leaseback model, and subcontractor bids are currently being collected. A temporary meal prep space at the district office has also been planned and will go to the board for contractor approval at the next meeting. Nutrition Services is partnering with a third-party vendor to support operations during construction.

The Westborough field and pavement improvements project is set to begin this summer. They received unofficial DSA approval this week, with final paperwork expected soon. The project has already gone through bidding, with the bid opening held on March 19. The contractor approval will be presented at the April 24 board meeting.

Director Shelton shared that Group Two includes four schools: South San Francisco High, El Camino High, Spruce Elementary, and Monte Verde Elementary. SSF High and El Camino High are deep into the project assessment phase. Architects conducted additional assessments over spring break and are finalizing reports and recommendations based on site visits, community feedback, and program needs. Spruce and Monte Verde are in early stages. Architects were just approved by the board, and kickoff meetings are beginning with school communities to start the assessment

process.

Director Shelton reminded the board about the remaining schools in Groups 3 through 5, which have not yet begun work but under the Measure T bond program:

- **Group 3** includes Alta Loma Middle School, Parkway Heights Middle School, and Baden High School.
- **Group 4** consists of Junipero Serra Elementary School, Ponderosa Elementary School, Skyline Elementary School, and Westborough Middle School.
- **Group 5** contains Buri Buri and Martin Elementary Schools, as well as projects still to be determined for the district offices, the Children's Center, Hillside Preschool, the Serra Vista campus, and workforce housing.

Director Shelton also provided an update on the HVAC projects that took place at various school sites, which were organized into three packages. She noted that Package A, which included HVAC systems funded through the bond program, has completed construction. The district is now in the closeout phase, working on obtaining certification from the Division of the State Architect (DSA). She expressed hope that official DSA certification of project closure would be received soon.

She added that the bond team has also been working on resolving issues with previously closed but uncertified projects. Out of 23 such projects, eight have now been certified, five are currently at the DSA awaiting certification, and 10 remain that will require further work. These last ten are more complex and will each need a unique strategy to reach certification. Some may need additional inspectors, destructive testing, or even reconstruction of certain elements. She noted that, so far, DSA has not restricted the district from proceeding with new modernization efforts due to these uncertified projects, although they do have the authority to do so.

Director Shelton noted that several items will be coming to future board meetings, including a number of RFQs to establish pools for various services such as commissioning,

construction management, and lease-leaseback contractors. Specific commissioning services related to the El Camino High School cafeteria project will also be included. These RFQs will help the district build a list of approved firms to draw from for upcoming work, and she noted that the board can expect to see quite a few of these soon.

She concluded by mentioning that the district is currently documenting and creating specific standards for both general and IT-related projects. She highlighted that the IT standards have been developed in collaboration with the IT director and a consultant. These standards are under review and should soon be approved by the IT department, providing a consistent format for sharing with all design teams.

Trustee Richardson raised a few concerns about the progress and funding for the projects. She first asked for clarification on the completed HVAC units and the overall progress, mentioning that it was hard to follow the details about the projects and timelines. Specifically, she was confused by the mention of a project starting in 2027. Director Shelton clarified that construction for the Sunshine Gardens project would begin in the summer of 2027, following the design and state review processes. Trustee Richardson then asked about the bond funding, expressing concern that the remaining \$286 million might not be enough for the ongoing projects. She also asked whether the district would need to cash out more bonds. Mr. O responded that state law only allows the district to draw funds as needed for specific projects, and that they evaluate when to sell more bonds (likely another \$150 million) based on the cash flow requirements. Trustee Richardson acknowledged the potential delays but emphasized the importance of getting the projects done right, even if it takes more time. She expressed gratitude for the work being done and for keeping the projects on track, despite the complexities and lessons learned from past issues.

Trustee Lam asked for clarification on the pacing of the five project groups, specifically about how the groups are progressing and how future groups will begin their initial phases. Lori Shelton explained that the district is revising the master schedule to show the pacing based on the current progress and capacity. She highlighted that the district is still in the process of building the program, addressing essential

aspects like ed specs and district standards, which had lapsed from the previous bond program. She also noted that the pace of the projects is influenced by both labor capacity and cash flow, and they're aiming to manage this to avoid overwhelming the system. The goal is to have multiple projects in different stages simultaneously. Mr. O added that part of the delay stemmed from the time it took to sell the bonds after the bond measure passed in November 2022, which took about four months. He also mentioned the challenges of hiring the necessary staff, as many professionals in the field can earn more in private firms, which made staffing difficult. All of these factors contributed to the delays in the project timeline.

Trustee Hsieh requested that the next update be provided in a report format to ensure transparency and make it easier for the public and trustees to follow. Director Shelton agreed to this request. Mr. O also mentioned that updates are regularly provided to the [Citizens Bond Oversight Committee](#) and the [Facilities Subcommittee](#), with [meeting minutes](#) available on the website for those committees. He pointed out that the public can access these updates by visiting the relevant committee sections on the district's website. Additionally, they are considering creating a dedicated web page for the bond program in the future to improve accessibility and transparency.

ACTION

1. ADMINISTRATION

a. Resolution No. 25-11 Earth Day

Trustee Richardson read the resolution.

MOTION #84 (Richardson/Murray) to approve the adoption of Resolution #25-11: In support of Earth Day. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

2. EDUCATIONAL SERVICES

a. Approval of MOU with SMCCCD for the Middle College Program for 2025-26

Trustee Hsieh recused herself due to a potential conflict of

interest as an employee of SMCCCD, but recommended approving the program, as it would greatly benefit the students.

Trustee Lam asked about the overall enrollment in the program and recent changes in how many students can be accepted. Ms. Center-Goodman explained that enrollment is currently at capacity based on the MOU. Originally, the program was approved for 100 students, 50 per grade level. Over time, that number has decreased to 45 and now 35 students per grade level. Although 53 new students from South San Francisco Unified applied this year, only 35 could be accepted due to the 70-student cap. She added that the inclusion of other school districts limits the number of spots available to SSFUSD students. Trustee Lam confirmed that the participation of other districts impacts SSFUSD students' access to the program. Ms. Center-Goodman responded that the program could accept more students but is restricted by the terms of the MOU. Dr. Moore added that part of the reason for limiting enrollment was to manage overall program costs and ensure the district could support other programs as well. Trustee Lam then inquired about how the tuition amount in the MOU was determined, noting the inclusion of a COLA increase. Ms. Center-Goodman explained that the program was initially free for the first two years, then maintained a flat fee for several years. In 2023, the cost increased by 3% based on the COLA. She clarified that most of the funds go directly toward supporting student activities and experiences. Trustee Lam thanked her for the information.

Trustee Richardson made a brief comment and asked Ms. Center-Goodman how students from other school districts are factored into the program, noting that San Mateo Union High School District also sends students. Ms. Center-Goodman confirmed that South San Francisco was the first district to partner with the program. San Mateo Union High School District sends only a few students due to county lines, as most of their students attend CSM's Middle College. Jefferson Union High School District now also has an MOU with the program, allowing some of their students to enroll. Currently, the program serves three school districts, with the majority of students coming from South San Francisco Unified. Trustee Richardson thanked

her for the clarification.

MOTION #85 (Murray/Lam) to approve the MOU with San Mateo County Community College District for the Middle College Program at Skyline College for the 2025-26 school year. (AYES: Richardson, Lam, Murray, Anthony; NOES: None; ABSTAIN: Hsieh). Motion passed 4-0-1.

b. Approval of MOU with CORE Districts for the 2025-27 School Years

Trustee Lam asked about the professional development or trainings offered as part of the agreement, particularly those that may support the district's efforts in presenting data to the community. Dr. Hew responded by explaining that the CORE Data Collaborative is a broader group associated with the CORE Districts, which now includes nine school districts in California and nearly 200 school districts overall. This collaborative provides a platform for data professionals to network and share strategies for data use and communication. She emphasized that while she, as an administrator and certificated staff member, has access to professional development through research groups, her team typically does not have many such opportunities. This program offers her team rare access to training that helps them learn to effectively use and visualize data for various stakeholders, including teachers, administrators, and the community. This training also supports the development of tools such as the strategic plan community dashboard.

MOTION #86 (Murray/Hsieh) to approve the MOU with Core Districts for data analysis, reporting, and professional learning services for the 2025 – 2027 school years. Motion Carried. (Unanimous)

c. Approval of New Course Implementation at SSFHS

President Anthony expressed her enthusiasm that the program is funded through Prop 28, clarifying a previous question about the funding source. She noted that Prop 28 is designated for the arts, distinguishing it from Prop 2, which was related to school bonds. She concluded by sharing her excitement and anticipating that the program will be fun.

MOTION #87 (Murray/Hsieh) to approve the Percussion Ensemble course for implementation at South San Francisco High School for the 2025-26 school year. Motion Carried. (Unanimous)

d. Approval of Reallocation of funds for Stepping Stones

MOTION #88 (Lam/Hsieh) to approve the reallocation of funds to increase Stepping Stones agreement to pay the cost of the school psychologist covering leaves of absences. Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Resolution No. 25-10 for Classified School Employee Week

Trustee Lam read the resolution.

MOTION #89 (Murray/Hsieh) to approve the adoption of Resolution #25-10: Designating May 18 – 24, 2025, as Classified School Employee Week. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

b. Resolution No. 25-12 for Day of the Teacher

Trustee Murray read the resolution.

MOTION #90 (Murray/Lam) to approve the adoption of Resolution #25-12: Designating Wednesday, May 14, 2025, as the California Day of the Teacher. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

4. BUSINESS SERVICES

a. Approval of Amendment #2 with Protech Consulting and Engineering, Inc. for the ECHS Central Kitchen and Cafeteria Project

MOTION #91 (Hsieh/Murray) to approve Amendment #2 with ProTech Consulting and Engineering, Inc. for additional services related to construction-phase asbestos and lead abatement monitoring, as well as in-situ soil characterization

for the El Camino High School Central Kitchen and Cafeteria Project, in the amount of \$48,899.00. Motion Carried. (Unanimous)

b. Approval of Amendment #1 with Cornerstone Earth Group, Inc. for the ECHS Central Kitchen and Cafeteria Project

MOTION #92 (Lam/Murray) to approve Amendment #1 to the agreement with Cornerstone Earth Group, Inc. for additional services for construction-phase geotechnical engineering and observation for the El Camino High School Central Kitchen and Cafeteria Project in the amount of \$21,500.00. Motion Carried. (Unanimous)

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

April 24, 2025

- Presentation teaching and learning – Sunshine Gardens ES
- Presentation – Math Pilot Recommendation
- Presentation – Climate Literacy
- Approval of SPSAs
- Resolution honoring Asian Pacific American Heritage Month (May)

May 8, 2025

- Recognition for outgoing Student Trustee Harsana
- Presentation teaching and learning – Spruce ES
- Presentation – English Learner Master Plan
- 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 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)

SUMMARY OF BOARD DIRECTIVES – None

GOOD AND WELFARE

Trustee Lam shared that she would be visiting Alta Loma Middle School the following day to observe the math pilot and expressed her appreciation to Director Brockmeyer for facilitating the visit. She also reported attending another CSBA training over the past weekend and mentioned that she is looking forward to completing three more sessions for the governance course. Additionally, she noted the upcoming South San Francisco Chamber of Commerce Scholarship Luncheon on April 17th and said she would try to attend.

Trustee Richardson shared several updates. She mentioned that the entire board is invited to the upcoming Youth in Government shadow event. She also noted that during the City Council meeting the previous night, four students from South San Francisco High School were recognized for completing the Youth in Government program. She expressed pride in seeing the students attentively engaged in discussions about city governance and highlighted their awareness of civic responsibility. Additionally, she reported attending a TOSA workshop earlier that day at the Spruce STEM lab, where teachers on special assignment (TOSAs) presented on new educational programs. She was particularly impressed by a new initiative that will teach students to type by second grade. She praised the TOSAs for their dedication to training staff on tools like Google Classroom. Trustee Richardson also shared that she had joined visits to Ponderosa and Los Cerritos schools alongside Dr. Moore and Trustee Murray. She was pleased to see the sparkling condition of Ponderosa, noting that one would not be able to tell there had been a fire there recently. President Anthony added that it had been a tiny fire.

Trustee Murray shared she wanted to highlight her site visits to Los Cerritos and Ponderosa, describing both as wonderful schools. She especially noted her experience at Los Cerritos, where she met Principal Karen Hong for the first time. Trustee Murray commended Principal Hong, a first-year principal, as “wonderful” and praised the presentation she gave during the visit. Trustee Murray expressed her appreciation for the experience.

President Anthony shared that she spoke at the kickoff for the Youth and Government breakfast and expressed her appreciation for being invited. She highlighted the impressive students involved in the program and shared her excitement for them to shadow South San Francisco staff in the upcoming week, noting it will be a great opportunity for the students to experience a day in the life of local government.

ADJOURNMENT – 9:44 p.m.